

Stuart Carlton
Corporate Director - Children and Young People's
Service

Judith Kirk
Assistant Director, Education and Skills
County Hall, Northallerton
North Yorkshire, DL7 8AE

Your ref: PF/JW

Tel: 01609 536280
Fax: 01609 797141
E-mail: Peter.Flemming@northyorks.gov.uk
Web: www.northyorks.gov.uk

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Dear Colleague

Congratulations on gaining QTS. As a newly qualified teacher you will now commence the statutory Induction period. Your school will provide for you an Induction programme and will also monitor your work to ensure you are meeting the Teachers' Standards.

Your Induction Tutor (mentor) in school should be your key point of contact for matters relating to your Induction. If, however, there are any urgent matters which arise and which cannot be dealt with at school level you should contact Julie Doyle or Peter Fleming.

Those with responsibility for NQTs are:

Julie Doyle for Registration and routine matters 01609 532377

Julie.doyle@northyorks.gov.uk

Peter Fleming for Induction concerns 01609 536280 peter.fleming@northyorks.gov.uk

The forms your school will need to complete about your progress can be viewed on:

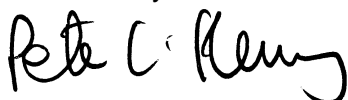
<http://cyps.northyorks.gov.uk/nqt>

Whether you are working in a maintained school, an academy or an independent school you will be committed to securing and maintaining the highest standards of education for your pupils and students. New and enthusiastic teachers have much to offer and our young people need you to be successful.

I hope you will be able to attend a briefing (see below) so that you are clear about how to get the most out of the induction period and what to do if things are not going well. Please discuss attendance with your headteacher, who can reserve you a place through North Yorkshire Education Services (NYES): www.nyeducationsservices.co.uk

Welcome to North Yorkshire. I wish you every success in your new career.

Yours sincerely



Peter Fleming
Lead Adviser

NQT Briefings

Two hour session
2.00 pm – 4.00 pm

Audience

Newly qualified teachers from all phases and school types are invited to attend one of the afternoon briefing sessions listed below.

Purpose

Making the transition from being a trainee to being a teacher is not easy. Many NQTs will be taking up their first post at the same time as they settle into new accommodation and make new friends. Schools will provide NQTs with an induction programme and mentor support, but there are many benefits from NQTs also having support beyond their schools.

To assist them in settling in, the LA is running half-day briefing sessions for NQTs. These sessions will help NQTs to:

- understand the requirements of the induction period
- understand the Standards they must reach and how they can gather evidence
- establish support networks

Please discuss attendance with your headteacher before applying.

Tutor: Peter Fleming, Lead Adviser

Briefing Dates and Locations:

Code	Date	Area
SI-0918-T002	20 September, 2:00 pm	Ripon (Spa Hotel)
SI-0918-T004	21 September, 2:00 pm	Selby (Regan Centre, Riccall)
SI-0918-T006	26 September, 2:00 pm	Skipton (Rendevouz Hotel)
SI-0918-T005	27 September, 2:00 pm	Scarborough (Falsgrove Centre)

Please note that your school needs to apply for a place for you through NYES:

www.nyeducationsservices.co.uk

NQT Induction Guidance

Congratulations on securing a teaching post in North Yorkshire. We want your career to get off to a flying start. We hope this booklet helps a little.

Working in North Yorkshire

North Yorkshire is a very large county with a variety of schools from small primary schools to large secondary schools. Most of the county is rural with larger, urban areas around Northallerton, Harrogate, Selby and Scarborough. The County offers a variety of places of interest for you and your pupils to visit together with spectacular scenery in the Dales, the North York Moors and the East Coast.

Northallerton is the County Town where the main Education Offices are to be found. The Director of Children and Young People's Service is based here together with many other senior staff. The LA – through North Yorkshire Education Services (NYES) - is there to support you during your Induction period and throughout your career.

Your school may well be part of a Teaching School Alliance or family of schools that work together on various programmes, including NQT development opportunities. Sometimes small schools come together to work on new initiatives or bring children of the same age together for a variety of purposes. We encourage you to find opportunities to make contact with other NQTs in your area.

Statutory Induction

You now have QTS but only by successfully completing the statutory Induction period (one year or 189 days) will you be permitted to continue teaching in maintained schools. It is important therefore that you are supported during this critical period of transition. Your school should have a well-planned induction programme for you, usually delivered through an induction tutor or mentor. This support can be augmented by various programmes provided by the Local Authority, Trusts and Teaching Schools.

The programme should be *personalised* to ensure you are meeting the Teachers' Standards at an acceptable level and that your understanding and skills are deepening. You will consolidate your strengths during Induction and address any areas for development that are needed to ensure you are able to provide pupils with a good standard of learning.

Your training record should be used initially in school to highlight the personalised support you need. Your induction tutor (mentor) will work with you to develop a programme that supports you during Induction when you will be assessed against the Teachers' Standards. The programme will include 10% non-contact time for professional development. In addition, you will be entitled to a further 10% off timetable for planning preparation and assessment (PPA), which should be provided on a regular basis (weekly or fortnightly).

Getting the most out of Induction requires you to be **actively involved and committed**.

The decisions about whether or not you have been successful in Induction

As Appropriate Body with responsibility for monitoring Induction provision we are here to help ensure you are managed effectively as a new teacher. If you have queries or concerns about your Induction year, which cannot be dealt with in the school you should speak to **Peter Fleming on 01609 536280 (peter.fleming@northyorks.gov.uk)**.

As Appropriate Body we have the responsibility to 'decide in the light of the headteacher's recommendation whether an NQT has satisfactorily completed the induction period'. At the end of Induction we will usually agree that an NQT has successfully completed Induction or has failed to complete induction successfully. We may, in exceptional circumstances, offer an NQT the opportunity of an extension to the Induction period.

In responding to the headteacher's recommendations we will have regard to all the evidence which has been gathered during the course of the Induction year. See section on 'Evidence Gathering'. **It is important you realise that failure to complete Induction successfully means you will be unable to work in maintained schools and any contract you have with a school will be terminated.** Building on your success you had in gaining QTS is therefore vital.

Your School

The headteacher will make a recommendation to us at the end of Induction about whether or not you have completed Induction successfully. This recommendation should never come as a surprise as the school should make you aware throughout Induction of the progress you are making. Formal reports about how you are doing should be written at the end of each term (in the case of full time NQTs) and discussed with you. If you are at risk of not meeting the Standards additional support should be provided.

You will have an induction tutor (mentor) if this is not the head, who will keep the head informed of your progress.

The school will have a school development plan, which identifies the priorities for the school for the next few years and action plans for the next year. You need to find out about the school development plan (SDP) and spend some time discussing what it means for you with your mentor.

The school will also have attainment and progress targets for all pupils. You should ensure you obtain copies of any targets and previous tracking data which relate to the pupils you teach as early as possible.

The school should also provide you with a job description which you need to agree and sign.

Your Induction tutor (mentor) should organise your Induction programme, ensuring it is personalised to meet your needs. They will be keeping an ongoing record of evidence to use for making termly assessment judgements.

What is your entitlement as an NQT?

- To be given personalised support by your induction tutor (mentor) or headteacher and the school
- To have a well planned Induction programme that may involve you accessing training, observing other teachers both in your own school and other schools, and in-school CPD sessions
- Whatever your hours of work, to have 10% NQT time for professional development as well as 10% planning and preparation time (PPA)
- To be observed teaching by your Induction tutor, your headteacher and maybe other members of staff (e.g. subject leaders) and be given helpful feedback [oral and written] that includes areas of strength and targets for development
- To have regular meetings with your induction tutor (mentor)
- To have formal assessment meetings at the end of each term to review your progress towards achieving the Teachers' Standards
- To be given support to develop a file of evidence of your professional development
- To feel that you are a full and valued member of the staff team
- To know that you are part of the process and actively involved

How you will be assessed?

- At the end of each term for full time NQTs or after 63 days of teaching in the case of part-time NQTs your Induction Tutor (mentor) or headteacher will meet with you to discuss your progress. A form will be completed and returned to us (appropriate body). The final form, completed at the end of the third term, will also indicate whether or not you have satisfactorily completed the Induction year.
- As an NQT you are expected to meet the Teachers' Standards at a level that ensures your pupils are well taught and make sound progress in their learning
- Your school will judge your progress by considering a range of both formal and informal evidence including observations of your teaching, the quality of your planning and assessment, your relationships with pupils and adults in the school community and the progress being made by the pupils you teach.

Making a Good Start

Wherever you begin teaching there is a need to be up to date, well informed and able to adapt to change. You do have to be able to work hard, manage a heavy workload and also have a life!

There is constant change in Education and teachers have to deal with a wide range of responsibilities and tasks, be accountable for the progress of their children and adapt to new requirements in teaching and learning all the time. It is also a world where technology is impacting on the way in which we work and live. The challenges for you are to be up to date with:

- Subject knowledge
- Understanding how children learn
- How to use new technologies
- Current research about teaching and learning
- Inclusive practice
- Using assessment for learning (AfL) effectively

As soon as you have accepted your teaching post there will be things that you will be anxious to know about the school, the classes which you will be teaching, the room(s) in which you will be teaching, the curriculum, planning, general information, policies and procedures which will affect you and the way you work.

The following list is a guide to enable you to ask appropriate questions when you visit the school and when you begin teaching.

Things which relate to whole school issues and are common to everyone:

- Arriving and leaving times
- Meetings schedule
- Procedures if you are ill and unable to be in school
- Can you have access to the school at weekends/holidays (access/keys)?
- Resources and copying - school procedures/responsibilities
- Making telephone calls
- Use of the internet
- Teaching in different rooms - secondary teachers in particular
- School rules and routines
- Policies
- Duty days
- Use of breaks and dinner times
- Staff rooms
- Sharing in School Life

- Information about classes/pupils
- Communication systems
- Non Contact Time
- Assemblies
- Child Protection Procedures
- SENCo and SEND support

Things which relate to you in your classroom for which you should have the major responsibility and control:

- Management of children in your care
- Deployment of adults working in your class (for example, in supporting pupils)
- Classroom environment (for example, displays)
- Space and furniture
- Materials and resources
- Organisation of time
- Organisation of pupils
- Routines

Finding Out

On appointment

- Arrange when you can visit. Agree who you will meet and how much time they will be able to give you. Make yourself a list of questions you need answered, if possible. It might be helpful if you could forward these to your key contact in school.
- Ask if you need to complete any further paperwork so that you are medically and police cleared in time for the start of term and that your contract is being drawn up.
- Make sure that you give the school your contact numbers - remember you may be moving during this period. A mobile phone number or e-mail address will be particularly useful.
- Ask for named contacts e.g. your Induction Tutor (mentor), Head of Department, paired class teacher etc.

On your first visit

- Ask for a copy of the staff handbook. This might be an extensive document so don't attempt to memorise it but pay particular attention to immediate procedures e.g. registration, playground duties, when assembly times are and the lay-out of the school. Ask to keep a copy for as long as you need it.
- You will be given planning documentation, e.g. schemes of work. If there is insufficient guidance to go with this make sure you are confident that you know exactly what is expected of you.
- Obtain details of the classes/ groups you will be working with.
- Make sure you have copies of all necessary timetables, as soon as possible.
- The above is usually available on a secure staff intranet; ensure you have access rights.

By the start of term

- Find out if you have any supervisory duties e.g. playground, assembly.
- Make sure you know where and how to obtain necessary resources.
- Have your map and information sources securely stored.
- Find out about fire procedures and what to do in a medical emergency.

- Make sure you know exactly what your timetable is for the first week.
- Find out about lunch purchase/policy and who collects the coffee money! Do you need your own mug?
- Obtain details of how to access materials and information on relevant websites
- Ensure you understand the access arrangements to the school
- Ask for details of the assessment policy
- If possible, have your planning checked by your induction tutor (mentor) or the head or head of department
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In the first few weeks

- Read the behaviour policy - this may or may not include the policy on 'restraining pupils'
- Ensure you are clear about policies relating to use of social media
- Ask to read the SEND/Inclusion policy and arrange to meet the SENCO to discuss the pupils you teach
- Read the Health and Safety Policy - not a riveting read, but important!
- If volunteering for extra-curricular activities make contact with someone who can advise you about the procedures for this. Look again at the Health and Safety Policy. Make sure you understand it.
- Meet with your induction tutor (mentor) to discuss how your Induction programme can meet your personal development needs (i.e. the priorities you feel you most need to work on)
- Read the child protection policy
- Don't over do things – you need a good work-life balance

ASK IF YOU ARE UNSURE - IT IS BETTER THAN MAKING MISTAKES!

Observations

Classroom observation is a major source of evidence of your performance. For this to be effective it needs to be seen as a process and not a one off event. In other words you need to agree clear targets for development, ensure these are monitored and that you receive constructive feedback on how you are progressing and meeting the targets. For formal lesson observation to be successful you need to make sure that you are clear about:

- The school's teaching and learning policy
- The format which the school uses for recording lesson observations
- What planning and preparation needs to be done before the observation takes place
- How times of observations will be agreed
- When and how feedback will be given
- That there is sufficient quality time and importance given to feedback
- What and how evidence is recorded
- Identification and monitoring of targets
- Support to meet recommendations/targets arising from lesson observation

Do be aware that in addition to formal lesson observations the head or your mentor may 'drop in' to lessons to get a sense of how you are typically performing. This is good practice so try and embrace it. Also, do remember that you can request a particular lesson is observed if you feel that would be helpful (e.g. you need guidance with a particular class you have difficulty in managing or there is a lesson you feel is very ambitious which you would like feedback on).

Planning your professional development programme

You are entitled to support from an induction tutor (mentor)

Their role will include helping you plan your induction programme and adapting it to your needs as necessary. The following are some suggestions for you and your mentor to consider in planning your professional development:

- Plan your own induction programme with your mentor, using the Teachers' Standards and progress reports from training.
- Ensure that clear targets are agreed after each observation and each meeting.
- Ensure that there is follow up on the targets at the next meeting and that progress is recorded.
- Request that you observe other people teaching, particularly within your own key stage/department but also in other schools. Always discuss what you have seen and learnt from an observation with your mentor.
- Request to see good practice in other schools.
- If you are experiencing a particular problem, request that you observe someone in the school who is good at that particular technique e.g. questioning, behaviour management.
- Request information about your classes or your form.
- Talk with the SENCO about the SEN/Inclusion policy and use of support staff
- Request information and advice about gifted and talented pupils.
- Request some training on the collection, analysis and use of data in the school.
- Use NYES and Teaching School sites to identify professional training and development programme to identify particular courses you might need.
- Use on-line resources to assist you with planning (e.g. TES site)
- Be pro-active and suggest ideas for support e.g. cluster meetings.
- Be willing to support other teachers in areas where you have a strength e.g. ICT skills or music in primary school.
- Request that you shadow other experienced teachers e.g. for parents meetings, report writing.

Remember that in addition to the above suggestions it is a good idea to keep reading during the induction period. Most educational publishers will have books aimed at NQTs.

Keeping Evidence

It is the school's responsibility to keep evidence about your progress against the Standards. However, in order to support your own professional development and to contribute to the school's evidence it is desirable that you keep a portfolio of evidence. This is in fact the beginning of a professional development record for your career development and progression. The following list of suggestions and prompts is provided to help you manage the process and compile the evidence:

- Set up a file to record evidence.
- Ensure that visits and professional development you have undertaken are logged (include a brief record of how you have used your 10% NQT time).
- Keep all written lesson observation records which should show strengths and areas for development
- Keep a record of all targets agreed as a result of feedback from lesson observations, meetings, visits, termly assessments etc.
- Include evidence which shows progress towards targets

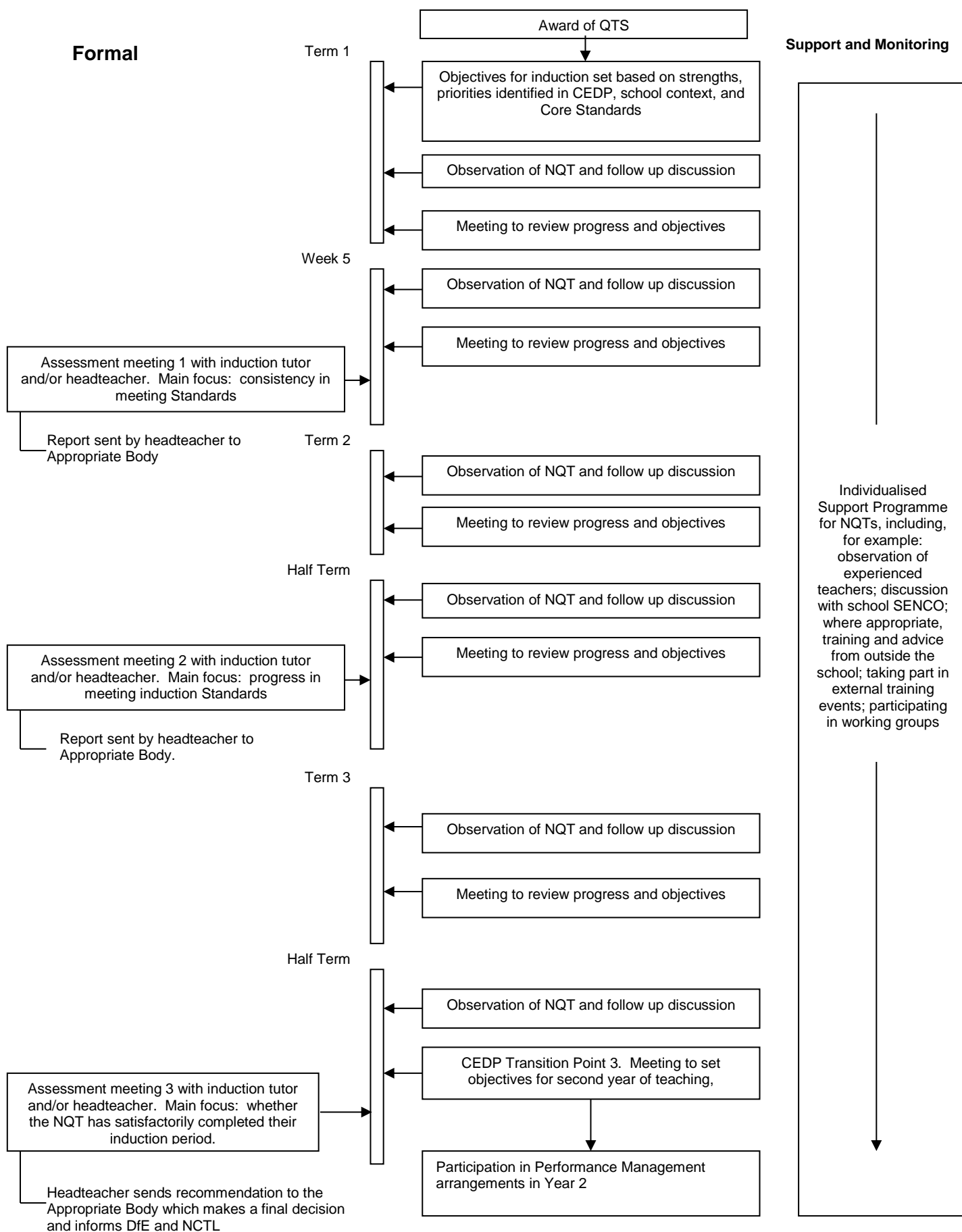
Your file could also contain:

- Examples of planning
- Examples of pupils' work

- Photographs (within school policy rules)
- Course/training certificates
- Evidence to show how you have used the knowledge and skills gained from attendance at a course or from a visit or other professional development activity
- Assessment records/tracking information/ test results
- Reference to any pieces of work, policies, planning in which you have been involved within the school
- Examples of extra curricular activities which you have either initiated or supported
- Cards and letters from parents

OVERVIEW OF THE INDUCTION PROCESS (FULL TIME NQTs)

The timeline below indicates the key stages in the Induction period for a full-time NQT



CONTACT INFORMATION

Contact Names and details of those people in the LA with responsibilities for NQTs.

Administration, Registration, Records and general concerns	Julie Doyle, NQT Administrator 01609 532377 Julie.doyle@northyorks.gov.uk
Contractual and Employment Matters	Human Resources 01609 798312
Concerns/Issues relating to Induction	Peter Fleming, Lead Adviser NQT Induction 01609 536280 Peter.fleming@northyorks.gov.uk