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Your first year as an NQT is going to be some year. It's only natural to want to know a little bit more about what's in store. As we welcome around 700 NQTs to Essex every year, we know a bit about what being 'new' can feel like. So we put this together, to help you start the way you mean to go on.

Term dates

Essex County Council School Term and Holiday Dates for Community and Voluntary Controlled Schools Academic Year 2014 – 2015



September 2014							October 2014							November 2014							December 2014						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
January 2015							February 2015							March 2015							April 2015						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4						1						1			1	2	3	4	5		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29	27	28	29	30			
														30	31												
May 2015							June 2015							July 2015							August/ September 2015						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30
																					31	1	2	3	4	5	6

Headteacher resignation dates – 30 September, 31 January and 30 April

= Schooldays / Weekends
 = School holidays
 = Bank holidays

In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

Autumn Term: Wednesday 3 September 2014 – Friday 19 December 2014 Half Term 27 – 31 October
73 days

Spring Term: Monday 5 January 2015 – Friday 27 March 2015 Half Term 16 - 20 February
55 days

Summer Term: Monday 13 April 2015 – Wednesday 22 July 2015 Half Term 25 - 29 May, and May Bank Holiday, 4 May
67 days
195 days

Please note: Foundation and Voluntary Aided Schools and Academies are able to set their own term dates; therefore, the calendar may vary slightly for individual schools and academies. You are strongly advised to check with your child's school or academy before making any holiday or other commitments.

Statutory requirements for the induction period

A qualified teacher cannot be employed as a teacher in a relevant school in England unless he or she has satisfactorily completed an induction period in accordance with the induction regulations and guidance.

The Headteacher/Principal and induction tutor should ensure that a suitable monitoring and support programme is put in place.

A suitable programme must include the following:

- Supported guidance from a designated induction tutor within the school who has QTS and who has the time and experience to carry out the role effectively.
- A teaching timetable equivalent to 90% of that normally allocated to mainscale teachers in the school. This release time is over and above the contractual entitlement to PPA time.
- Observations of the NQTs work and follow up discussion. These should take place regularly; our recommendation is one in the first four weeks of induction and at least half-terminly thereafter. The outcomes of these observations should be recorded. The focus for observation should be informed by the Teachers' Standards and the NQTs personal objectives.
- Regular professional review meetings. These should take place regularly and our recommendation is once per half term.

These reviews should be informed by evidence of the NQT's teaching and other aspects of their

practice, and should inform revised objective setting. A written record should be made by the school and the NQT to evidence progress.

- Observation by the NQT of experienced colleagues. This can be in the NQT's own institution or in another institution where effective practice has been identified.
- Formal assessments of the NQT's professional practice on a termly basis. Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and should relate directly to the relevant standards. NQTs should be kept up to date on their progress; there should be no surprises.

The final decision on the satisfactory completion of induction is made by the Statutory Appropriate Body, based on the school's recommendation. One Statutory Appropriate Body for induction in Essex is the Local Authority and the LA Induction Leader is:

Madeleine Knight, Essex Teacher Training, who is based at: Goodman House, 2nd Floor East, Station Approach, Harlow, Essex CM20 2ET

www.info@essexteachertraining.co.uk

E-mail: Madeleine.Knight@essexteachertraining.co.uk





Lesson planning guidance

Careful lesson planning can help you incorporate the best practices in teaching and learning. It's important that your lesson plans include sufficient detail to make them meaningful without being burdensome.

When writing a lesson plan, you should consider things such as:

- learning objectives;
- class details – year, gender numbers, subject, date etc;
- information on SEN, G&T and EAL students;
- prior learning;
- learning outcomes/success criteria;
- sequence timed learning activities;
- opportunities for pupils to evaluate their success;
- key skills you want pupils to learn at their highest possible challenge;
- key skills you will be teaching;
- how pupils will demonstrate their learning and progress;
- learning to support pupils reach their highest possible level of challenge;
- National Curriculum links/PoS/SOW;
- VAK;
- AfL/AoL;
- homework if applicable;
- cross curricular links including Literacy, Numeracy, ICT;
- ECM;
- key vocabulary;
- resources required;
- Health and Safety/risk assessments (if appropriate);
- planning for LSA to support learning;
- how teaching will support specific groups and individual needs, e.g. IEP targets;
- evaluating where teaching and learning was most and least successful.

In the early stages of your career you'll need a lot of support in planning lessons and this should be done with your mentor until such time as you feel confident enough to do it independently.



Teachers' standards

The Teachers' standards outlined here have been published by the Secretary of State for Education and come into force on 1 September 2012. They replace the existing standards for Qualified Teacher Status and the Core professional standards, previously published by the Training and Development Agency for Schools, and will be used to assess an NQT's performance at the end of her/his induction period in employment.

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.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- 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.

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.

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.

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; and
- 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.



FAQs

All your burning questions answered here...

Am I entitled to a weekly mentoring meeting?

Sorry, but the answer is no. You should know the name of your induction tutor and who you can seek support from. Weekly mentor meetings are at the discretion of the school and can take place outside of your teaching day.

How many lesson observations should I have?

One in the first four weeks then at least one half-terminly after that.

Should I receive written feedback from observation?

Yes, within a week.

What if I didn't see my report before it was submitted?

You should have a termly assessment meeting where you should be told what will appear on your report. There should be no surprises.

How can I see what progress I am making?

You should check your progress against the Teachers' standards using the standards tracker. This should be shared with your tutor regularly and particularly at your half-terminly review meetings.

Do I have to make a portfolio of evidence?

This is not a requirement. However, you need to be able to find evidence should your school require it.