

Newly Qualified Teacher Induction Guidance



Welcome to Gateshead

Dear NQT

Congratulations on securing your first teaching post. We hope that you will enjoy working in Gateshead. We are sure you will find it an exciting and forward thinking place to work and develop your teaching career. We're here to help make your first teaching year an unqualified success.

The information in this guide will support you through your induction period and enable you to play a key role in delivering our shared vision. The motivation for everything we do in Gateshead is the achievement of the children and young people in your care. We believe we are much stronger when we work together and educationGateshead is there for you at the heart of our learning community.

We look forward to working with you over the coming year and wish you every success as you embark upon your teaching career in Gateshead.



Steve Horne

Service Director, Learning and Schools

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Key Contacts

LA NQT Induction Coordinators

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NQT Induction Training Programme

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Website

<http://educationgateshead.org/nqts-in-gateshead/>

Key Document

Induction for newly qualified teachers (England)
Statutory guidance for appropriate bodies,
headteachers, school staff and governing bodies:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/580039/Statutory_Induction_Guidance_December_2016.pdf

Roles and Responsibilities

The main purpose of the induction period is to provide a link between your training and your work as a fully qualified teacher. You have already achieved Qualified Teacher Status (QTS) and in the next phase of your development you need to meet the Teachers' Standards as set out in the DfE guidelines.

Summary

The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards (see para 1.5);
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and retain copies of all assessment forms

NQT's Checklist

Key questions	Date	Notes
<p>Are you receiving a reduced timetable? There should be 10% release time in addition to PPA, in a primary school this is roughly half a day a week. This is to undertake induction activities.</p>		
<p>Have you been assigned an induction tutor?</p>		
<p>Have you discussed your areas for development identified at the end of your initial teacher training with and made it available to your induction tutor?</p>		
<p>Have you familiarised yourself with the Teachers' Standards?</p>		
<p>Do you have the details for your named contact at Gateshead LA?</p>		
<p>Have you and your induction tutor planned an individualised and structured support programme?</p>		
<p>Have regular meetings with your induction tutor been set up? Good practice suggests these should be on a weekly basis, particularly in the first term.</p>		
<p>Has your induction tutor set up a programme of assessment, observations and feedback/ progress reviews? The first observation should be within the first 4 weeks and then half termly after this. Progress reviews should take place half termly.</p>		
<p>Has your action plan clear objectives and timescales outlined?</p>		
<p>If you are undertaking your induction part-time, have you established how long your induction support programme will be?</p>		
<p>Have you read the following school documents?</p> <p>Staff Handbook, NQT Policy, Safeguarding and Child Protection Policies</p>		

The Induction Tutor

The induction tutor (or the Headteacher/principal if carrying out this role) should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an NQT appears to be having difficulties.

The Induction Tutor will be an experienced colleague appointed to work closely with you during your induction year; they are there to provide the support you need whilst also assessing your progress along the way.

Meeting them formally and informally on a regular basis will support an effective working relationship which is crucial to the success of your induction programme and first year of teaching.

Make the most of their experience and expertise!



Top Tips!

Ask lots of questions.

Never be afraid to ask for help.

Speak to them often.

An Induction Programme for You

The school employing you must provide you with an individual induction programme. The opportunities outlined below should be spread out across the academic year to ensure a balanced programme that allows you to develop, build upon and embed the experience gained.

There should be:

- **Regular observation of your teaching:**
 - you should receive constructive oral and written feedback;
 - should be focused on areas of individual need related directly to the Teachers' Standards;
 - may also involve other colleagues in addition to your Induction Tutor, for example the Headteacher, members of the senior leadership team, subject leaders or heads of department.
- **Opportunities for you to observe experienced colleagues teach. This will help you:**
 - develop a wider repertoire of teaching strategies;
 - see in action what effectively supports learning;
 - develop an understanding of different age groups, subjects, classroom management styles etc.
- **A formal review of your progress at half termly intervals throughout the induction period which:**
 - uses the Teachers' Standards as the basis for discussion;
 - includes an agreed agenda of other professional topics as appropriate to the school and NQT;
 - acknowledges progress made, sets clear targets and identifies any further support required.
- **Opportunities for professional development which:**
 - are based on your strengths and points to develop as they emerge during the year;
 - enable you to participate in any relevant school based Inset;
 - help to familiarise you with school procedures, for example, for parental consultation, assessment and record keeping, and organising visits;
 - provide opportunities to meet with the SENCO to develop a better knowledge of special educational needs;
 - include opportunities to attend external training, including the induction courses offered by the Local Authority;
 - may include training for future responsibilities towards the end of the induction period.



Induction Release Time

To make the most of the additional non-contact time you receive as an NQT it is best to plan out your activities with your induction tutor on a half termly or termly basis. A template has been provided to support you with this.

Your NQT time should be used to support your professional development as a teacher. Wherever possible try to avoid planning, preparing lessons and marking as your PPA time is allocated for this.

Throughout the induction period your additional time can be used to:

- Attend courses
- Observe experienced teachers, including discussion before and after observation using pre-agreed criteria
- Observe an experienced colleague teach your class
- Observe a teacher in a contrasting school using pre-agreed criteria
- Observe a teacher in a similar school using pre-agreed criteria
- Work alongside another teacher when necessary
- Enable coaching and support: for example from the SENCo, subject leaders
- Develop strategies for teaching pupils with special educational needs (SEN), pupils with English as an additional language (EAL), more able pupils (G&T).
- Improve generic aspects of teaching, e.g., AfL, creativity, thinking skills, social and emotional aspects of learning, equal opportunities, diversity, etc.
- Moderate assessment judgements
- Shadow a meeting with outside agencies, e.g. social workers, speech therapists, educational psychologists, etc.
- Look at resources in school
- Reflect on progress so far against Teachers' Standards
- Meet the induction tutor, e.g. for progress review meeting

Top Tips!

Towards the end
of induction shadow
a subject leader

Example Plan for NQT Release Time

Autumn Term

Date	Activity	Link to Action Plan Objective and Standards
	INSET day – area of focus.....	
	Time to look at planning files and formats.	3a
	Guided Reading: Time to look at resources available in school for GR. Observe __ teach guided reading.	To plan for challenging, purposeful reading activities for independent tasks in the daily reading session.
	NQT Training Session Behaviour Management	To ensure children behave appropriately in all parts of the lesson, particularly during independent, paired and group tasks. 7b
	NQT School Based Visit Focus: Behaviour and classroom management strategies	To ensure children are behaving well in all parts of the lesson, particularly during independent, paired and group tasks. 7b
	Observe __ and __ teach GR. Observe__ teach a lesson with a focus on behaviour and pupil response. Scrutiny of other teachers GR planning.	To plan for challenging, purposeful reading activities for independent tasks in the daily reading session.
	NQT Training Session Assessment for learning and target setting to identify pupils next steps.	2c Pupil Progress – to promote good progress and outcomes by pupils by guiding pupils on the progress they have made and their emerging needs.
	Photograph VCOP displays from Y2-6 and evaluate in NQT file. Prepare resources that will be useful for VCOP wall – readymade word cards for V, C and O. Follow up by actively involving children and ensuring it is a useful tool in the teaching and learning of writing.	Action Plan Objective 1: To display visual prompts to support the teaching and learning of writing by improving the VCOP wall. 1a Establish a stimulating environment
	Attend NQT Training at Dryden: Working with others: Using Support staff to best effect.	Standard 8c To deploy support staff effectively
	EB to arrange to observe two teachers with a focus on the use of Afl. Reflect on lessons and how what you have observed will impact on future practice.	Action Plan Objective 2: To be able to guide pupils to reflect on the progress they have made and identify next steps. 2c Pupil Progress – to promote good progress and outcomes by pupils by guiding pupils on the progress they have made and their emerging needs
	Work with assessment lead to moderate a sample of assessment judgments.	
	Release time to prepare for termly review . Ensure all assessments are up to date.	Standard 2a To be accountable for pupils' attainment, progress and outcomes.

A blank version can be found on our NQT website <http://educationgateshead.org/nqts-in-gateshead/>

LA Induction Training Programme

Should your school choose to enrol you on the programme; it is strongly recommended that you attend as many of the LA centre based training sessions as possible. They will not only support various aspects of your professional development but will also enable you to begin to establish contacts with members of the educationGateshead team. You can discuss issues with them; seek additional support and guidance on aspects of practice that are relevant to your circumstances.

It's also a great opportunity to make links and connections with other NQTs, sharing your experiences and developing practices with colleagues at the same stage in their teaching career.

Top Tips!

**Finish lunch before the session starts.
Turn off your mobile phone; leave it in your bag please.**

Network Meetings and School Visits

As part of our programme in Gateshead we also provide opportunities to observe and learn from colleagues in other schools. These take place on a half termly basis and include:

- A teaching and learning network twilight, facilitated by an educationGateshead consultant or inspector and senior leaders in school. These are often key stage based (EYFS, KS1 or KS2).
- A school based half day visit to look at good and outstanding teaching and learning practice.

Top Tips!

**Check out the school website before the visit.
Find the location before the day. Check out the parking.**



Each term, check with your induction tutor/mentor which sessions you are signed up for. Confirmations of the sessions will be emailed to your schools main email address approximately 2 weeks before the session date. Please liaise with your school office to ensure the relevant information is shared with you.

Don't forget to drop the CPD team a line if you can't make it:

Susan Burn - susanburn@gateshead.gov.uk or

Angela Crossley - angelacrossley@gateshead.gov.uk

Autumn Term 2017 - Central Courses		
Date & Time	Course	Who?
14 September 4-5.30pm	Welcome to Gateshead Steve Horne – Service Director Come along to this informal session to find out what it is really like to be an NQT in Gateshead	All NQTs & NQT Mentors
05 October 1.15-4pm	Working with Parents <ul style="list-style-type: none"> Recognise and value the importance of personal cultures Understand the benefits of working with parents Identify interaction styles for building and maintaining positive reciprocal relationships 	KS1 and KS2 NQTs
19 October 1.15-3pm	Safeguarding <ul style="list-style-type: none"> To understand what is meant by child abuse and neglect To recognise common signs that a child may be being neglected or abused To understand the local inter-agency child protection arrangements To know how to act if there are concerns about a child's care or safety 	All NQTs
09 November 1.15-4pm	Formative Assessment <ul style="list-style-type: none"> Effective strategies for formative assessment Use of success criteria The importance of feedback Engaging children in the assessment process 	KS1 and KS2 NQTs
09 November 1.15-4pm	EYFS Observation, Assessment and Planning <ul style="list-style-type: none"> To explore the principles involved in effective observation. To practice observation To link the process of observation to considering next steps in children's learning. 	EYFS NQTs
30 November 1.15-3.45pm	SEND: Identifying Barriers to learning <ul style="list-style-type: none"> An overview of High incidence needs Identification and intervention strategies 	All NQTs

Phase Network	School Visit
KS1 & KS2 Venue: Greenside Primary School Date: 12 October 2017 Time: 4.00-5.15 <ul style="list-style-type: none"> Marking Strategies EYFS Venue: Dryden Centre Date: 28 September 2017 Time: 3.30-5.00 <ul style="list-style-type: none"> EYFS Focus 	KS1 & KS2 Venue: Birtley East/Front St Primary (venue allocated on application) Date & Time: 16 November 2017, 8.30-11.45 <ul style="list-style-type: none"> Teaching & Learning Focus EYFS Venue: Marlborough Primary School Date: 16 November 2017 Time: 8.30-11.45 <ul style="list-style-type: none"> Learning and Teaching – plan,do,review/active learning/outdoor learning

Spring Term 2018 - Central Courses

Date & Time	Course	Who?
11 January 1.15-4pm	Improving Behaviour <ul style="list-style-type: none"> To understand the key principles of positive behaviour management To raise awareness of personal skills required to promote positive behaviour management To develop a range of strategies that can create a positive atmosphere when working in schools 	KS1 and KS2 NQTs
11 January 1.15-4pm	Conflict Resolution <ul style="list-style-type: none"> Recognising conflict as a learning opportunities for young children Problem prevention strategies Using 6 steps to resolve conflicts 	EYFS NQTs
25 January 1.15-4pm	Working with Teaching Assistants <ul style="list-style-type: none"> Working collaboratively with Teaching Assistants and Support Staff Effective and ineffective practice in the classroom Ofsted guidance and best practice 	KS1 and KS2 NQTs
25 January 1.15-4pm	Working in a Team <ul style="list-style-type: none"> Explore the benefits of working in a team Understand personal position within a team and identify team stages Define solutions to issues and problems associated with team work 	EYFS NQTs
08 February 1.15-4pm	Active Learning Strategies - The session will explore how these can be used in the classroom. Research shows that when children are engaged in Active Learning Strategies they: <ul style="list-style-type: none"> become successful, lifelong learners develop vital skills, knowledge and positive attitudes to learning recall, understand and enjoy their learning are more resilient and prepared to take risks make rapid progress. 	KS1 and KS2 NQTs
08 February 1.15-4pm	Active Learning/Characteristics of Effective Learning Explore the 3 characteristics of effective learning <ul style="list-style-type: none"> Understand how the characteristics underpin learning dispositions and enhance learning power Identify behaviour that demonstrates the 3 characteristics Reflect on the enabling environments that nurture the characteristics 	EYFS NQTs
01 March 1.15-4pm	Good to Outstanding <ul style="list-style-type: none"> What is the most effective teaching and how do you support excellent learning? What is the difference between teaching and learning? Excellent teaching from an Ofsted perspective? 	All NQTs

Phase Network	School Visit
EYs, KS1 & KS2 Venue: Glynwood Primary Date: TBC Time: 4.00-5.15	KS1 & KS2 Venue: Caedmon/Emmaville Primary (venue allocated on application) Date & time: TBC <ul style="list-style-type: none"> Teaching & learning focus EYFS Venue: TBC Date & Time: TBC <ul style="list-style-type: none"> Learning & Teaching Focus – plan-do-review / active learning / outdoor LE

Summer Term 2018 - Central Courses

Date & Time	Course	Who?
19 April 1.15-4pm	Art Appreciation, Analysis and Evaluation Venue: Baltic Centre for Contemporary Art <ul style="list-style-type: none"> Strategies for helping children to understand and appreciate visual art Support in helping children to enjoy and engage with the visual arts Insight into using the gallery as a resource 	All NQTs
03 May 1.15-4pm	Accelerated Thinking and Learning Skills <ul style="list-style-type: none"> Practical methods to support pupils in becoming more independent and increasing their ability to think logically and creatively 	KS1 and KS2 NQTs
03 May 1.15-4pm	Plan, Do, Review <ul style="list-style-type: none"> Explore the rationale and effectiveness of developing children's thinking skills Identify and use a range of planning and recall strategies Review of daily routine to accommodate PDR 	EYFS NQTs
24 May 9-3pm	Learning Outside the Classroom Venue: Sue Hedley Nursery School, Hebburn. Appropriate outdoor clothing & footwear required <ul style="list-style-type: none"> Understand what children 'do' in the outdoors Unpick and explore the possible range of outdoor experience and provision for children outdoors Opportunity to think about own outdoor context and make plans for developing the outdoor provision 	EYFS NQTs
24 May 9-4pm	Learning Outside the Classroom - Appropriate outdoor clothing & footwear required <ul style="list-style-type: none"> To understand the benefits of learning outside the classroom and explore the potential of school grounds as a place for learning and teaching To experience a range of activities and explore how these can be differentiated and applied to different ages and abilities To explore the practicalities of taking groups outdoors and overcome potential barriers to learning outside the classroom to develop own ideas for teaching and learning outside the classroom 	KS1 and KS2 NQTs
14 June 10-3pm	Gateshead as a Learning Resource Venue: Offsite training & walking tour session – appropriate outdoor clothing, footwear and PACKED LUNCH required <ul style="list-style-type: none"> Discover how to deliver the 'local' element of the new history curriculum in an engaging and hands-on way Learn how to develop investigative and research skills using resources available in Gateshead Find out about an event that shook Victorian Gateshead to the core Develop the skills and confidence to use local history as inspiration for a cross-curricular approach to learning 	All NQTs

Phase Network	School Visit	
EYs, KS1 & KS2 Venue: Dryden Centre Date & Time: TBC • Celebration meeting	KS1 & KS2 Venue: TBC Date & time: TBC • Teaching & learning focus	EYFS Venue: Sue Hedley Nursery, Hebburn Date & Time: 24 May 2018, 3.00-4.30pm • Enabling Environment (same date as outdoor learning so NQT can remain)

Assessments

Each term there will be a formal assessment carried out by either the Headteacher/principal or the induction tutor. Evidence used in assessments must be clear and transparent.

Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from your work as a teacher and your induction programme. Judgements made during the induction period should relate directly to the relevant standards. You should be kept up to date on your progress.

There should be no surprises.

Formal assessment reports should be completed for the first and second assessments. These can be found at

<http://educationgateshead.org/nqts-in-gateshead/>

The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, your performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form **<http://educationgateshead.org/nqts-in-gateshead/>**

Once assessment forms have been completed it is highly recommended that you add your comments. Once signed, you should be given the original, the school should retain a copy and a copy sent to the Local Authority, email **joybrotherton@gateshead.gov.uk**

Interim Assessment

If you leave after completing more than one term in an institution but before the next formal assessment would be required, the Headteacher/principal should complete an interim assessment.

This should take place before you leave the school in order to ensure that your progress and performance since the last assessment are captured. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if you leave during your final term of induction.



Completion of Induction

You will be aware that you need to complete induction satisfactorily in order to remain eligible to teach in maintained schools beyond your induction period. Although you have already achieved Qualified Teacher Status (QTS), you must show that you can meet the Teachers' Standards within the employment context.

The DFE statutory guidance states that: An NQT has only one chance to complete statutory induction. An NQT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction.

Induction Certificates

The NCTL no longer issue printed certificates. Instead, you will be required to access the NCTL system in order to save or print a PDF version of your certificate.

The process works as follows:

- 1. Following receipt of the school's recommendation that you have successfully completed induction the LA will update your status on the NCTL online system to 'pass'.**

The LA cannot do this until the final assessment form has been received.

- 2. The NCTL will then send an email to you with a link to their system. This email should arrive a week after the LA notifies the NCTL that you have passed.**

Should your email address change from the one provided on the registration form by your school, you should notify the LA as soon as possible.

- 3. When you open the link to access the NCTL system you can either save or print the PDF version of the certificate. You will need to enter your Date of Birth and Teacher Reference Number to access the system.**

Contact:

qts.enquiries@education.gov.uk

Telephone: 0207 593 5394



Frequently Asked Questions

How long does induction last if I am part time?

The equivalent of one year full time, so if you are employed for 0.5, the induction will last two years.

The assessment meetings will be at the end of every two terms, not one. If you work less than 0.5 your mentor should contact the LA to agree the length of the induction period.

What happens if I leave before the end of the year or the end of the term?

One full term spent in a school can count towards completion. This service is transferred to your next appointment, so it is important that you have copies of your records to take to the next school. If you leave a post before the end of a term, this term does not count towards your induction period.

If I work half a term in one school and half a term in another school can this count towards completion?

No, a full term in one institution must be completed to count towards induction.

Should I have my non-contact time every week? What does it mean to teach 90% of the time?

If a teacher teaches 21 periods out of a 25 period week; your contact should be no more than 19 periods per week. In a primary school this is likely to be equivalent to approximately half a day per week, although it is possible for the non-contact time to be blocked, for example, a day every two weeks.

I have attended a training course this week can I still have NQT non-contact time in the same week back at school?

No, the training session is the non-contact time.

How often should I be observed?

Good practice suggests you are observed at least twice in a term, however, you may find you are observed more frequently. This may be for full or parts of lessons or for particular activities for example guided reading.

Do I have an entitlement to attend externally arranged NQT Induction training?

No, this is at your school's discretion. Some schools, especially those with large numbers of NQTs, offer in-house training.

I haven't received my certificate does this mean I haven't passed?

No, this often means that the LA has yet to receive the final assessment form and the NCTL website has not been updated.





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