

NQTs in Buckinghamshire and beyond

To all new NQTs

I am delighted to welcome you on behalf of The Buckinghamshire Learning Trust to your new teaching post. We are pleased that you have chosen teaching as your career! Many congratulations on getting to this point and successfully achieving the challenging standards of Qualified Teacher Status.

As an Appropriate Body, the Learning Trust is very proud of the excellent standards in the schools with which we work, whether maintained, academies or independent, at home or abroad. These standards are clearly a reflection of the quality of the workforce in these schools and the expertise which schools deploy to develop their teachers. As an NQT you are especially valued for your unique ability to offer an energetic freshness of approach alongside a wealth of creative suggestions and ideas to enrich the quality of learning for our children and young people. We appreciate and embrace this key expertise, which will allow the schools to continue to meet these standards.

I sincerely hope that you will find the handbook of real use. The NQT section in particular has been specifically designed with you as the clear focus and will help to guide and assist you through the key aspects of your first year of teaching. It is, however, only a small part of the support offered to you. The staff in your school, particularly your assigned Induction Tutor, are there to help steer you through the year and to offer vital help and advice. Our friendly and supportive NQT Induction Team are also on hand to answer any questions or queries that may arise. Please do not hesitate to contact us at any time.

All the best with your induction year!

Kindest regards

Roxanne Jackson
Teaching Excellence Practitioner – NQT Manager
Buckinghamshire Learning Trust

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The NQT

- **You** should take increasing responsibility for your professional development as your induction support programme progresses.
- If **you** are not satisfied with the content and/or delivery of the programme of monitoring, support and assessment being provided during your induction, please act as quickly as possible – remember this is **your induction**. It is far better to raise any concerns at an early stage.
 - Talk to your Induction Tutor/Mentor.
 - Talk to a colleague.
 - Raise issues with the appropriate senior school staff.
 - Contact the NQT helpline at the Teaching and Learning Centre:

Izzy Hall

email: ihall@learningtrust.net or tel: 01296 382859.

The NQT Checklist – First Priorities

Here is a quick and easy checklist to make sure that **you** are eligible to start **your** induction support programme and that you are fully aware of your roles and responsibilities. **Any questions in bold are prerequisites i.e. if the answer is NO, you cannot start your induction, and any induction that you undertake will be invalid and have to be repeated!** All other questions highlight the essential elements of a successful induction support programme.

QUESTION	WHEN DONE ✓	DATE ACTION TO BE TAKEN
You need QTS to register for the Induction Year. If you do not have QTS, discuss this with your Headteacher immediately.		
Has information about the school, policies and procedures been shared prior to the first day in post?		
Has the Appropriate Body been notified that you have started your induction? Check with your Head or Mentor. The school must do this otherwise your induction period may be invalid.		
Are you receiving a reduced timetable? This should be 90% with 10% allowed as release time for professional development (In addition to PPA time).		
Have you been assigned an Induction Tutor/Mentor?		
Does the Induction Tutor/Mentor have all the information/knowledge needed to be effective?		
If you did it as part of your training, have you discussed your Career Entry and Development Profile (CEDP) with, and made it available to, your Induction Tutor/Mentor?		
Have you familiarised yourself with the Teacher Standards?		
Do you have the details for your named contact at your Appropriate Body (see this handbook)?		
Have you and your Induction Tutor/Mentor planned an individualised and structured induction support programme?		
Have regular meetings been set up between you and your Induction Tutor?		
Has your Induction Tutor/Mentor set up a programme of assessment, observations and feedback/progress reviews?		
<p>When putting together a programme of support, the Induction Tutor will need to make arrangements early on for the NQT to:</p> <ul style="list-style-type: none"> • have shared information about the school, the post and the arrangements for induction, in advance of the first day in post; • meet with the Induction Tutor to discuss their individual strengths and development needs; • receive and agree a timetable of observations, reviews and assessment meetings; • agree a personalised development plan setting out clear objectives and success measures; • receive information about their rights and responsibilities and those of others involved, and the nature and 		

<p>purpose of assessment in the induction period;</p> <ul style="list-style-type: none"> • participate in the school's/college's general induction arrangements for new staff; • take part in any appropriate programme of staff training or improvement activities at the institution; • be made aware of any institution-wide policies, including those on safeguarding and child protection, management of behaviour and health and safety, and opportunities for more targeted support/advice in these areas where necessary; • spend time with the school's special educational needs (SEN) co-ordinator to focus on specific and general SEN matters; • receive, where appropriate, training development or advice from professionals from outside the school/college e.g. from other schools and colleges, LAs, Higher Education institutions, Diocesan authorities, professional bodies and subject associations; • take part in external training events that are relevant to identified individual needs. 		
<p>If you are undertaking your induction part-time, have you established how long your induction support programme will be? Please contact Izzy Hall ihall@learningtrust.net</p>		
<p>Are you fulfilling your roles and responsibilities as an NQT? (See Section 2).</p>		

First priorities – Getting it right at the start

The first few weeks in post can be very demanding for any teacher but they are particularly demanding for NQTs. Whilst seeking to establish yourself successfully with both pupils and colleagues in the school you will be trying to familiarise yourself with school routines and procedures. For this reason we have devised the following checklist, which you may wish to use as a prompt to provide you with the information you will require to be as prepared as possible.

Your school may choose to provide you with copies of some of this information or they may simply decide to discuss them with you.

There may also be other areas or topics that you wish to discuss. Please feel free to ask any relevant questions that you feel will help you with your induction year.

It is a good idea to note below where you can access the information.

Observation of the NQT's teaching practice

A full-time NQT's teaching should be observed during their first four weeks in post, and thereafter at least once in any six to eight week period (once every half-term in an institution operating a three-term year). Where the NQT works part-time, the intervals between observations will need to be adjusted to reflect that induction is being served over a longer time frame, but the first observation should still take place in the first six to eight weeks. Observations should focus on particular aspects of the NQT's teaching which are agreed in advance between the NQT and the observer. The choice of focus for the observations should be informed by

- (i) the requirements of the Teacher Standards and
- (ii) the NQT's personal objectives for career development.

Observations should be supportive and developmental.

Gathering Essential Information

Information	Source of information	Tick when provided
<p>Whole School Issues</p> <ul style="list-style-type: none"> ▪ Information about staff responsibilities in the school; ▪ Relevant school policy documents, particularly related to behaviour, Health & Safety etc; ▪ School syllabuses and schemes of work for the year group(s) that you will be teaching; ▪ School diary / forward planner; ▪ A copy of your personal timetable and class lists. 		
<p>People in School</p> <p>It will be important for the NQT to be introduced to the personnel in the school and understand their responsibilities including:</p> <ul style="list-style-type: none"> ▪ Headteacher; ▪ Deputy / Assistant Headteachers(s); ▪ Senior Teacher(s); ▪ Induction Tutor; ▪ SENCO; ▪ Heads of Curriculum Area / Department; ▪ Health & Safety – teacher responsibilities; ▪ Learning Support Assistants; ▪ School Secretary and administrative staff; ▪ Caretaker / cleaner-in-charge; ▪ Lunchtime Supervisors. 		
<p>School Community</p> <ul style="list-style-type: none"> ▪ Age range of pupils in the school; ▪ Socio-economic background of pupils; ▪ Ethnic composition; ▪ Home-schools links. 		
<p>The Day to Day Activities</p> <ul style="list-style-type: none"> ▪ School / department rules / guidelines; ▪ Registration, notification of pupils' absences and collection of monies; ▪ Time of breaks and lunch; ▪ Procedures for wet breaks and lunchtime; ▪ Details of staff duties; ▪ Procedures for fire drill and what to do in the event of an accident or other emergency/ medical matter; ▪ Staff meetings, department / year / team meetings; ▪ Availability of stock and equipment; ▪ Assemblies and who takes them; ▪ Parent evenings / consultations and report writing; 		

<ul style="list-style-type: none"> ▪ Library systems; ▪ Use of shared resources; ▪ Child protection; ▪ The procedure to follow if you are ill or unable to be at school. 		
<p>School Organisation</p> <ul style="list-style-type: none"> ▪ Curriculum documentation, schemes of work and, where appropriate, teachers handbooks; ▪ Administrative procedures, such as registration, school visits, whether on- or off-line; ▪ Teaching timetable for secondary NQTs and timetables on whole school use of areas such as the hall, specialist / shared areas, computers, music resources etc. for primary NQTs; ▪ Records for last year's work; ▪ General school information issued to parents; ▪ Procedures for pupil tracking; ▪ Procedures for record keeping; ▪ Availability of teaching assistants and technicians. 		
<p>Policies</p> <p>The following will be relevant:</p> <ul style="list-style-type: none"> ▪ Behaviour (sanctions and rewards); ▪ Record keeping (your own and pupils'); ▪ Assessment; ▪ Homework; ▪ Marking pupils' work; ▪ Inclusion; ▪ Presentation of pupils' work; ▪ Display; ▪ Visits and journeys; ▪ Toilet visiting; ▪ Communication with parents; ▪ Visitors in school (including parental and other help in class); ▪ Medicine in school; ▪ Money / mobile phones in school; ▪ Extra curricular activities; ▪ Use of exercise books / folders / papers. 		
<p>Information about the location and use of Resources</p> <p>It will be helpful to know the following:</p> <ul style="list-style-type: none"> ▪ What equipment and other materials are available and how to obtain them; ▪ Reproduction of work sheets and resources; ▪ Criteria for and access to the photocopier and other equipment used for the production of resources; ▪ Where audio visual equipment is stored and how to book 		

<ul style="list-style-type: none"> it; ▪ Booking procedures for ICT suites etc. 		
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Keeping your own Portfolio

NQTs are advised to keep a record of their own progress. Not only is it important that you know and can provide evidence that the statutory requirements are being fulfilled by your school, it is also important that you are being reflective in reviewing and evaluating your progress, building on your strengths and addressing areas for development.

The various checklists provide you with key documents to keep in your portfolio, but the following should be seen as guidance for what could be in a portfolio. You are not legally required to keep a portfolio, but it is seen as good practice and a useful tool for establishing your autonomy and control over your development as a teacher.

Documents	Essential/Desirable?
Key School documents linked to your Induction	D
School Induction programme	D
A termly action plan for your development	E
A shorter term action plan where appropriate or determined by school practice (half-termly, fortnightly, weekly)	D
A CPD log, evaluating the usefulness and application of what you learn on courses	D
Evidence of progress:	E
Sample lesson plans	E
Official written observation feedback	E
Personal evaluation of lessons	E
Mentor meeting notes, including action points	E
Support forms on nqt.learningtrust.net	
NQT Notification Form – <i>for registering with the AB</i>	Required
NQT Induction Assessment Forms:	Required
Term 1	
Term 2	
Final Pass	
Final Fail	
Interim	
Standards Self-reflection Review form	D
NQT Self analysis form – <i>based on standards and an alternative to the two above</i>	D
Audit of Development Needs	D
Professional Development Log	D
Record of professional review meeting	D

Agreed record of a mentoring session	D
Guidance for writing NQT reports	D
A personal development plan – <i>for short-term development issues</i>	D
A sample induction plan – <i>showing possible meetings throughout the year</i>	D

Organising your Portfolio

This is personal choice, but it is important that the evidence you keep; how you reflect on your progress; your approach to evaluating success and impact, can all be shared and discussed with your mentor.

Many NQTs, backed by school expectations, organise their files either by chronological development, or by the Teacher Standards. This can be done by separating your file by individual standard. You will find that support forms exist for this approach.