

NQT Induction Training

Part 1 Systems and Structures



Welcome

Welcome to our session today

Useful information

1. Please help yourself to a drink
2. Toilet locations, fire exits
3. Timing 9.30-12.00
 - 9.30-11.00 Structure and systems
 - 11.00 -12.00 developing mentoring skills

The statutory NQT induction service has transitioned from the local authority to the East Sussex Teaching Schools Alliance

Previous system Local Authority as the Appropriate Body

Register with the local authority, authority checks QTS details, registers with TRA, induction begins. Some teaching schools set up as Appropriate Bodies

Mentor training ,NQT Conference, CPD Session

Send assessment forms in by due date, reminders from East Sussex team, moderated by team

Concerns and queries picked up by team and schools visited

NQT may attend additional CPD sessions in between assessment periods provided by the LA or other Providers. Induction completed

New Service - Teaching Schools as the Appropriate Body

Register on nqtmanager – one online system to support the administration of the nqt process and provide an accessible portal for all involved.

Mentor training July, September, January, NQT Conference 27th September at the East Sussex National, Core CPD Programme Well Being & Developing Resilience. Further CPD programmes offered by Teaching Schools across the Region.

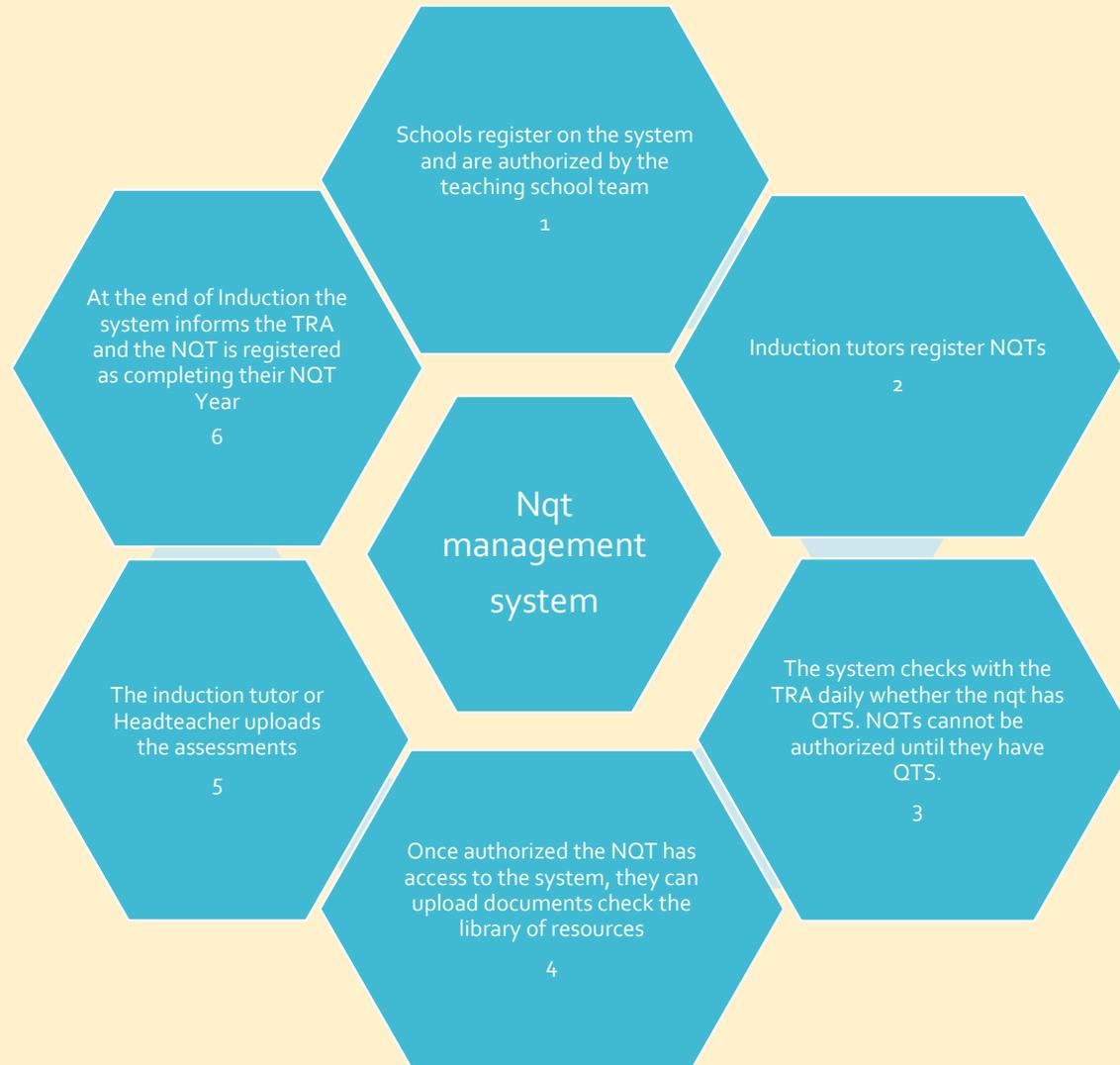
Assessment forms (same on as previously) uploaded onto nqt manager, the system checks and contacts those who have not submitted, a TSA team moderate the assessment forms.

Concerns and queries picked up by the team with support from Teaching School Special Leaders of Education and Alan Taylor Consultant NQT Specialist

NQT attends additional CPD as signposted by their school or Teaching School Alliance

Induction Service is reviewed and recruitment begins for Y2.

NQT Manager



NQT Manager

NQTs Assessments Tutors Schools TRA Content Settings Helpdesk Courses

Dashboard

NQT Manager - GDPR Questions and Answers [View here](#)



Schools

New Coordinators	1
Helpdesk Tickets	
Course Bookings	
Additional Schools	



Assessments

Requires Review	
C/D Grades	
Failures	
Rejected	
Overdue	
Ungenerated	



NQTs

New Registrations	8
Transfer Requests	
Extension Requests	
New Alerts	
QTS Not Verified	13
Incomplete Registrations	8

Joanne Calladine-Evans's Authority Dashboard 
AB Support Number: [01622 902647](tel:01622 902647)
[Log Out](#) [Help & Support](#)

NQTs Assessments Tutors Schools TRA Content Settings Helpdesk Courses

Manuals

Our User Manuals are now available for you to download:



[Head Teacher Manual](#)



[Induction Coordinator Manual](#)



[Tutor Manual](#)



[NQT Manual](#)



[School Administrator Manual](#)

NQT Manager

Head Teacher

Induction Coordinator

What is an Induction Coordinator?

Registering as an Induction Coordinator

How to Login to NQT Manager

How to Retrieve a Username or Password

Digital Signatures

Dashboard

Pending Tasks

Creating a Head Teacher

Creating a new Tutor or Induction Coordinator

Create or Edit the School Administrator

Edit School Address and Contact Details

Register an NQT

View a List of your NQTs

View an NQT's Details

Editing an NQT's Details

Uploading NQT Supporting Documents

Completing an Assessment

Digitally Signing an Assessment

NQT Alerts

View Resources Provided by

Uploading NQT Supporting Documents

NQT Manager allows you to upload documents that support a NQT's induction if authority has signed up.

- 1 Go to the Overview page for the NQT. (See View a NQT's Details.)
- 2 Click Documents from the left-hand menu.

Documents - George Clooney

NQT Overview

Personal Details

Training Information

Monitoring Tutor

Contract Details

Print Details

Registration Questions

Previous Schools

Documents

Available Courses

Booked Courses

Courses Buy In

This page allows you to upload documents that support your NQT's induction, for example observation reports. Documents that you upload will be visible to the NQT, their monitoring tutor, the induction coordinator, the head teacher, and the Appropriate Body.

Please do not upload your Assessments here. Assessments must be completed online - please go to [the NQT's overview page](#) to fill them in.

[Add a new document](#)

Name	Modified		
Lesson observation	31/07/2012	View/Edit	Download
Lesson plan	19/09/2016	View/Edit	Download

- 3 Click Add a new document.
- 4 Enter a name and description for the file.
- 5 Select the file to upload.

Add a New Document - George Clooney

NQT Overview

Please select the document that you wish to upload, then ad

Print

Help & Support

Completing an Assessment

- 1 Go to the Overview page for the NQT. (See View a NQT's Details.)

Termly Assessments

Term	Grade	FTE	Term	Status	Action
1	N/A	1	01/09/2017 - 16/12/2017	Available	Fill In Print
Due: 16/12/2017					

- 2 Select Complete next to the relevant assessment from the list.

This Term's Contract Details

- 1 Complete the information for This Term's Details.

Next Term's Contract Details for - George Clooney



Details saved successfully.

To ensure that we keep our records up to date and that your next assessment will be generated at the correct time, we ask that you please confirm what the NQT's contract details will be next term. Next term's contract details will be:

How Many Days Per Week:

Contract Type:

Will this NQT be remaining at this school for all or part of the next assessment period?

Yes

No

← Back

→ Continue

Print

Help & Support

What are the
statutory
requirements?

Discussion in groups what is an
NQT entitled to?

These are the basic requirements.

Non negotiables (page 9 in your handbook, induction year overview p11-14)

- 10% reduced timetable for CPD activities in addition to the PPP time.
- Designated induction tutor
- At least 1 professional review meeting every term (6 term year)
- An observation with written feedback and a follow-up discussion in the first 4 weeks in a school (p29 guidance on feedback)
- Three formal assessment meetings measured against teacher standards (p18-20)
- The opportunity to observe good practice in their own school or another school.
- Planned cpd programme organised by the school and based on strengths and areas for development.
- SENCO input and support and support for Parent's meetings

Continuing Professional Development

Core Central Programme – Well Being and Resilience 6 Sessions

2/3 cohorts per year depending on need.

This programme will be delivered in venues across the region to enable access for NQTs. Session will start at 3.30-5.30. The programme includes face to face sessions, on-line learning and intersessionary techniques to trial. The programme comes from Chichester University and has been highly successful.

Cluster Training – provided by Teaching Schools, Academy Chains, Diocesan Teams, Other providers

A variety of programmes to meet NQT needs. Visit

www.strichardscc.com/nqtinductionservice to identify providers.

We hope to be able to add these to nqt manager as well as a one stop shop.

On-site at your school

Bespoke cpd may be provided by groups of schools or outside providers as required by the school or MAT

CPD Record Sheet with examples Page 77

Comfort Break



Formal Assessment

Formal Assessment is about judging **progress towards** the teacher standards.

Handbook

This is different from competency – the NQT induction year is a separate process from competency.

When?

Follows formal observation towards the end of the second, fourth and sixth terms

By who?

Induction tutor or Headteacher. Other observations may be carried out by a mentor or leader but the formal one must be by the person responsible for Induction.

What?

Evidence used: Observations, planning, exercise books, self review against the standards, cpd activities.

How?

Complete the assessment form which is the same form as used previously by the LA. Models of good practice will be available in the resource library. There should be an overall judgement, where an NQT is not making satisfactory progress this should have been flagged prior to the first assessment and the nqt must have an action plan to support them in meeting the standards. There should be no surprises!

ASSESSMENT DUE DATES

7th December 2018, 22nd March 2019, 28th June 2019

Great example from a Primary Assessment

1. Set high expectations which inspire, motivate and challenge pupils

G has continued to work well to establish a stimulating, attractive and safe working environment for the pupils in her class. Working walls, displays and images successfully incorporate different learning styles and these have developed over time. G uses a variety of teaching strategies including ICT, modelling of writing using PWP (Primary Writing Project) as a school initiative and various mathematical strategies and questioning to reach pupil's different learning styles. She considers individual groups by setting termly targets and communicating with supporting adults and parents to cater for the needs of each pupil. In a recent drop in it was noted that G had thought carefully about individuals and groups of pupils within her class. Clear rules and routines have taken shape; a positive rapport is evident through the relationships between the teacher and pupils. It is always great to see her share a joke or two with her class and that the class show far more respect than they did initially.

High expectations have been an area to work on during these last terms and G has had opportunities to develop and work on this with support from other colleagues through peer observation and opportunities to observe good practice. This has proved to be successful and Gwen has enhanced her skills as a professional. It is a real skill to reflect on personal practice and Gwen does this particularly well. She is effective when addressing development points and this is always evident through termly observations and drop ins.

Areas to consider:

- Ensure that expectations are set out very clearly from day one when you have your new class (presentation/class rules etc.)
- Aim to display more of the pupil's work to 'show off' super effort and progress.
- Continue to provide exciting curriculum opportunities- your trips and Paragon events have been particularly successful this year- Well done!

Evidence- Observations/planning/assessments and NQT file

Great example from a Secondary School

8. Fulfil wider professional responsibilities

J is fully integrated into life. He has a year 7 tutor group, and works hard to meet their needs. This includes creating a weekly tutor programme, planned PSHE lessons, responding to parental pastoral issues, as well as writing their settling-in reports. As their tutor he has attended parents evening and the induction mass.

Within the Geography department J has set up the Geography Club which runs on a weekly basis for Key Stage 3 pupils. He plans the activities that will be completed each week and as a result, has a minimum of 6 students attending every week. He has also supported the wider distribution of CPD across the college by demonstrating good practice in the subject. He rolled out the new Geography literacy mats and other new growth mindset initiatives which were warmly received. Further to this, J was asked to attend the Year 11 Curriculum Information evening where he promoted the educational value of social media platforms, in particular, the newly established Geography department Twitter account.

Part two of the Teachers' Standards are being met Yes

J has demonstrated the highest professional standards to date. He is always punctual, has very good attendance and he is smartly dressed. He is fully aware of the code of conduct and its ethos and upholds it in all areas of his work – lessons, as a tutor or wider school commitments. He has a good rapport with the pupils and this is demonstrated through the positive atmosphere in his lessons. He treats all pupils with dignity and is able to build relationships with them that are rooted in mutual respect. However, all pupils are very clear about the boundaries and are fully aware that sanctions will follow, should they attempt to take any liberties.

J has read and understood the safeguarding policy and is aware of what to do should an incident arise. He ensures that his lessons, especially when taking pupils out of lesson, emphasise the safety of pupils. This was witnessed when he took a group of Year 8 pupils to the beach last term.

J has made a very positive start to his time at and his positive and committed attitude to develop his own professional abilities are to be commended.

All
assessments
must have the
section for
NQTs
completed by
them

Sample Extract

Upon reading this report, I agree that I have made reasonable progress in most aspects of my professional role, and that there are areas where I can, and will, continue to work hard to develop.

The report reflects fairly and accurately on my first 3 months as an NQT. The comments above accurately outline my professional role within the school as a Geography Teacher and Form Tutor.

As part of my NQT year I must continue to develop my subject knowledge, with experience, and continue to contribute to the Geography department, and wider school community.

Checklist before the end of TERM 1 See page 63 handbook

- Introductory Meeting – review previous targets from teacher training and share an Induction programme and agree dates of meetings.
- Create an action plan – examples p65 + and determine immediate cpd needs
- Observation 1 before end of week 4 – Agree a focus beforehand and provide supportive and honest feedback.
- Register for NQT Conference and attend wherever possible
- Review Term 1 action plan – identify areas of progress and focus for term 2