

# NQT Induction Newsletter – June 2020

## (For Headteachers and NQT mentors)

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### Assessment reports

Thank you in advance for submitting assessment reports **by the deadline on 14<sup>th</sup> July 2020**. With your continuous support, the AB is able to meet **statutory deadlines** set by the DfE.

Two examples of final term reports are **uploaded on NQT Manager** under 'assessment reports' file. Both reports have been produced to **demonstrate NQT's progressive journey** with the teachers' standards during the induction year, **including real examples** of the NQT's practice during the year and during the unusual Covid-19 term/ final term.

### NQT Certificates at the end of induction

At the **end of July 2020**, the AB will export all the passes to the Teaching Regulations Agency (TRA). This will enable the new teachers to upload their certificates from teacher self-service website <https://teacherservices.education.gov.uk/SelfService/Login>. Please be aware that some NQTs get very anxious about their certificates and some will need to move to new settings and they need their certificates.

### Please contact the AB [mtemo@ealing.gov.uk](mailto:mtemo@ealing.gov.uk)

– if you need to discuss further **extensions** for your NQT.  
– if you need to discuss your NQT's **absences** that took place before or during Covid-19  
– if an NQT is **leaving/ has left/ maternity leave** – (this is a statutory requirement)  
– if you have **Irish NQTs** – the AB and the school **must** provide a letter to the Irish Teaching Council so they get full registration and are able to start a new role as fully qualified teachers. Please note, the Irish NQTs are not issued a certificate at the end of induction like other NQTs.

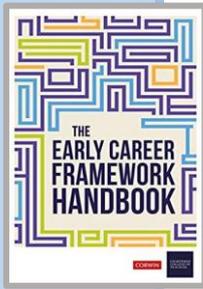
### Developing Ealing NQTs and RQTs 2020 – 2021

AB will be available to provide advice on how RQTs can be supported in the next year. Next year may look different in some respect for those NQTs starting in September 2020. Some will have less classroom experience due to disruption caused by the current situation. Please see some suggestions below on how to support your NQTs and RQTs (**more details on page 3**).

The following are available:

1. **Ealing Primary NQT programme for professional growth 2020 – 2021** is available and schools can book via [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk). In the autumn term the sessions will be online. They will be shorter 1 – 1.5 hours (more details on page 4).
2. Also, **West London Teaching Alliance** and **Ealing Primary Teaching School Alliance** offer CPD sessions/ programmes for NQTs. Visit [www.ealingcpd.org.uk](http://www.ealingcpd.org.uk).
3. Secondary schools (**Ealing Teaching School Alliance/ Twyford Trust** included) provide their programmes. Please, contact them directly for more information.
4. The Chartered College has launched the **Early Career Hub**; an indispensable resource packed with articles, interactive content and high-quality classroom footage created by teachers and academics, aligned to the Early Career Framework and Teachers' Standards and tailored to the needs of early career teachers. <https://earlycareer.chartered.college/>

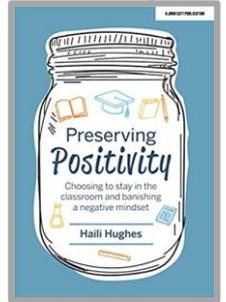




5. **The Early Career Framework (ECF) handbook** is now out and is an excellent resource for both NQTs and mentors. It has a lot of ideas on developing teachers linked to Teachers' Standards, tasks, reflection questions, web links.  
<https://www.amazon.co.uk/Early-Career-Framework-Handbook> (£19.99)

Also, Chartered college of teaching (CCT) are happy to offer membership at a reduced price to Ealing schools/ teachers. More information on this will be made available in the near future communication.

6. **Preserving Positivity** explores the reasons why people are choosing to leave the classroom and draws on the voices of experienced teachers who tell how they turned their careers around and give practical, adaptable strategies that will help reignite passion for teaching and bring the positivity back into the classroom (Book will be released on 2<sup>nd</sup> July 2020).



**DfE updates  
(as of 23 June 2020)**

Policy paper – **Early career framework reforms: overview**

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview#expansion>

High-quality training materials –developed for the Early Career Framework reforms – will also be made freely available to all early career teachers and their mentors from this September.

**New starters  
NQT Registrations**

Please contact the AB if you have any queries. If schools wish, they can start registering now NQTs that will commence in September 2020.

**DfE Guidance  
Covid-19 Initial Teacher  
Training (ITT) and award  
of Qualified Teacher  
Status (QTS)**

The DfE expects recommendations for QTS to be made at the end of the ITT course **before 1 September 2020**. This **will protect the supply of new teachers into schools**.

A small minority of trainee teachers will not have been making adequate progress. The DfE expects the schools and ITT providers to take steps to enable these trainees to continue their training in autumn term 2020, with courses to conclude, in most cases, by December 2020.

For more, please visit: <https://www.gov.uk/government/publications/coronavirus-covid-19-initial-teacher-training-itt/coronavirus-covid-19-initial-teacher-training-itt>

**2-year NQT Induction**

Please note, the **2-year induction will commence in September 2021**.

**NQT Manager**

The resources section on NQT Manager has been updated and a significantly increased number of useful resources are now available for schools to download.

**Forthcoming events  
(all ONLINE)**

**Mentors' Briefing sessions**

**2 July 2020** at 10:00 am – 11:00 am

Followed by a brief demo 11:00 – 11:30 on NQT Manager (**for those who need it**)

**Session repeats**

**2 July 2020** at 2:00 pm – 3:00 pm (demo on NQT Manager at 3:00 – 3:30)

**17 September 2020** at 2:00 pm – 3:00 pm (demo on NQT Manager at 3:00 – 3:30)

**18 September 2020** at 2:00 pm – 3:00 pm (demo on NQT Manager at 3:00 – 3:30)

**NQT Welcome & Information Briefing**

**9<sup>th</sup> September 2020** at 2:00 pm– 2:45 pm

**Repeats on**

**9<sup>th</sup> September 2020** at 3:00 pm – 3:45 pm

**10<sup>th</sup> September 2020** at 2:00 pm– 2:45 pm and at 3:00 pm – 3:45 pm

**Q&A sessions for NQTs**

**16<sup>th</sup> September 2020** at 3:15 – 4:00 pm

**30<sup>th</sup> September 2020** at 3:15 – 4:00 pm

**1<sup>st</sup> October 2020** at 3:15 – 4:00 pm

**QA sessions for mentors  
24 – 25 June 2020**

Notes and resources from the QA sessions are now available on the NQT Manager. They are saved under '[Events for Mentors](#)' / [QA Sessions 24/25 June 20](#).

## Developing Ealing NQTs and RQTs 2020 – 2021

Current NQTs / RQTs in September	NQTs starting in September
<p>In their second year of teaching, RQTs should benefit from balanced continuous professional development to allow them to further explore and develop their areas of expertise own interests.</p> <p><b>1   Further explore and develop expertise</b></p> <ul style="list-style-type: none"> <li>• Subject specific training (Ealing CPD Programme, ETSA, EPTSA, WLTA)</li> <li>• London NQT Conference May 2021</li> <li>• Membership with professional bodies <i>Chartered College of Teaching, Education Endowment Fund, Bell Foundation</i>, attend sessions/ network meetings</li> </ul> <p><b>2   Opportunities to seek self-improvement</b></p> <ul style="list-style-type: none"> <li>• Self-reflection through observing good practice, lesson study, team-teaching, pupil voice</li> <li>• School (SLT, mentor, key people) to support RQT in identifying their strengths and areas they need to develop. RQT to action plan how they could improve.</li> </ul> <p><b>3   Mentoring and coaching</b></p> <ul style="list-style-type: none"> <li>• Continue to be supported by their mentor at least once fortnightly, if possible</li> </ul> <p><b>4   Engage in subject/phase-specific collaborative learning and development</b></p> <ul style="list-style-type: none"> <li>• Structured collaboration around problem solving, planning, observation, enquiry, projects, moderation, understanding the role of a middle leader.</li> </ul> <p><b>5   Develop autonomy of learning</b></p> <ul style="list-style-type: none"> <li>• Implementing research in the classroom, seeking feedback from own practice</li> <li>• Guided self-directed study – using high quality evidence-informed and practice-based materials (see ECF page 26 – 42 suggested reading and websites)</li> </ul>	<p>In their first year of teaching, NQTs should benefit from a flexible approach to aid their teaching / professional development and foster various ways of learning.</p> <p><b>1   Effective mentoring and induction programme</b></p> <ul style="list-style-type: none"> <li>• Access to an effective mentor and an individualised development programme in own school</li> <li>• Effective use of NQT time</li> </ul> <p><b>2   Developing expertise</b></p> <ul style="list-style-type: none"> <li>• Professional training and discussions led by experts in the field (Ealing Primary NQT Programme 20 – 21, Ealing CPD Programme, ETSA, EPTSA, WLTA, etc.)</li> <li>• London NQT Conference May 2021</li> <li>• Constructive feedback from mentor/ colleagues on teaching practice</li> <li>• Lesson planning / team teaching with colleagues and discussions</li> <li>• Access to observing good practice</li> <li>• Access to support from key members at school (SENCO, EAL, Subject leaders)</li> </ul> <p><b>3   Engage in self-reflection</b> and evidence against teacher standards</p> <p><b>4   Develop autonomy of learning</b></p> <ul style="list-style-type: none"> <li>• Guided self-directed study – using high quality evidence-informed and practice-based materials (see ECF page 26 – 42 suggested reading and websites)</li> <li>• <i>Chartered College of Teaching</i> membership</li> </ul> <p><b>5   NQT Welcome Event/s (September)</b> – informal meeting and network opportunity</p>

### Early career teachers' development and learning is effective when:

- organisational **leaders and facilitators create and protect the conditions for learning**, e.g. time and space, while identifying and removing barriers such as workload
- is underpinned by **robust evidence and expertise** and includes **collaboration and expert challenge**.
- **explicitly aims to raise expectations** of what is possible and should **build new teachers' expertise and sense of self-efficacy**
- **new teachers see the relevance of their development** to their role requirements and to their professional goals and aspirations as well as wider goals, have opportunities to apply learning in real practice, reflect and improve over time
- **is designed with a focus on impact on students, with feedback built in** for new teachers
- **is facilitated through mentoring and coaching**, with opportunities for explicit modelling of skills
- **CPD facilitators and mentors are experts in both the content and process of the professional development**, challenging internal orthodoxies and providing new perspectives where necessary

## Ealing Primary NQT programme for professional growth 2020 – 2021

The programme underpins the principles of the Early Career Framework (2019) and includes a careful balance of training sessions and opportunities to explore their own interests and areas of expertise.

Delivery style includes a blended approach to aid flexibility and foster various ways of learning.

- Developing expertise through professional development
- Access to good practice in Ealing schools
- Guided self-directed study – using high quality evidence-informed and practice-based materials
- Self-reflection and evidence against teacher standards

Themes included in this programme are based on Early Career Framework's 8 strands.

Early Career Framework	Links to Teachers' Standards	Ealing Primary NQT programme for professional growth 2020 – 2021
<b>High Expectations</b> (Standard 1 – Set high expectations)	<b>S2, S5, S3, S7</b>	<b>Pupils with SEND, EAL learners, High performing pupils, EYFS: Learning, assessment and parental engagement, Creating motivated learners / Behaviour Management</b>
<b>How Pupils Learn</b> (Standard 2 – Promote good progress)	<b>S1, S5, S3, S6</b>	Nurturing <b>creative thinking – Early years children &amp; beyond, Pupils with SEND, EAL learners, High performing pupils, EYFS: Learning, assessment and parental engagement, Skilful questioning – A community of enquiry</b>
<b>Subject and Curriculum</b> (Standard 3 – Demonstrate good subject and curriculum knowledge)	<b>S4, S1, S5, S6</b>	<b>Mathematics – Reasoning, Problem Solving and Mastery, English – Teaching of Phonics, English – Reading: Every child can read, English – Writing: Developing and inspiring young writers, Science – Inquiry based learning, Humanities in the classroom and beyond – Enquiry, thinking and learning, Enhanced learning through computing and technology, EYFS: Learning, assessment and parental engagement</b>
<b>Classroom Practice</b> (Standard 4 – Plan and teach well-structured lessons)	<b>S3, S5, S6</b>	Developing an understanding of <b>effective teaching through effective use of lesson time, Pupils with SEND, EAL learners, High performing pupils</b>
<b>Adaptive Teaching</b> (Standard 5 – Adapt teaching)	<b>S1, S2, S3, S4, S6, S7</b>	<b>Pupils with SEND, EAL learners, High performing pupils, Skilful questioning – A community of enquiry</b>
<b>Assessment</b> (Standard 6 – Make accurate and productive use of assessment)	<b>S1, S3, S2, S4, S5,</b>	Assessment and why it matters
<b>Managing Behaviour</b> (Standard 7 – Manage behaviour effectively)	<b>S1, S5</b>	Keeping children safe, Creating <b>motivated learners / Behaviour Management</b>
<b>Professional Behaviours</b> (Standard 8 – Fulfil wider professional responsibilities)	<b>S1, Part 2</b>	<b>Developing Professional Behaviours:</b> Effective time management and use of adults, positive well-being, Keeping children safe



**For further queries please contact:**

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