



NQT Quality improvement study

5.6 Induction

Almost all SLT respondents indicate that there is a standard induction in their schools for NQTs (Table 104), with small proportions indicating that induction varies according to the number of NQTs in any one year or for all subjects, although more indicate that it varies for some subjects. Table 105 indicates that where practice does differ it is more likely to do so in secondary schools (which focus more on subject specialisms and tend to be larger and therefore with more NQTs in a year). Table 34 in Appendix 1 suggests that independent schools also have standard inductions but that there are more likely to be variations for subject specialisms or where there are a number of NQTs in a year.

Table 104 Standardisation of induction: SLT responses

	Yes	Total
	%	n
Standard induction for all NQTs	95.1	691
Induction varies for all subjects	6.5	663
Induction varies for some subjects	14.9	663
Induction varies according to number of NQTs in one year	9.8	662

Table 105 Standardisation of induction, by school type: SLT responses

	Primary		Secondary	
	Yes	Total	Yes	Total
	%	n	%	n
Standard induction for all NQTs	95.9	465	94.1	177
Induction varies for all subjects	1.3	6	18.1	34
Induction varies for some subjects	10.0	46	26.1	49
Induction varies according to number of NQTs in one year	8.0	37	15.1	28

It seems from SLT responses that 10% time release from the timetable for NQTs and having an induction tutor are standard (Table 106). Common practices include observing other teachers and going on external courses, having a mentor or coach and an individual written programme. It seems less common for NQTs to visit other schools or to have training in school by external specialists. NQT responses about what they experience are similar to SLT responses (Table 107). The pattern does not seem to differ much between primary and secondary schools (Table 108), although primary NQT's seem much more likely to visit other schools. Table 35 in Appendix 1 suggests that practices are similar between independent and non-independent schools. There were no regional differences.



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Table 106 Induction processes for NQT: SLT responses

	Always include	Usually include	Sometimes include	Rarely include	Never include	Total
	%	%	%	%	%	n
10% time release from timetable	98.4	1.3	0.3	0.0	0.0	687
Induction tutor	94.4	2.1	1.6	0.7	1.2	680
Observing other teachers in your school	86.2	12.0	1.6	0.0	0.1	690
Formal external training courses	81.7	12.5	4.7	0.9	0.3	687
Other mentor/coach	69.3	11.8	10.9	4.2	3.9	645
Written individual programme	65.9	14.0	9.9	6.6	3.7	656
Visits to other schools	44.0	26.9	21.1	7.1	0.9	677
Training in school by external specialists	36.8	21.7	26.0	11.1	4.5	650

Table 107 Induction processes: NQT responses

	Yes	Total
	%	n
Induction tutor	93.8	272
10% time release from timetable	93.8	272
Formal training courses	84.2	272
Observing other teachers in your school	82.7	272
Other mentoring/coaching	69.5	272
Training in school by external specialists	51.5	272
Written individual programme	45.6	272
Visits to other schools	37.1	272
Contact with school Governors	19.5	272

Table 108 Induction processes for NQTs by type of school: SLT responses

	Always/Usually include		Sometimes /rarely include		Never include		Total n	
	Pri	Sec	Pri	Sec	Pri	Sec	Pri	Sec
Induction tutor	95.6	98.4	2.7	1.6	1.7	0.0	473	190
Other mentor/coach	76.7	91.4	17.6	8.6	5.6	0.0	443	185
Written individual programme	81.7	74.6	14.8	21.0	3.5	4.4	458	181
Observing other teachers in your school	97.9	98.9	1.9	1.1	0.2	0.0	484	189
Formal external training courses	96.9	86.6	3.1	12.3	0.0	1.1	485	187
Training in school by external specialists	59.1	57.8	36.7	39.0	4.3	3.2	447	187
Visits to other schools	80.9	44.6	18.7	53.8	0.4	1.6	477	184
10% time release from timetable	99.6	100.0	0.4	0.0	0.0	0.0	481	189



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Practice in supporting NQTs seems a little more variable (Table 109). SLT respondents indicate that virtually all schools have one member of staff overseeing NQT induction. It seems to be unusual for governors to be involved in induction. Again, the pattern of provision seems similar (Table 36 in Appendix 1) in both primary and secondary schools and in independent and non-independent schools (Table 37 in Appendix 1).

Table 109 Individuals who support induction: SLT responses

	Always	Usually	Sometimes	Rarely	Never	Total
	%	%	%	%	%	n
One member of teaching staff overseeing NQT induction	91.6	7.2	0.7	0.4	0	682
Other teaching staff designated to support NQTs	54.0	22.0	17.8	3.9	2.3	641
Governors involved in induction	6.7	8.0	20.4	36.7	28.2	627
Explicit monitoring of NQT induction	78.3	12.9	4.7	3.3	0.8	660
Explicit evaluation of NQT induction	71.8	16.2	7.4	3.2	1.5	662
Other (please specify)	85.7	9.5	0.0	4.8	0	21

SLT respondents indicate (Table 110) that most commonly NQTs spend 2-3 hours a week on induction (60.2%), with most other NQTs spending 1 hour a week (28%). NQTs in primary schools spend more time on induction than do those in secondary schools (Table 112), according to SLT respondents. Table 113 below suggests that NQTs in independent schools spend less time on induction than do those in non-independent schools (but the number of SLT respondents from independent schools is small)

Table 110 Average time an NQT spends on induction activities: SLT responses

	%
1 hour per week	28.0
2-3 hours per week	60.2
4-5 hours per week	9.8
Over 6 hours per week	2.0
Total n	661

Table 111 Average time NQT spends on induction: NQT responses

	%
1 hour per week	43.4
2-3 hours per week	50.4
4-5 hours per week	3.5
Over 6 hours per week	2.7
Total n	258



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Table 112 Average time an NQT spends on induction activities, by type of school: SLT responses

	Primary	Secondary
	%	%
1 hour per week	24.3	38.0
2-3 hours per week	60.6	58.7
4-5 hours per week	13.1	1.1
Over 6 hours per week	1.9	2.2
Total	465	179

Table 113 Average time an NQT spends on induction activity, by independent and non-independent schools: SLT responses

	1 hour per week	2-3 hours per week	4-5 hours per week	Over 6	
	%	%	%	%	Total n
Non-independent	27.4	60.1	10.4	2.1	627
Independent	41.9	58.1	0.0	0.0	31

Tables 38 and 39 in Appendix 1 suggest that there are no great regional differences here. The amount of time staff spend on NQT induction (Table 114) reflects that spent by NQTs (Table 111), but SLT respondents suggest that more time is spent by supporting staff than by NQTs. Slightly more time seems to be spent by secondary school staff (Table 115). Schools in London (Table 117) seem to spend less time supporting NQTs than those in other regions.

Table 114 Average time a member/members of staff spend(s) supporting NQTs in their first year: SLT responses

	%
1 hour per week	29.6
2-3 hours per week	58.0
4-5 hours per week	8.9
Over 6 hours per week	3.6
Total n	676

Table 115 Average time a member/members of staff spend(s) supporting NQTs in their first year, by type of school: SLT responses

	Primary	Secondary
1 hour per week	31.5	24.1
2-3 hours per week	55.6	63.6
4-5 hours per week	9.3	8.6
Over 6 hours per week	3.6	3.7
Total	473	187

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Table 116 Average time a member/members of staff spend(s) supporting NQTs in their first year by independent and non-independent schools: SLT responses

	1 hour per week	2-3 hours per week	4-5 hours per week	Over 6
	%	%	%	%
Non-independent	29.8	57.3	9.4	3.6
Independent	28.1	68.8	0.0	3.1

Table 117 Average time a member/members of staff spend(s) supporting NQTs in their first year, by region: SLT responses

	North	Midlands	South	London
	%	%	%	%
1 hour per week	32.4	25.7	33.3	24.7
2-3 hours per week	53.5	60.9	55.8	67.1
4-5 hours per week	10.0	10.4	7.5	4.7
Over 6 hours per week	4.1	3.0	3.4	3.5

Comments by SLT members: induction and CPD

Specific features of the induction programme considered important by SLT respondents are regular reviews and meetings, an open door policy, clear communications and opportunities to shadow managers. Some mention adherence to PPA (Planning, Preparation and Assessment time) rules as important, particularly 10% release time and 10% PPA time. Effective use of the non-contact time is significant. Networking with other NQTs in the area is seen as important to some respondents. Other forms of peer-support are also mentioned, such as buddying with recent NQTs within the school, or peer-coaching schemes.

Opportunities for further training and CPD are frequently mentioned by SLT respondents as important. Also important are opportunities for progression within the school and for NQTs to take on responsibility, seen as investment in the individual by the school. Some respondents comment on the importance of recognising the personal development of the NQT. Some comment on the importance of having a budget that allows them to offer the types of training and support needed by NQTs.

Comments by NQT respondents: induction

A good induction programme is very important. Those who mentioned poor experiences in the NQT year were unlikely to stay at the school. NQTs see the level and form of support between schools as very varied. NQT respondents mention: having a pack giving school policies, procedures and practices in the school would be helpful (existing staff sometimes assume knowledge); relationships with and support from SLT/mentor/induction tutor/ colleagues is very important; having a dedicated mentor/induction tutor is essential; support from other staff within the school is important. One comment was that a balance between having full information and not being overwhelmed by it is important for the NQT year. A written record of the process is important in assessing development over the year and some consider that the NQT should have written confirmation of the induction programme, particularly regarding mentor time.

Training needs identified by NQTs for the NQT year include: behaviour management; specific ICT software; support with managing workloads; guidance on planning and assessment; observing



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others teach and visiting other schools. The option to request free training courses is important and it is important to have access to information about training that is available.

Additional support from ITT providers during the NQT year would be helpful. Opportunities to talk to other NQTs from the same types of school would be appreciated, an example of such provision being in the Richmond area.

Schools are seen as more important in relation to induction than local authorities. Experiences of support at local authority level vary and some are mentioned as particularly good: Blackburn with Darwen and South Gloucestershire. Others are seen as offering very little support for NQTs or little information. Some NQTs have concerns that they may not be fairly assessed in school and suggest that local authorities might monitor standards (as universities monitor standards of school placements).

One NQT mentioned that having studied via the GTP helped during the NQT year and some felt that their PGCE had not given them adequate preparation for everyday school life.

NQTs not starting in September are more likely to encounter problems with the induction process, for example one had experienced problems through not having a class of her/his own, sharing classes, not having a classroom, etc.

Salary is important to some, but was not mentioned by the majority. One stated that salary for NQTs should be higher given the workload (a mature entrant from a previous career), and others commented that the salary is too low. Support with student loans/debt and support for buying homes are also concerns.