Welcome to SecEd’s NQT special edition. Over the next eight pages we offer a wealth of advice to NQTs as they approach the end of their year and to trainee teachers as they prepare for NQT life in September. Here, Chris Keates looks at the entitlements that all NQTs should get.

WHETHER YOU are coming to the end of your first year in the profession or anticipating the start of your induction year you will have the satisfaction of knowing that teaching is one of the best, most satisfying and worthwhile of the professions. You will also be aware that it is highly demanding and challenging.

For those coming to the end of their first year as a teacher, hopefully you will have had a positive experience, providing you with an excellent grounding for your next stage in your career.

High-quality mentoring, the provision of all your statutory induction entitlements and on-going support and advice, and the challenge undertaken by managers and mentors makes a real and positive difference to teachers.

At a time when teacher supply in is crisis, decision-makers should think carefully about how they would be pleased to stay on in teaching providing they were managed by those who understand the day-to-day realities of the classroom teaching, and if they were encouraged to stay in the profession by being given security of employment, fair access to pay progression and professional respect.

The experience of new teachers in that first year is critical for the future of the profession. New teachers are the lifeblood of our education system, but how many of us are choosing to stay on in the profession they have chosen because they have not been supported and valued?

Work is a demanding concern. It is not the only top concern for teachers generally, but also a particular concern for NQTs. Bureaucratic marking and assessment policies, data-driven target-setting and administrative burdens are defeating even the most enthusiastic of NQTs. Many are at the stage of their career, they have a consistent, high-quality experience and professional agency as well as crippling them with workloads.

I am proud that the NASUWT has moved to address this through our short of strike action and lobbying, we secured Ofsted clarification our detailed research on workload, combined with our disheartening findings, and our compelling evidence to the Secretary of State on classroom time.

While you are planning, make sure you make time for a good sleep. According to the Great British Sleep Survey, long-term poor sleepers are seven times more likely to feel tired, 10 times more likely to feel cold, 18 times more likely to feel alone. Bad sleepers are also twice as likely to have relationship problems or suffer daytime fatigue and poor concentration.

So as tempting as it might be to try and get ahead by getting up early to do a couple of hours work before school, working all day then going home to work all evening before starting again the next day, don’t! This approach is not only unsustainable, it is also far from healthy. So can you do to improve your sleep? Here are a few tips:

- Make sure you have some quiet relaxing time before bed. Even half an hour can make a difference. Perhaps have a bath, listen to calm music or read a book. But whatever you do, try not to read late at night on a backlit device (such as a tablet, phone or laptop) as these have proven to have a disruptive effect on your body’s natural sleep cycle.
- Write a list: 82 per cent of respondents to the Great British Sleep Survey in 2012 said the top persistent thought that kept them awake was ‘what happened today’ and what have I got for tomorrow?’ Write it down and let it go.

The induction entitlements are in place for reason. They are designed to ensure your induction year is a meaningful and motivating experience into the profession and helps you to develop the skills and expertise you need to become a good teacher. Do not think these rights don’t matter or be afraid to stand up to support them.

Successfully completing your induction year is a key milestone in achieving the practical and pedagogical skills needed to teach to the highest standards. For those of you who have completed induction and are about to enter your second year, on the horizon will be the new challenges of performance management and appraisal.

This is an important process and practice varies between schools. The NASUWT seminars, online tutorial and handbook on taking control of your performance management provide vital information to ensure that you see the professional and positive and that it enables you to challenge unfair and inappropriate practices. New and recently qualified teachers are the future of the education service. They are a precious resource not to be squandered. Whatever stage you reach in your career, the NASUWT will be there to advise and support.

- Chris Keates is general secretary of the NASUWT.

### How to protect your wellbeing

**There is nearly always someone perfectly placed to give advice and support, or simply just to listen while the teacher lets those worries out – it sometimes just takes a fresh pair of eyes to see who**

- **Sleep**
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- **Plan your work/life balance**
  - You will be well used to planning your lessons now, but how often do you plan your own personal work/life balance? The pressures of our current way of working is this notoriously difficult and according to the Office of National Statistics, 48 per cent of UK adults report a relatively low satisfaction with their work/life balance.
  - Given that teachers currently carry out 20 per cent of their working week (10 hours or more) before school, after 6pm or on weekends, at a particular risk of having a poor balance – but before we can make changes we need to be clear on how we currently work. It may be that by making small changes or by finding ways to become more efficient, you can free up time for other activities.

- **Set a time to finish each term night:** “I will finish no later than 6pm on weekdays, so that I can exercise every evening.”

- **Set free time on weekends:** “I will allow myself two nights free during the week and have one completely free day during the weekend, so that I can have a full experience of life.”

- **Set personal goals:** “I want to learn to play the piano.”

- **Set regular time:** “I want to go to the gym twice a week.”

- **Make sure you have some quiet relaxing time before bed.**
  - Perhaps have a bath, listen to calm music or read a book. But whatever you do, try not to read late at night on a backlit device (such as a tablet, phone or laptop) as these have proven to have a disruptive effect on your body’s natural sleep cycle.

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### Further information

- [The Education Support Partnership: www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- [The Education Support Partnership’s #NoQuitTeaching campaign, find the hashtag on social media.](http://www.educationsupportpartnership.org.uk)
If you’re a new teacher, you will receive a wealth of advice from various experts – but what do the students themselves think? School leader Sean Harris asked some of his students to offer their view on what makes their lessons effective, and then signposts NQTs to further reading and ideas.

We like it when teachers send a postcard home telling our parents or carers when we have done something right. At the same time, when a teacher calls home to tell a family member that your behaviour was out of line, this makes you think again.

The teachers say...

- Read Doug Lemov’s Teach like a Champion (2015). Lemov’s selection of strategies, including lesson-planning, are taken from what he and his colleagues refer to as “champion educators”.
- Lemov states that a “Do Now” activity should: “1. preview the day’s lesson (you are reading a book or a puzzle that will make us think about what we are going to be discussing or learning about for the next hour. If you don’t prepare lessons, it becomes obvious pretty quickly that you don’t know what you are teaching and you don’t know what is meant to be happening next. Carefully planned lessons mean we don’t get distracted, because you have put time into what you want us to learn. Please don’t rely on textbooks. You can make it so much more interesting and engaging for us.”
- The teachers say...
- Teachers send a postcard home to tell a family member that your behaviour was out of line. This makes you stop and think. “Mrs Parry marks my books all the time. It shows feedback, you must give students support to make it accurate and specific. When you are not happy with the amount of work a pupil has done, tell them something that instil within children the moral values and ethos that you want to establish as a staff team. For example, at Northam High School, a group of teachers and support staff took part in an event called “Sleep Easy” organised by YMCA North Tyneside to promote awareness of youth homelessness and the issues faced by homeless young people in the local community. The teachers, working closely with the YMCA, raised over £5,000 by sleeping out for one night on the streets of their local community. It demonstrated to pupils that we, as adults, expect to live up to the same standards of compassion and respect. Make it personal.”
- “If a teacher rings home or gives you praise then it makes you stop and think.” Lewis (year 9)

The pupils say...

- When a teacher sits down the whole time, you can tell that they can’t be bothered. The ones that walk around and check on the pupils are the ones that care.” Daniel (year 9)
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- Promote activities and even take part in activities that instil within children the moral values and ethos that you want to establish as a staff team. For example, at Northam High School, a group of teachers and support staff took part in an event called “Sleep Easy” organised by YMCA North Tyneside to promote awareness of youth homelessness and the issues faced by homeless young people in the local community. The teachers, working closely with the YMCA, raised over £5,000 by sleeping out for one night on the streets of their local community. It demonstrated to pupils that we, as adults, expect to live up to our school’s core values such as compassion and respect. Make it personal.”
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The pupils say...

- We like it when teachers send a postcard home telling our parents or carers when we have done something right. At the same time, when a teacher calls home to tell a family member that your behaviour was out of line, this makes you think again. This makes it clear to us and use our names again. This makes us take notice of what we need to do. It also means we can do it without constantly asking the teacher what they mean.
- The teachers say...
- Read Geoff Petty’s research, Evidence Based Teaching (2006). A free additional chapter to his book can be downloaded (www.geoffpetty.com).
- Petty reminds teachers of the need to “catch” pupils doing something right. He writes: “Keep an eye on them, and when you notice they are doing something right, even by accident, comment on this positively in private: ‘Well done, you’ve made a start’. Many students who misbehave are attention seekers, and if they earn attention for behaving well, they are less likely to steal attention by misbehaving.”
- Sean Harris is a Future Leader and assistant head of Northam High School in North Shields. He takes no credit for the article – a group of his pupils came up with the idea. All of the pupils are currently studying GCSEs at Northam High. The Future Leaders Trust offers leadership development programmes for current and aspiring senior leaders in challenging schools. Visit www.future-leaders.org.uk/programmes

Pupils on what makes for effective teaching

- Use our names instead of using words like ‘guys’ or ‘everyone’. This shows that you want certain people in the classroom to do something
- Think about you and your behaviour outside of the classroom. It’s the same with marking books, reports and parents’ evenings. When you are telling us how to improve them it needs to be personal. Don’t give us the same target that everybody else in the class has been given. Don’t tell us just to “speak more” in lessons. Make it clear to us and use our names again. This makes us take notice of what we need to do. It also means we can do it without constantly asking the teacher what they mean.

The teachers say...

- Read John Hattie’s research into meta-cognition, thinking again and peer feed back, you must give students support to make it accurate and specific.
- Set the right example in our classroom
- When a teacher sits down the whole time, you can tell that they can’t be bothered. The ones that walk around and check on the pupils are the ones that care.” Daniel (year 9)
- The pupils say...
- When you are not happy with the amount of work that we have done or if someone is distracted from their learning then you need to make it clear. Use our names instead of using words like “guys” or “everyone”. This shows that you want certain people in the classroom to do something. A teacher who is doing what they expect of us gets our respect. For example, if you ask someone to not check their phone and then you are doing it, it makes us think that you don’t expect to behave in the same way. It makes you look inconsistent.
- The teachers say...
- Promote activities and even take part in activities that instil within children the moral values and ethos that you want to establish as a staff team. For example, at Northam High School, a group of teachers and support staff took part in an event called “Sleep Easy” organised by YMCA North Tyneside to promote awareness of youth homelessness and the issues faced by homeless young people in the local community. The teachers, working closely with the YMCA, raised over £5,000 by sleeping out for one night on the streets of their local community. It demonstrated to pupils that we, as adults, expect to live up to our school’s core values such as compassion and respect.
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The pupils say...

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- Don’t be confrontational
- “If a teacher gets confrontational, it just makes you disrespect them more. They shouldn’t have to shout to get your attention.” Shannon (year 10)
- The pupils say...
- Sometimes teachers forget that we are young people. We all make mistakes in the classroom and there will be times when we get it wrong. Our school has changed a lot because teachers don’t argue with us anymore, and they don’t get aggressive. When you are calm and talk to us like human beings it makes us listen. When a teacher takes the time to do this at the end of a lesson or during a break or lunch time then it shows that they are trying to get something important across to us.

The teachers say...

- Read Bill Rogers’ book, Classroom Behaviour (2011)
- Rogers shares how teaching staff can become less aggressive and forceful in their tone, using real-life stories to illustrate the strategies given.
- Rogers highlights the importance of Partial Agreement in the classroom. It’s essential for dodging and resolving conflict. Don’t try to have the last word, or assert your importance or authority in a situation when a pupil disputes the call or judgement that you have made.
- Mark our books regularly.
- “Mrs Parry marks my books all the time. It shows feedback, you must give students support to make it accurate and specific. When you are not happy with the amount of work a pupil has done, tell them something that instil within children the moral values and ethos that you want to establish as a staff team. For example, at Northam High School, a group of teachers and support staff took part in an event called “Sleep Easy” organised by YMCA North Tyneside to promote awareness of youth homelessness and the issues faced by homeless young people in the local community. The teachers, working closely with the YMCA, raised over £5,000 by sleeping out for one night on the streets of their local community. It demonstrated to pupils that we, as adults, expect to live up to our school’s core values such as compassion and respect.
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Teacher training is just like training your puppy. Before you get offended, Matt Bromley explains why he draws this comparison and offers some vital lessons and advice to help NQTs thrive when they begin their second year in September.

I bought a Border Collie puppy recently and, at eight weeks, have just begun training her. I don’t want to sound disturbing but the puppy is sharp and has reminded me a lot of my NQT year.

I’ve christened my dog Meg in the sheep farmer’s tradition of using a mono-syllabic name that lends itself to constant repetition. Besides, I wanted a name I could shout around the village without being embarrassed.

The very first Border Collie, Old Hemp, had a monosyllabic name as it was thought that this would make the dog more obedient and easier to train. Nowadays, the name Meg is quite typical.

My puppy and I are ahead of colleagues who may have become bored and set in their ways. It’s true that some teachers who are in their 30s or older may have become institutionalised and are resistant to change. But it’s an exciting time to be teaching.

We ask three middle leaders to share their advice across the country on how you can improve pupil attainment. One NQT identified that the feedback she gave pupils on examination questions was just as pertinent for trainee teachers too, as you should think about your NQT year ahead.

Sometimes Meg is obedient and attentive, quick to pick things up and respond; sometimes she is tired, hungry, naughty, bored, distracted, incontinent, and no matter what you do, she will not listen. She is the worst kind of student: it is the student who is never on your wavelength.

As you embark on your first year as a qualified teacher, don’t be too hard on yourself for mistakes. You mustn’t spread yourself thin. You mustn’t spread yourself thin. You mustn’t spread yourself thin. Your colleagues may still regard you as a keen and enthusiastic NQT, and your students and parents will come to regard you as a part of their school with an investment in its future, not just someone passing through.

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listening to generic theory, you can go sit at the back
doing effectively across the board: make sure people
ốt again what you are being asked to do
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As an NQT, it is vital to establish a rapport with the
It’s hard to have high expectations and unrealistic expectations
make the most of your options. Internally, you will have
you are a faith school, your local diocese will offer many
provide you with an abundance of CPD opportunities
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to explore an area of education that interests you, such
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in good stead for future leadership opportunities as
As an NQT, you need to form an initial understanding of
your CPD. So don’t give up on sport and exercise and don’t stop socialising. As well as helping you to switch off, it will defuse your anxiety. Another good tip for relieving stress is to make time for eating sensibly and to get plenty of sleep. In short, don’t let teaching absorb all of your time. Be realistic – you are not a superhero and you are not the only teacher in the school so don’t expect to be the one to help every single student. Similarly, don’t set unrealistic expectations for yourself when you break for the holidays – as tempting as it is to promise yourself you’ll catch up on all the housework. You need to set aside quality time to relax and unwind.
look after yourself
Asa Wiseman

• Asa Wiseman

Management skills

Asa Wiseman

Teaching and learning coach, Heath Lane Academy, Leicester

As an NQT 10 years ago, my sole responsibility was for teaching and learning. However, this wasn’t always how things panned out. I was a member of a small department and therefore it was important for me to embrace the new community in which you work and have clarity in what you are discussing.

As an NQT, it is vital to establish a rapport with the people you will have both direct and indirect contact with, as sooner or later you will need to manage upwards (as well as downwards) to make sure people stick to deadlines and remain accountable for outcomes.

Remember that it’s not only those within your department, but also colleagues in reparagrapy, catering and finance who will need to be “managed” by you at some point.

As a middle leader I have developed the following strategies for managing effectively across the board:

• Take a notebook to meetings: make sure you note down anything that you are being asked to do including the deadline and who it’s for. You can also do this when asking others to complete tasks for you. Make sure you include the date and time of any meetings – you should get minutes but this isn’t always the case.

• Send email reminders: we should all appreciate that our colleagues are busy, but a gentle reminder can go a long way towards securing a positive outcome.

• Have face-to-face discussions: make sure if you are selling something to a colleague (be it a colleague or your line manager) you also do this when asking others to complete tasks for you. Practise what you will say and plan it out.

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**Effective differentiation and inclusion**

Inclusion and SEN expert **Garry Freeman** offers new teachers advice on achieving effective differentiation in their classroom.

A new teachers, all of us have had times when we felt like putting our head in our hands, elbows on the table, thinking that we didn’t know how best to meet the inclusive needs of our students – how to differentiate effectively.

Less than 20 years ago, at the beginning of the 21st century, the accepted way for a teacher to differentiate in any way for various needs in a class was to provide different worksheets. Teacher input was the same, presentational language was identical, and impact went largely unmeasured. Differentiation by outcome was the norm. As effective professionals, we now appreciate that there is a myriad of ways to approach differentiation, a wide range of needs within the same class so that all of our students feel included. And that is the key to inclusion: someone needs to feel included.

**Expectations**

It is crucial to make clear your expectations and stick to them. Link your expectations directly to the learning objective or learning outcome. Give your students an option of different ways to evidence their learning and show how they have understood and learned.

Your learning objective could be “I will show that...” because this gives each student some flexibility to demonstrate understanding in a way that suits them. Equally, keep the learning objective simple and straightforward. “I expect that I understand how the best World War ended” and “I will show that I understand how and tell the time in German” are good examples.

If you have classroom rules, remember to differentiate with them too. The idea of ‘less is more’ is always an effective one to keep in mind with behavioural expectations. You may need to reduce your school’s code of behaviour for five or fewer rules to support the understanding and success of your students. Keep your expectations positive: “We will listen” and “We will only speak when someone has finished speaking” are both good, workable examples.

**Written and spoken language**

Thoughtful use of language can promote motivation, engagement and access to learning – the linchpins of effective differentiation, which can in turn lead to improved attainment, especially for children with special or additional needs.

If you have keywords or word walls around your teaching room, review them to ensure that they are accessible to the students who should be benefiting from them. This accessibility includes:

• Where you position them on the wall and in the room.
• The use of a clear, legible font.
• Plenty of white space between and around lines of text.
• Eye-catching colours and illustrations to draw the eye in a appropriate.

Remembering those students who need coloured backgrounds because of Lesles Syndrme for examples.

**Room layout**

Think about how you can use room and group layout to differentiate. There is almost an infinite variety of room layouts and you can try in order to differentiate for your students.

Remember that you should always reflect on why you place certain students in proximity to each other or away from each other. The deciding factor should always be the quality of their learning and progress.

Some possible layouts are variations on a theme of group work, others are evidence of your strategic thinking about, for example, where you place your most able or most needy students in the room.

It may be that some of your students become more engaged, more motivated and make more progress when they are seated alongside or near their more focused, higher-achieving peers.

**Peer evaluation**

The selective (not over-wordly) use of responsive assessment can be a real advantage for students who need differentiation. This evaluation does not need to be from you as the teacher or from any additional adults such as teaching assistants.

Peer-marking within a framework of positive support (i.e. no negative comments) can be an excellent way to get students to reflect on their learning. This can have most impact when we provide a template for evaluations, when everyone assesses everyone else’s work, which then be typed up and given to each member of the group to be stuck into their book or file alongside the work in question.

The template could focus on what went well in the work and how it could be even better. Emphasise that this is a way to help one improve what they do and make more progress.

One effective way to do this is to use a carousel or roundabout system: each student sets out the work to be evaluated in their place and, starting with their own work, each person in the group or class spends an agreed, set amount of time evaluating everyone’s work. The class move around, stopping at each work place to evaluate the work of the person there. When the student types, cuts out and gives out their evaluation comments to their peers, this encourages ownership and responsibility. Finally, give the class dedicated improvement, reflection and thinking (DIRT) time to respond to their peers’ comments, focusing on which aspects of their work they will try to improve, and how.

**Dyslexia and Dyspraxia**

It is well worth mentioning a classic and effective approach for those on the dyslexia and dyspraxia spectrums – which can also be highly effective for those with autism spectrum conditions.

In most classes, there will be a range of needs. One of the keys to effective differentiation is to use simple strategies which can simultaneously remove barriers for students with different needs. One such approach is to chunk tasks into smaller, achievable steps to make it more likely that students can:

• Understand what they are being asked to do.
• Experience success because they only need to focus better for a shorter time.
• Develop a sense of achievement to make them feel better before they move on to the next activity.

Break down as many tasks as possible into the structure of Who, What, Why, Where, When, How.

If you get into the habit of using this approach, your students will soon think along these lines without you necessarily reminding them. Guide your students through the process of breaking down a larger task, including a piece of longer writing, into smaller achievable steps. You can show them how to use evidence or quotes, depending on the subject, to illustrate each point.

**Further dyslexia advice**

Some useful strategies for helping students on the dyspraxic spectrum include:

• Children on the dyspraxic spectrum will often work better one-to-one, so provide this where possible. If not with an adult, then pair them with a more focused, more organised peer.
• Be clear and concise when giving instructions and always make sure you have their full attention before doing so.
• Avoid disturbing the child when they are concentrating on a task.
• Give plenty of notice regarding any changes to classroom routines.
• Explicitly teach play skills such as turn-taking, model how to play imaginatively (e.g. in a home corner).
• Provide pencil grips and line guides to help with handwriting, which is often poor.
• Use visual timetables so the child knows what will happen and when.

**In conclusion**

Awareness and understanding of your students’ needs is an absolute prerequisite for success. We can never meet all needs all of the time. However, we can all do as teachers to show our willingness and our ability to adapt our pedagogy to meet as many different needs as often as possible. We can show to our students that we want them to feel included and that our practice reflects this.

Remember that the best, most effective practice in differentiation is also collaborative: with your students, with parents and carers, with your colleagues, your governors and your fellow professionals from health and social care.

**Garry Freeman** is director of inclusion and SENCO at Guiseley School in Leeds. Find him @GS_gfreeman

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**The idea of ‘less is more’ is always an effective one to keep in mind with behavioural expectations. You may need to reduce your school’s code of behaviour to five or fewer rules to support the understanding of all your students.**

**Where do we start?**

Effective differentiation is founded on the principle of equity, a graduated response to the needs of each child so that each has the same opportunity to partake, to be involved and to succeed.

We can base our differentiated approach, our equity strategy, on three straightforward questions:

• What do I need student X to be able to do (in whatever timescale we choose)?
• What do I need to do to help them achieve it?
• Who else do I need to work with in order to help them achieve it?

The second of these is the crucial one. This is where we can think creatively and choose how to differentiate for our students in a visible way so that, as NQTs or new teachers, we can feel more confident about the methods we use, our students can feel that we are doing things to help them, and any observer can more readily make the connection between differentiation and impact.

Aim for excellent teaching, leading to excellent learning: good teaching every day, knowing your students, meeting needs, having aspirations and expectations, building self-esteem and self-confidence.

**Effective strategies**

So, what strategies can we use to achieve this, to differentiate effectively?

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**Remember that you should always reflect on why you place certain students in proximity to each other or away from each other. The deciding factor should always be the quality of their learning and progress.**

SecEd • June 30 2016
So, what will change in year 2?

Alex Collinson summarises the main changes in support, monitoring and development that will take effect when you pass the NQT induction period and begin year 2 in September.

Induction for an NQT can be a bit of a tough period, but a host of support mechanisms should have helped to ease you into school life this year. Here I want to look at some of the main changes you can expect in September, when with your NQT year complete you will become a fully qualified teacher. Some of the benefits offered during induction may not be there when you progress, but rest assured that other support mechanisms should kick in instead.

Once you become a regular class teacher, the school may be a bit more willing to add to your responsibilities. You could, therefore, soon find yourself being asked to co-ordinate a subject, or lead an after-school club.

Normal appraisal arrangements now apply.

During your induction, monitoring and support arrangements for you as an NQT are likely to have included three formal assessments – one per term – in which you will have been assessed against the Teachers’ Standards by your headteacher or induction tutor. After your final assessment meeting, if your headteacher and the appropriate body consider your performance to have been satisfactory, your induction will be over and you will no longer be subject to these assessments.

So without formal assessments, how will the school manage your performance and how will you know how you are doing?

If you are working in a maintained school, the 2012 teacher appraisal regulations and your school’s appraisal policy will now apply. Appraisal policies vary according to schools’ circumstances, but must reflect the regulations. The Department for Education (DfE) has published a model policy for appraisal that you may find a useful reference (see further information for links). ‘Teachers are usually assessed against the Teachers’ Standards, alongside objectives agreed at the beginning of the appraisal period. You will normally be observed a number of times over the course of the year, and should receive feedback throughout the year, but will only have one formal annual assessment.

Academies and free schools are free to set their own appraisal arrangements, but can choose to follow the DfE model policy.

No more reduced timetable

The statutory guidance for NQT induction ensures that NQTs receive a reduced timetable of no more than 90 per cent of the timetable of the school’s existing teachers. This arrangement is in place to help you carry out any activities related to your induction programme.

Once you are no longer an NQT, you will be expected to teach a full timetable. However, if you are employed under the School Teachers’ Pay and Conditions (STPCD), you will still receive planning, preparation and assessment (PPA) time. This means that your school will set aside at least 10 per cent of your time for PPA.

Additional responsibilities

While schools are technically allowed to give additional responsibilities to NQTs, it is not always the case that they do. Once you become a regular class teacher, the school may be a bit more willing to add to your responsibilities. You could, therefore, soon find yourself being asked to co-ordinate a subject, or lead an after-school club.

You will also now be eligible to become the school SENCO. It may be unlikely that you will be asked to be SENCO in only your second or third year of teaching, but it could be something to work towards.

While some of these additional responsibilities can seem daunting, they can also be great opportunities for professional development – and to show your potential for progression in the school.

New CPD and support arrangements

As an NQT, you have spent the last year working alongside a school-appointed induction tutor. Your tutor will have helped you with support and induction, and played a big role in your assessments.

Once induction ends, there’s no formal requirement for your school to offer you a tutor or personal one-to-one support in year 2.

But don’t worry, your development won’t just drop by the wayside. When making their judgements on a school, Ofsted inspectors consider the quality of CPD. Schools therefore take the professional development of staff seriously, so there should be a CPD programme in place for all teachers – as well as mechanisms for identifying and acting on areas for development through the appraisal process.

You are also still likely to have access to a range of support, for example, have coaching and mentoring schemes. As well as this, you’ll have your line manager, your head of department, and other colleagues to help you through your early years as a teacher.

Alex Collinson is a researcher specialising in school stffing at The Sec, which provides leadership and management support to schools in England.

Further information:

- Normal appraisal arrangements, for schools, for example, have coaching and mentoring schemes. As well as this, you’ll have your line manager, your head of department, and other colleagues to help you through your early years as a teacher.

Tips for our new NQT cohort

Are you a trainee teacher waiting to start your NQT year in September? Fatima Rodrigues offers some advice to help you hit the ground running.

Looking back at my first year of teaching with extremely fond, if slightly distant memories, I remember being very excited at getting my first teaching job and very keen and eager to start. However, thinking back now, I wish someone had sat me down and given me a quick list of the main things I needed to do or look out for to help me prioritise my actions during that first week and half-term. So, here are my 10 top tips for any trainees out there preparing to start their NQT in September:

Student names

Learn student names as soon as possible – get students to introduce themselves or each other during your first lesson by asking them to write their name and two details on a sticky note which they put on the wall.

Student data

Make sure you have looked at the data for each class that you teach. If you don’t understand some of the data, ask someone. Think about how to use the data to plan lessons which include all the students in your classes; know your students!

Classroom presence

Own your classroom. Stand by the door and greet your students on arrival; move around your classroom when you are teaching. Think about your body language: what signals do you give off? You need to be approachable, with students feeling that you care about them, but you also need to ensure students know you are in charge. Remember to keep a teacher-student relationship at all times, do not lapse into a teacher-friend relationship.

Classroom routines

Although all schools will have a Behaviour Policy that you will need to follow, it is really important that you build your own classroom behaviour system around a set of routines that are clear to all students. Make your expectations clear from the outset and verbalise these in positive language. Have no more than five routines/rules that students follow.

Behaviour for learning

Establish a clear set of behaviour expectations within your classroom. Ensure you use positive praise more than you use negative sanctions. Look for and reward the behaviours you want to see. It is important you establish positive relationships with students from the outset.

Consistency

Be consistent with all that you do. Do not make empty threats – if you tell a student or a member of staff you are going to do something, do it. Students will see that you are serious and mean business.

Marking

Establish a routine for marking student work. Ensure that you calendar marking over a half-term, giving yourself time to mark student work on a rotational basis. Mark smart and use appropriate strategies such as self and peer-marking for different pieces of work. Plan time for students to read and respond to your marking.

Work-life balance

Ensure that you build in adequate down time for yourself. You need to get enough sleep, you need to eat healthily, you need to spend time with family and friends. Learn to say no when you feel you need to – practice saying ‘can we talk about this later?’ to give yourself space.

Lesson observations

Ensure you make the most of lesson observations. Ensure you are observed and provided with detailed feedback about how you can make progress but also ensure you observe other staff to observe good practice. Ask for feedback all the time, from anyone and everyone.

CPD

Ensure you make the most of the CPD opportunities afforded to you – learn from other staff. Complete a self-audit to check your strengths and areas for development, reflect on your practice and set yourself targets. Try and use research to underpin your development. Visit other classrooms and schools. Be proactive and let staff know what you will need for your own development.

What else can you expect?

At my school, we have a robust NQT programme aimed at supporting and challenging NQTs. By considering some of the things we have in place, you will get an idea of what to expect this September.

- An individualised NQT portfolio where NQTs can store their evidence from across the year aimed at meeting the Teachers’ Standards.

- An NQT Action Plan with SMART targets set at the beginning of the training year, with a review at the mid-term point and the end of the training year.

- A subject mentor who is a subject specialist and who has completed appropriate training – and a professional mentor who is a senior leader.

- Workshops for NQT CPD sessions for the first term, targeting different aspects of pedagogy and practice.

- NQT lesson observations with detailed feedback on a regular basis (at least half-termly).

- NQT visits to other schools to observe good practice.

- Half-yearly conversations with your line manager, your head of department, and other colleagues to discuss and complete the NQT Report.

Fatima Rodrigues is acting principal of The Hathaway Academy in Essex.
Diary of an NQT: Reflections on a busy year

SeEd’s current NQT diarist is a science teacher from the Midlands. As his first year at the chalkface comes to a close, we asked him to sum up some of the highs and lows...

The second year...

A real teacher

The NQT year is great not least because students will now see you as a real teacher. It is lovely having some authority in school. There is a mutual respect when the students know you are a teacher at their school which sad but true when you train.

This is even better with the new intake year 7. As far as I can remember you have a load of rules and regulations from the get go. It is clear that school since time began and they will not see you as a new year 7 staff. This year was a load of rules and regulations that school since time began and special rules and regulations. It is easier than it is during your training year.

Your own classroom

Another nice plus about your NQT year is that you (hopefully) get your own classroom. I used to spend so much time in my training year finding somewhere quiet and organised to get my plans or lessons done.

It is great to have a space to call your own where you can arrange all your resources and items needed for the day/week/term.

For example, currently on the side in my room I have loads of revision resources so that if any student comes and asks for help with any module I can pull out the correct resource immediately. This time last year I would never have been able to be that organised, with work being instantly available. It is incredibly useful for the students and saves me loads of time. By May I really enjoyed teaching my year 11 group.

Advice to new NQTs

There are a few things I would also watch out for. The most important thing is that you must think what to do before you do it. I think I went into my tutor roll of thought that I would just need to take a register in the morning, but it is so much more...

When the opportunity arises, seeing colleagues outside of the department and sharing anecdotes of my day has been amazing. The glimpse of companionship from others plus the quick breather is always a real treat.

Pupils

Finally – but most importantly – pupils and students is wonderful knowing more pupils around the site, whether they teach or not. Forming more solid relationships with our children, namely my year 11s, has been great. And having now sent them into battle in the exam hall, I was thrilled when many of them came to find me to feedback on how they feel they had performed. When this happens to you, make the most of it!

I feel most proud of my pupils and take pride in their progress and achievement: they remain the reason for all my hard work, time and effort.

The second year is now a perfect way to see other great, experienced teachers. Being asked to get involved in local TeachMeets has been a really pleasant acknowledgement of participating within the team of teachers rather than being an inexperienced apprentice. Being involved has extended my own teacher toolkit of activities too and it has been a perfect way to see other great, experienced teachers and support staff showcasing their tools.

Although it feels like a real treat – I can confirm that I have made it into the staffroom at break time at least on a few occasions this year! I have even managed a cup of tea and a brief chat with colleagues.

This for me was unique in my NQT year and that was probably a mistake. I still don’t get time to do this as often as I would like but when the opportunity arises seeing colleagues outside of the department and sharing anecdotes of my day has been amazing. The glimpse of companionship from others plus the quick breather is always a real treat.

When it comes to changes in course specifications and Department for Education expectations (including life after levels and Progress 8) I am often now being invited to share ideas in order to find answers to manage and implement these changes. This collaborative working has most definitely played a significant part in my building my confidence and involvement.

Wider school life

I have become involved in the school’s initial teacher training (ITT) team, which has included supporting both PGCE trainees and NQTs in various ways, through observations and feedback. I have also facilitated for Professional Learning CPD sessions this year. This again is highly recommended – if you can find ways to support others, it undoubtedly improves your own practice and reflects.

Two of the Professional Learning sessions I hosted were for NQTs, the first sharing my insight into the expectations of Hampshire’s NQT documentation and the other getting current NQTs to reflect on their “greatest successes and biggest flops” to create an NQT guide for the new cohort of 2016/17. The remaining two sessions were for trainees (securing your first job) and their mentors (effective objective setting).

Conclusion

Whether you are an NQT preparing, like me, for year two in September, or a trainee ready to start your NQT year, I wish you all the very best of luck!

• The author of this article was SeEd’s NQT diarist in 2014/15. She is now a second year teacher of sociology, history and philosophy from a school in the South of England.

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