



Minsthorpe Community College

NQT INDUCTION HANDBOOK

Name: _____

NQT Mentor: _____

Jenny Read – Associate Assistant Principal

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Please ensure you read this handbook carefully during Week 1 of the Autumn Term. You will also talk through the contents of the handbook with your NQT mentor during your first mentor meeting. You have a hard-copy and an electronic version and may use either to keep a record of the various activities you will undertake during your NQT Induction Year at Minsthorpe Community College. The information you include in this booklet will form part of the evidence you provide during NQT Assessment Meetings towards meeting Teachers' Standards. The Appendices found at the end of this handbook will support you in gathering and collating evidence.

Overview of the NQT Induction Year

Autumn Term	<ul style="list-style-type: none">• 2 full lesson observations – NQT mentor• 1 lesson visit• 1 NQT assessment meeting – NQT mentor & J. Read• Weekly mentor meeting – flexible and to be agreed with mentor• CPD support from J. Read and other appropriate colleagues – 4 sessions
Spring Term	<ul style="list-style-type: none">• 2 full lesson observations – NQT mentor• 2 lesson visits• 1 NQT assessment meeting – NQT mentor & J. Read• Weekly mentor meeting – flexible and to be agreed with mentor• CPD support from J. Read and other appropriate colleagues – 4 sessions
Summer Term	<ul style="list-style-type: none">• 2 full lesson observations – NQT mentor• 2 lesson visits• 1 NQT assessment meeting – NQT mentor & J. Read• Weekly mentor meeting – flexible and to be agreed with mentor• CPD support from J. Read and other appropriate colleagues – 4 sessions

A minimum of 1 full lesson observation will be carried out jointly with your NQT mentor and J. Read.

Autumn 2 observation will be a joint observation with NQT mentor & LT link.

You will be take part in Action Research during the academic year towards a chosen enquiry question.

If you are not a P&A mentor you will be attached to a P&A group. This will be arranged by your NQT mentor.

Use of additional PPA time

You have been allocated two additional PPA slots on your NQT timetable. Please keep a record, on a half-termly basis, of how you have used this time. Templates are provided at the end of this handbook. Below are suggestions as to how to make the best use of this time each week:

- Lesson observations of colleagues within your team or across college – please liaise with J. Read. Use Video Enhanced Observation (VEO) software to enhance observation process.
- External reading/research – educational websites & blogs
- Updating NQT handbook
- Progress towards Action Research/Enquiry Question
- Contribution towards Curriculum Team Scheme of Work planning
- Marking & assessment

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - **having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions**
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

NQT CPD Programme

Minsthorpe Community College is committed to staff development and strives to foster an ethos of Professional Learning.

During your induction year you will receive and participate in a structured CPD programme to support your Professional Learning and your development as a Newly Qualified Teacher.

Each term of your induction year will have a specific theme (see below) linked explicitly towards one or more of the Teachers' Standards. CPD will be delivered through a variety of methods but the college expects that you participate actively in all forms of CPD.

Autumn Term- Setting High Expectations and Behaviour Management (TS1 & 7)

- Reflection from CEDP- initial target setting & reflection with mentor
- Behaviour policies and research
- CPD notes and reflections
- Wednesday Professional Learning sessions (4)
- Autumn 1 NQT Observation feedback
- Autumn 2 NQT Observation feedback
- End of First Assessment Period Reflection - Progress and Target Setting.

Spring Term- Planning and Assessment (TS3, 4 & 6)

- Target Setting and Reflection
- Assessment/ marking policies and research
- CPD notes and reflections
- Wednesday Professional Learning sessions (4)
- Spring 1 NQT Observation feedback
- Spring 2 NQT Observation feedback
- End of Second Assessment Period Reflection - Progress and Target Setting.

Summer Term- Promoting Progress for all - Stretch and Support (TS1, 2 & 5)/ Professional Learning and Responsibilities

- Target Setting and Reflection
- SEN/ MA, Disadvantaged - policies and research
- CPD notes and reflections
- Wednesday Professional Learning sessions (4)
- Summer 1 NQT Observation feedback
- Summer 2 NQT Observation feedback
- End of Final Assessment Period Reflection

Professional Learning Sessions

Indicated below are the Wednesday Professional Learning sessions which you will be required to attend throughout your induction year. These will be delivered by a range of experienced colleagues from across the college. You will be expected to participate fully in each session and there will often be elements of sharing, providing examples and feeding back based on your teaching experience and on-going Professional Learning. CPD provision will be wider than simply attending these sessions. Consider your use of PPA time as previously indicated and learning that can be taken from lesson observations, feedback, external research and meetings with mentors and other colleagues. Professional Learning should always be regarded as continuous rather than in an individual and ad-hoc manner.

Time: 2.45-4.00pm

Autumn Term – Setting High Expectations & Behaviour Management

Session
Welcome & Introductions
Admin
Professional Responsibilities
Personal & Professional Conduct
Behaviour management
Creating a positive climate for learning
Teacher Persona & Vocal Work

Spring Term – Planning & Assessment

Session
Literacy & Oracy
Numeracy
Verbal & Written Feedback
Differentiation & AFL

Summer Term – Promoting Progress for all – Stretch & Support/Professional Learning & Responsibilities

Session
EAL – Academic & Cultural Literacy for all
Practical Classroom Strategies – Challenge & Engagement
Catering for SEN in the classroom
Celebration Event
Preparation for RQT year

The content of the sessions may be amended as we progress through the year to ensure we are addressing the needs of all NQTs and varying areas for development.

Expectations & Procedures

In September- things to do with your mentor:

- Check you are up to speed with policies and procedures within your department (see Induction of New Staff Checklist).
- Familiarise yourself with whole college policies e.g. Whole College Assessment & Feedback Policy, Learning & Teaching policy etc.
- Have an initial meeting with your mentor and agree a regular (weekly to begin with) meeting slot. Discuss your targets as outlined in your CEDP.
- Agree on a time and date for the first observation- (before Week 4).

Assessment Meetings

Assessment Meetings are the way that we formally record your progress towards the Teachers' Standards. There are three over the course of the year, which you will attend with your NQT Mentor. They are already booked in the calendar so please check they are in your diary too! (see schedule below)

You will need to bring your NQT Induction Handbook (paper-copy or electronic) and you will simply talk through the progress you have made, alongside your mentor, against each standard. This assessment form will then be sent to the Local Authority (Wakefield Council), our appropriate body for assessment of your completion of the year. Please always save a copy for your records.

Observations

NQT Observations need to take place every half-term. The first one should be within the first four weeks in Autumn 1. There is more flexibility as you progress throughout the year but it's certainly helpful to have them arranged for before the Assessment Meetings. Try to cover a range of key stages and sets and consider our termly CPD focus etc.

Key areas for development should be recorded in your handbook. Your mentor will use the whole-college pro-forma to record your feedback. I would suggest that you scan a copy of this feedback and save a copy electronically alongside your handbook.

I will jointly observe you once throughout the year so please coordinate with me for the best time/lesson etc. I will liaise with you and your mentor throughout the year to arrange this.

Consider the use of VEO to support observations whenever possible.

NB - If you need cover for an observation, please liaise with Christine Eades (Cover Officer ex 1017; ceades@minsthorpe.cc).

Meetings and Target Setting

A regular record of your meetings with your NQT mentor should be kept using the simple form in your handbook. Aim to briefly record the discussions you have in your meetings with your mentors and your current and ongoing targets for improvement, as well as your successes!

The main aim is to see the progress that you are making towards the standards, which all have to be met by the end of the year so recording small milestones along the way will help you discuss your progress in the Assessment Meetings. Do not panic if they are not all evidenced straight away!

You should aim to have regular meetings with your NQT mentor to set and review targets. They should begin on a weekly basis.

NQT Professional Learning Sessions

Please record the dates of the Wednesday CPD sessions in your diaries. Attendance at these meetings is compulsory and forms part of your assessment and induction. It is integral to Standard 8 and “Part Two” to fully engage in professional development opportunities.

Problems and Concerns

Please remember to let me know if you have **any** concerns or questions whatsoever regarding your induction year either by email or feel free to come and see me.

If you are concerned at any point you need to let me know as soon as possible so we can put support in place.

Appendices:

1. Initial Target Setting - CEDP
2. Mentor Meeting Record
3. Observing other colleagues
4. Notes from Professional Learning Sessions
5. Summary of external reading/research
6. Lesson observation record – summary of A4D
7. NQT Assessment Meetings – summary of targets
8. MCC Lesson Observation Pro-forma
9. Record of use of additional PPA time
10. NQT Induction Year - Final reflections
11. Induction of Teaching Staff Checklist

Clearly all appendices can be expanded/duplicated as you progress through your induction year and add to your handbook.

Appendix 1: Initial Target Setting – CEDP

What were your identified targets at the end of your training year in your **CEDP**?

	Teacher Standard(s)

Appendix 2: Mentor Meeting Record

[illegible]

Appendix 3: Observing Other Colleagues

Date of observation	Colleague observed	Notes from lesson	Strategies to use in own practice

Appendix 4: Notes from Professional Learning Sessions

Date	Notes/Actions

Date	Notes/Actions

Date	Notes/Actions

Appendix 5: Summary of External Research/Reading

Source/Topic of Research	Learning Points

Appendix 6: Lesson Observation Record – summary of A4D

Observation	Learning Points/A4D
Autumn 1	
Autumn 2	
Spring 1	
Spring 2	
Summer 1	
Summer 2	

Keep an electronic copy of your full observation feedback form following each observation.

Appendix 7: NQT Assessment Meetings – summary of targets

Meeting	Targets/A4D
Autumn Term	
Spring Term	
Summer Term	

LESSON OBSERVATION EVIDENCE FORM – 2017/18

Teacher:		Date:			
Lead Observer:		Joint Observer:			
Subject:		SIMS Class Code:			
Period:		Grouping:	Mixed / Set		
Other adult in room:	Yes / No	N° of students:		N° of MA	
Objective/Content of the lesson:		Focus of the observation:			
Strengths: Please make clear reference to the impact of teaching on learning and progress (including 'over time').					
Areas for Development: Please outline a <u>maximum</u> of three clear areas and make reference to the relevant element of the Teachers' Standards.					
A4D 1: Element of Teachers' standards:					
A4D 2: Element of Teachers' standards:					
A4D 3: Element of Teachers' standards:					

Teachers' Standards		
Please indicate if, on balance, Teachers' Standards were met in the observed lesson.		
1. Set high standards which inspire, motivate and challenge students		
1.1 establish a safe and stimulating environment for students, rooted in mutual respect		MET
1.2 set goals that stretch and challenge students of all backgrounds, abilities and dispositions		
1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of students		NOT MET
2. Promote good progress and outcomes by students		
2.1 be accountable for students' attainment, progress and outcomes		MET
2.2 be aware of students' capabilities and their prior knowledge, plan teaching to build on these		
2.3 guide students to reflect on the progress they have made and their emerging needs		NOT MET
2.4 demonstrate knowledge and understanding of how students learn and how this impacts on teaching		
2.5 encourage students to take a responsible and conscientious attitude to their own work and study.		
3. Demonstrate good subject and curriculum knowledge		
3.1 have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain students' interest in the subject and address misunderstandings		MET
3.2 demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship		
3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy, numeracy and the correct use of standard English, whatever the teacher's specialist subject		NOT MET
4. Plan and teach well-structured lessons		
4.1 impart knowledge and develop understanding through effective use of lesson time		
4.2 promote a love of learning and students' intellectual curiosity		MET
4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired		
4.4 reflect systematically on the effectiveness of lessons and approaches to teaching		NOT MET
5. Adapt teaching to respond to the strengths and needs of all students		
5.1 know when and how to differentiate appropriately, using approaches which enable students to be taught effectively		MET
5.2 have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these		
5.3 demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students' education at different stages of development		NOT MET
5.4 have a clear understanding of the needs of all students including those with special education needs: those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them		
6. Make accurate and productive use of assessment		
6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements		MET
6.2 make use of formative and summative assessment to secure students' progress		
6.3 use relevant data to monitor progress, set targets and plan subsequent lessons		NOT MET
6.4 give students regular feedback both orally and through accurate marking and encourage students to respond to the feedback		
7. Manage behaviour effectively to ensure a good and safe learning environment		
7.1 have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the College and in accordance with the College's behaviour policy		MET
7.2 have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		
7.3 manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them		NOT MET
7.4 maintain good relationships with students, exercise appropriate authority and act decisively when necessary		

Appendix 9: Record of use of additional PPA time

Term	Activities undertaken in additional PPA time
Autumn 1	
Autumn 2	
Spring 1	
Spring 2	
Summer 1	
Summer 2	

Appendix 10: NQT Induction Year – Final Reflections

Achievements and Successes:
Priorities for next year:

Appendix 11

INDUCTION OF TEACHING STAFF

CHECKLIST

This is not an exhaustive list. Much of this information will need to be covered before the teacher starts teaching or on day one, if possible.

It is good practice for the CTL to meet with the new member of staff after two weeks to ensure the initial induction information has been passed on and understood.

Information	Person Responsible	Completed/Received Y/N
Induction Pack (mailed out prior to start date) Staff Handbook Employer Safety Handbook eSafety Policies & Acceptable User Policy Safeguarding Procedures Whistleblowing Code of Practice Keeping Children Safe in Education Part 1 L&T Policy Assessment and Feedback Policy Literacy Policy	Human Resources	
<u>Safeguarding Briefing</u> 45 minute session with Assistant Principal (DSL) or nominated representative) re safeguarding procedures at the College	Assistant Principal	
<u>Housekeeping</u> Laptop & access to appropriate sections of network Keys Briefings Duties Dress code Procedure in case of absence, including the setting of work Signing out procedures Photo copying, resources, and print room procedure Staff photo badge Car parking Access to cafeteria cashless system, Staff room (pigeon hole) General Office Finance Office Staff toilets	Human Resources	
<u>ICT systems</u> Sims Outlook emails Firefly Live calendar: important dates, Parents & INSET evenings, meetings ICT booking system & procedures Accessing G drive for documents ICT Support Desk	CTL (or nominated mentor)	

<u>Practicalities of the Classroom</u> Registers Start of Lesson Routine Fire drill Positive / Behaviour slips procedures and students of the week nominations – any other departmental rewards schemes Toilet procedures Procedure when student is ill	CTL (or nominated mentor)	
<u>L&T</u> Behaving the Minsthorpe Way (including warnings, withdrawal, detentions, MID Room, mobile phones and the procedure for confiscation) Learning the Minsthorpe Way L&T Policy Assessment & Feedback Policy Literacy Policy Offsite Learning Policy SCIF folder & contents, including seating plans & MSPs Marksheet/Assessments grades Curriculum Staff & responsibilities Lesson plans/Scheme of work Professional Learning opportunities (Yellow Inset form procedure)	CTL (or nominated mentor)	
<u>Pastoral</u> P&A Curriculum Assemblies Registers and messages Late procedures	CCTL (or nominated mentor)	