Growing Great Teachers

2019-2020 handbook for NEWLY QUALIFIED TEACHERS in Bracknell Forest and surrounding areas
Foreword

A very warm welcome to Bracknell Forest.

You are at the beginning of what will be a very challenging and, I hope, very rewarding year as you start a career in teaching. This handbook is an important part of the support that the local authority and the Forest Learning Alliance TSA (primary NQTs), working in close collaboration with school leaders, provides to help you settle into your new post and undertake further professional development.

The handbook provides information on key issues including the:

- induction standards and regulations
- support you can expect from your school and the local authority and the Forest Learning Alliance (FLA) (Primary NQTs)
- role of classroom observations and
- contact details for local and national organisations.

The booklet complements the support you will receive from your mentor and the induction programme for newly qualified teachers. Our intention is that the booklet will play a role in supporting you to become a reflective practitioner, helping you to develop your classroom practice and your important contribution to the broader aspects of school life.

We are committed to supporting you through your first year of teaching and beyond and would very much value your feedback on the process and materials.

I look forward to meeting many of you and hearing about your progress over the year.

With all best wishes

Gary Paterson, School Standards and Effectiveness Partner, Education and Learning, People Directorate.

All information in this handbook was correct at the time of going to print.
Welcome to Bracknell Forest and Forest Learning Alliance

We are pleased to offer an NQT programme designed with your needs in mind.

Forest Learning Alliance (FLA) and Bracknell Forest Local Authority, along with the support from your school and school-based mentor, aim to provide high quality learning experiences, training, help, guidance and support to ensure your first year in teaching is a successful one.

‘It is not how good you are, it is about how good you want to be!’

Training, visits to schools and support from your mentor will enhance your subject knowledge alongside opportunities to develop the skills and strategies needed to excel in teaching. Most sessions will be led by your peers who, like you, are teaching in the classroom. Other sessions will be led by highly regarded national consultants or experienced advisors. They will share their expertise and provide you with many ideas to try out back at school. The sessions will also provide networking opportunities, building a professional learning community across our schools.

‘Children in the most effective classrooms will learn in six months what pupils in an average classroom learn in a year. And the pupils in the least effective classrooms will take two years to learn the same amount of material. The difference between the two is the quality of the teacher’. Dylan William (Assessment for Learning - Why, What and How? Camden 2009)

I look forward to working with you over the coming months and getting to know you.

Best wishes

Ravinder Ghei, Director of Forest Learning Alliance Teaching School
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The FLA NQT training programme

Bracknell Forest has a strong reputation for delivering high quality training for its NQTs, as well as mentor support and ensuring all NQTs have their 10% statutory non-contact time. Most of the training sessions take place at the Open Learning Centre, Bracknell. The sessions are highly valued by our NQTs. The CPD sessions are designed to enrich your core school-based learning. Although we can’t cover everything, NQTs tell us that classroom management, behaviour and core subjects are the key areas they would like additional support with. The aim of our training programme is to ensure it meets your needs by providing:

- experienced advisers and teachers to lead CPD
- consultants with an excellent reputation for delivering high quality training
- time to network with peers to share successes and challenges
- regular time out of class to help you in your first year of teaching
- practical ideas, activities and strategies to take back and use in your own classroom

NQT training programme 2019-20

The NQT induction programme for Primary NQTs is led by a LA Adviser and Ravinder Ghei, Director of Forest Learning Alliance.

- Training sessions are held on Wednesdays at the OLC. They run from 1.30pm – 3.30pm. On triad visit days, groups meet in the mornings.
- EYFS teachers attend all sessions, unless a bespoke session is led by Paula Shore, Early Years Adviser for Bracknell Forest.
- Please be punctual and ready to start on time.
- Be professional at all times.
- Show respect to colleagues and trainers, listening and feeding back as required.
- On days when there are triad visits, please return to OLC by 11am. You will be expected to organise your thoughts, photos and other items of evidence to share with colleagues from 11.40 – 12.20.
- The training days will end on time, including 5 minutes for personal evaluations.
- Ensure your school is aware you will not be available for staff meetings on these days.
- Remember to check emails for updates and reminders.
- Make the most of the collaboration with colleagues and visits to schools.
- Share resources, ideas and good practice.
Bracknell Forest Professional Development Programme for Newly Qualified Teachers (Primary)

2019-2020

The Bracknell Forest Professional Development Programme for NQTs aims to provide support and guidance for newly qualified teachers during their induction year. The programme offers a variety of training courses and has been devised in consultation with headteachers, mentors and past NQTs. Courses are delivered by the Forest Learning Alliance and school based personnel, specialist leaders of education (SLEs), specialist consultants along with external trainers and aim to provide practical guidance on developing classroom practice and teaching techniques. These events also provide an excellent opportunity for NQTs to meet together on a regular basis during their induction year.
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<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Facilitator(s)</th>
<th>Theme</th>
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| Wednesday 11th September 1pm – 3pm Mentors attend (3pm-4pm) | Open Learning Centre        | LA NQT Lead Ravinder Ghei Paula Shore Anne Duncan | **Me, Myself and My Classroom**  
Introduction to the programme and triads.  
School preparation for school visits.  
Professionalism and sharing;  
Your role as an NQT; role as mentor.  
Requirements of the year  
Assessment and forms  
What happens if things go wrong?  
Contacts; Surgeries with Gary Paterson |
| Thursday 19th September 9.30am-12.30pm | | Debbie Smith | **Safeguarding Training**  
You must attend if you have not already had or have planned a 2 – 3 hour safeguarding session at your home school |
| Wednesday 25th September 9am-3pm | Open Learning Centre | Sue Cowley | **Behaviour Management and Achievement for All**  
This session will focus on establishing good behaviours for your class, setting expectations, boundaries and routines. Including knowing what to do when things aren’t going well. |
| Wednesday 9th October 9.15am-3.30pm | Autumn Triad 1 (am) School visit  
Open Learning Centre | Anne Duncan Paula Shore (EYFS) Emma Batten (EYFS) | **School Ethos and Environment**  
– school visit 8am-10.30am  
This session will focus on inclusive classrooms; putting principles into practice. How an effective environment and structure for the day supports independence and children’s development.  
(9.15am- 11am) Triad visit to a school – (see information on Triad visits)  
**1.15pm– 3.30pm Effective Marking and Assessment**  
We will look at formative and summative assessment and how to keep track of all the data and monitor pupils’ progress.  
Focus on EYF |
# AUTUMN TERM - 4th November 2019 – 20th December 2019

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<tr>
<th>Date</th>
<th>Location</th>
<th>Facilitator(s)</th>
<th>Theme</th>
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<tbody>
<tr>
<td><strong>Wednesday 6th November 9.30am-12.30pm</strong>&lt;br&gt;Open to all</td>
<td>Open Learning Centre</td>
<td>Resilience Doughnut</td>
<td><strong>Leading Others and Yourself</strong>&lt;br&gt;Your Well Being. This session will cover looking after yourself as well as leading others. Keeping healthy as you manage your workload. This session will cover your own organisational skills as well as deepen your confidence in working with adults in your class team and parents. Emotional Intelligence and Resilience? Why are they so important?</td>
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<tr>
<td><strong>Wednesday 20th November 9.15am-3.30pm</strong>&lt;br&gt;<strong>Autumn Triad 2</strong>&lt;br&gt;(am) School visit&lt;br&gt;(pm) OLC</td>
<td>Autumn Triad 2&lt;br&gt;(am) School visit&lt;br&gt;(pm) OLC</td>
<td>David Page&lt;br&gt;Paula Shore (EYFS)</td>
<td><strong>Maths is Fun</strong>&lt;br&gt;9.15am – 11am School visit.&lt;br&gt;Theme Maths. (See Triad information below regarding visit and follow up presentation)&lt;br&gt;(1.15pm) It will support your whole class maths teaching, differentiation and provide ideas for activities and use of concrete materials/apparatus and ideas to support maths understanding.</td>
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<tr>
<td>Date</td>
<td>Location</td>
<td>Facilitator(s)</td>
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<tr>
<td>Wednesday 8th January</td>
<td>Spring Term Triad</td>
<td>Liz Riley</td>
<td><strong>Every Child a Reader</strong>&lt;br&gt;9.15am – 11am School visit.&lt;br&gt;Theme Reading (See Triad information) Reading/Guided Reading. How is Reading taught? (In EYFS observe a phonics session and reflect on the structure, content and strategies of effective phonics teaching and learning to support reading).</td>
</tr>
<tr>
<td>9.15am-3.30pm</td>
<td>3 (9.15am) School visit</td>
<td>Paula Shore (EYFS)</td>
<td>(pm) OLC</td>
</tr>
<tr>
<td></td>
<td>(pm) OLC</td>
<td></td>
<td><strong>PLEASE BRING YOUR OWN LUNCH (12.20pm-1.10pm)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1.15pm) This session will focus on both key strategies for organising the teaching of reading and creating life-long readers. Sharing teaching ideas eg. Mrs P (blogger)</td>
</tr>
<tr>
<td>Wednesday 22nd January</td>
<td>Spring Term Triad</td>
<td>Zoe Lee</td>
<td><strong>Teaching Pupils with SEND</strong>&lt;br&gt;9.15am – 11am School visit.&lt;br&gt;Theme SEND (See Triad information below regarding visit and follow up presentation)</td>
</tr>
<tr>
<td>8am-3.30pm</td>
<td>4 (am) School visit</td>
<td></td>
<td><strong>PLEASE BRING YOUR OWN LUNCH (12.20pm-1.10pm)</strong></td>
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<tr>
<td></td>
<td>(pm) OLC</td>
<td></td>
<td>1.15pm Sharing experiences and strategies to help teach pupils with a range of SEND.</td>
</tr>
<tr>
<td>Friday 7th February</td>
<td>OLC</td>
<td>David Page</td>
<td><strong>Securing Mathematical Understanding</strong>&lt;br&gt;This will build your confidence in using model and images to secure mathematical understanding.</td>
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<tr>
<td>1.30pm-3.30pm</td>
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# SPRING TERM 24th February 2020 – 3rd April 2020

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<th>Date</th>
<th>Location</th>
<th>Facilitator(s)</th>
<th>Theme</th>
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| **Wednesday 26th February** | **Spring Term**  
  **Triad 5**  
  (am) School visit  
  (pm) OLC | Liz Riley  
  Alex Peaple  
  Paula Shore (EYFS) | **Developing Writing and Talk for Writing**  
  9.15am – 11am School visit.  
  Theme Writing (See Triad information regarding visit and follow up presentation)  
  How is Writing taught? (EYFS to also observe a phonics session and reflect on the structure, content and strategies of effective phonics teaching and learning to support writing).  
  **PLEASE BRING YOUR OWN LUNCH (12.20pm-1.10pm)**  
  (1.15pm-3.30pm)  
  In this session we will look at how creative teachers develop children’s writing effectively. We will also look at marking, editing writing and assessment.  
  **EYFS** – this session will focus on key skills that early writers need to develop and how to engage and motivate young children to want to write. |
| **Wednesday 25th March**    | **OLC**      | Karen Cameron                  | **Inspiring young writers through drama and film**  
  This session will explore how we can inspire learners to engage with writing using drama and film. |
| **1.30pm-4pm**              |              |                                 |                                                                      |
## SPRING TERM 20th April 2020 – 22nd May 2020

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<tr>
<th>Date</th>
<th>Location</th>
<th>Facilitator(s)</th>
<th>Theme</th>
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<tbody>
<tr>
<td>Wednesday 22nd April</td>
<td>OLC</td>
<td>Ruth Deacon</td>
<td>Let's Eat Grandma or Let's Eat, Grandma!</td>
</tr>
<tr>
<td>1.30pm-3.30pm</td>
<td></td>
<td>Alex Peaple</td>
<td>This session will build your confidence in understanding, planning and teaching grammar.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>EYFS</strong> – This session will help you consider the provision and practice that helps to develop young children’s ability to write.</td>
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<tr>
<th>Date</th>
<th>Location</th>
<th>Facilitator(s)</th>
<th>Theme</th>
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</thead>
<tbody>
<tr>
<td>Wednesday 20th May</td>
<td>OLC</td>
<td>TBC</td>
<td>Teaching Technologies</td>
</tr>
<tr>
<td>1.30pm-3.30pm</td>
<td></td>
<td></td>
<td>To share computing ideas both for classroom teaching and resources/twitter etc that will support and inspire you as a teacher.</td>
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## SUMMER TERM 1st June – 22nd July 2020

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<tr>
<th>Date</th>
<th>Location</th>
<th>Facilitator(s)</th>
<th>Theme</th>
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<tbody>
<tr>
<td>Wednesday 10th June</td>
<td>OLC</td>
<td>Rav Ghei and NQT+1</td>
<td>What’s Next?</td>
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<tr>
<td>1.30-3.30pm</td>
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<td></td>
<td>• Getting assessment right – this session will focus on helping your feel confident in your end of year summative assessment judgements.</td>
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<td></td>
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<td>• End of year reflection and support for continued professional development both school based and beyond.</td>
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**COST** All the above NQT training, plus in year assessments, support and end of year accreditation. **£895**

EMAIL cpowell@uplandsprimary.org or Tel 01252 873069
TRIAD VISITS TO SCHOOLS

To facilitate a broad range of observations, we have set up a model of triads within the NQT induction programme. The triads will be organised by the FLA and will enable every Primary NQT to have structured visits to many of the schools in the alliance. This will be organised at the first meeting in September.

You will be responsible for ensuring you arrive at the school by 8am on the morning of your visit. The visits are designed to involve:

- reflection following central training
- identifying ideas, evidence and ‘golden nuggets’ to share
- reflecting on the learning that took place in the classroom and how it impacted on the students
- a learning walk around the whole school and time with at least one school leader

You will be expected back at the Open Learning Centre, Bracknell by 11.00am. There will be time to reflect and discuss findings, in groups, as you prepare a presentation to share (10 minutes). Please bring your own lunch on these days.

OBSERVING OTHERS

Throughout the year, find time to invest in observing others, ask questions and seek out information that will help you grow as a teacher. Visiting schools and talking to teachers is perhaps one of the most valuable things you will do as it enables sharing and encourages you to reflect on your own practice. Observing a lesson with someone else is particularly beneficial as you can talk through the lesson to deepen your understanding of the pedagogy.

Teachers are generous, giving their time to support you, sharing and opening their classrooms. We rely on their good will so please follow the following protocol:

- Ask the teacher in advance to request a time to visit/observe
- Be clear about what you want to see so you can find the best time and class to visit
- Remember that you are a guest in their classroom; you are not there to make judgements
- Talk to the children, look at their books and folders and help them if appropriate but do not interrupt the learning
- Thank the teacher and say something positive!

COST All the above NQT training, plus in year assessments, support and end of year accreditation

£895
We are committed to providing all our newly qualified teachers with an outstanding training, development and support programme to help them become excellent teachers. Bracknell Forest Partnership consists of seven co-educational secondary schools with sixth forms, a pupil referral unit, a specialist autistic school, two special needs schools and primary schools.

What will my NQT year be like?
To under-pin your practice with understanding and information to support your personalised development, you will be part of Bracknell Forest Partnership’s NQT Development Training Programme. Our NQT training sessions give excellent personal development opportunities. They are delivered by expert practitioners across our Partnership schools and provide a superb opportunity to: meet regularly; share successes, challenges and ideas; and visit other schools. This course has been devised in consultation with previous years’ NQTs, former NQTs, induction tutors and Head-teachers.

To accelerate your development as an excellent teacher you will receive regular mentoring, coaching, and opportunities for team teaching, planning, feedback and reflection. To give you time to develop your teaching skills, you will have a teaching timetable equivalent to 90% of that normally allocated to main-scale teachers. To inform and support your development and facilitate success in your NQT year you will develop personalised targets with your mentor throughout the year. These will also facilitate your achievement and evidence for meeting the statutory Teachers’ Standards. To assess your progress and achievement of the statutory Teaching Standards, you will complete an evidence folder and end-of-term reports which will be reviewed and assessed by your mentor, Head of department, ITTCO and Head-teacher and moderated by a team of specialists from across the Partnership. NQT report deadlines are in December, March and July.

You will have the opportunity to visit other schools in our Partnership for further training and development and have the chance to regularly share your experiences and ideas with NQTs from across our Partnership both face-to-face as well as through forums managed and supported by our NQT+1 colleagues across the Partnership. To widen your experience, there is potential for you to explore particular areas of interest as we have a wide variety of partnership schools with varying intakes, programmes of study and specialist expertise.
<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Session title</th>
<th>Session aims</th>
<th>Venues</th>
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</table>
| **Wednesday 11th**   | **Welcome to Bracknell Forest Partnership**                                   | • Understand roles, opportunities and support available as an NQT  
• Understanding professional standards and expectations  
• Establishing excellent classroom leadership – part 1 – understanding the why and how  
• Establishing excellent pastoral care – part 1 – understanding the why and how  
• Networking opportunities | Open Learning Centre                                                        |
| **September 4.00-5.30pm** | **Establishing excellent classroom leadership – part 1**                      |                                                                                                                                                                                                              |                             |
|                      | **Establishing excellent pastoral care – part 1**                            |                                                                                                                                                                                                              |                             |
| **As per school**    | **Implementation follow-up observation and discussion**                       | • Discuss the implementation of training session content in the context of your school – Observe excellent practice in your school                                                                 | In each school              |
| **calendar**         |                                                                               |                                                                                                                                                                                                              |                             |
| **Tuesday 8th**      | **Establishing excellent classroom leadership – part 2**                      | • Support of common development needs  
• Collaborative professional development opportunities  
• Practical strategies for creating a positive, pupil-centric learning environment  
• Techniques for preventing and dealing with behaviour challenges  
• Developing effective relationships with difficult students  
• Networking opportunities | Edgbarrow School                                                        |
| **October 4.00-5.30pm** |                                                                               |                                                                                                                                                                                                              |                             |
| **As per school**    | **Implementation follow-up observation and discussion**                       | • Discuss the implementation of training session content in the context of your school – Observe excellent practice in your school                                                                 | In each school              |
| **calendar**         |                                                                               |                                                                                                                                                                                                              |                             |
| **As per school**    | **NQT catch-up**                                                              | • NQTs (past and present) to meet to catch up and share progress, achievements and support needs.                                                                                                           | In each school              |
| **calendar**         |                                                                               |                                                                                                                                                                                                              |                             |
| **Wednesday 6th**    | **Establishing excellent pastoral care – part 2**                            | • Establishing excellent pastoral care – part 2  
• Dealing with pastoral issues  
• Developing effective relationships with parents  
• Networking opportunities | Garth Hill College                                                        |
<p>| <strong>November 4.00-5.30pm</strong> |                                                                               |                                                                                                                                                                                                              |                             |
| <strong>As per school</strong>    | <strong>Implementation follow-up observation and discussion</strong>                       | • Discuss the implementation of training session content in the context of your school – Observe excellent practice in your school                                                                 | In each school              |
| <strong>calendar</strong>         |                                                                               |                                                                                                                                                                                                              |                             |</p>
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<tr>
<th>Date and Time</th>
<th>Event Details</th>
<th>Description</th>
<th>Location</th>
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</table>
| **Wednesday 4th December 4.00-5.30pm** | Securing excellent learning and progress | • NQTs to share good practice and ideas on:  
• Planning for outstanding learning  
• Developing inclusive practice  
• Effectively using assessment to support learning  
• Support of common development needs  
• Subject-expert development | Easthampstead Park Community School |
| **As per school calendar** | Implementation follow-up observation and discussion | • Discuss the implementation of training session content in the context of your school | In each school |
| **Jan** | Collaborative cross-school visits | • Opportunity to visit other Partnership schools, observe teaching and learning and share resource ideas (in your own subject and beyond) | Across the Partnership |
| **Feb** | NQT catch-up | • NQTs (past and present) to meet to catch up and share progress, achievements and support needs. | In each school |
| **Tuesday 11th February 4.00-5.30pm** | New technologies in the classroom | • Understanding how interactive whiteboards can support learning  
• Using digital devices to support learning (including time to ‘play’/develop subject specific ideas)  
• Using the internet to support learning  
• Networking opportunities | Sandhurst School |
| **As per school calendar** | Implementation follow-up observation and discussion | • Discuss the implementation of training session content in the context of your school – Observe excellent practice in your school | In each school |
| **Wednesday 18th March 4.00-5.30pm** | Using data effectively | • Sources of relevant data  
• Skills of analysis and application of data to secure excellent progress (focus on use of data to support revision with exam groups) – explore revision ideas and techniques  
• Teach Meet - present ideas to share | Ranelagh School |
## As per school calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
<th>Details</th>
<th>Location</th>
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<tbody>
<tr>
<td>April</td>
<td>Widen your experience</td>
<td>• Visit our specialist Partnership schools and explore particular areas of interest</td>
<td>Specialist Partnership schools</td>
</tr>
<tr>
<td>May</td>
<td>NQT catch-up</td>
<td>• NQTs (past and present) to meet to catch up and share progress, achievements and support needs.</td>
<td>In each school</td>
</tr>
<tr>
<td>June</td>
<td>Collaborative cross-school visits</td>
<td>• Opportunity to visit other Partnership schools, observe teaching and learning and share resource ideas (in your own subject and beyond)</td>
<td>Across the Partnership</td>
</tr>
</tbody>
</table>
| **Thursday 2nd July 4.00-5.30pm** | Transition to recently qualified status | • Review of professional needs and next steps  
• Professional development opportunities to develop pedagogical, pastoral and subject expertise  
• Preparing for your second year – including how to apply for future responsibilities  
• Networking opportunities | Brakenhale School |

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**Bracknell Forest Authority is the awarding body for NQT certification.**

If you have a question about the programme, please contact:  
Mrs Anna Keen, Assistant Principal, Garth Hill College a-keen@garthhillcollege.com
As per school calendar
Implementation follow-up observation and discussion

• Discuss the implementation of training session content in the context of your school – Observe excellent practice in your school
In each school

April
Widen your experience
• Visit our specialist Partnership schools and explore particular areas of interest
Specialist Partnership schools

May
NQT catch-up
• NQTs (past and present) to meet to catch up and share progress, achievements and support needs.
In each school

June
Collaborative cross-school visits
• Opportunity to visit other Partnership schools, observe teaching and learning and share resource ideas (in your own subject and beyond)
Across the Partnership

Thursday 2nd July
Transition to recently qualified status
• Review of professional needs and next steps
• Professional development opportunities to develop pedagogical, pastoral and subject expertise
• Preparing for your second year – including how to apply for future responsibilities
• Networking opportunities
Brakenhale School

Local Authority NQT contacts

Primary and Secondary NQT support, guidance and quality assurance
Gary Paterson
Tel: 01344 354152
e-mail: gary.paterson@bracknell-forest.gov.uk

Ravinder Ghei – Primary NQT training programme
Tel: 01252 873069
e-mail: rghei@uplandsprimary.org

Anna Keen – Secondary NQT training programme
Tel: 01344 421122
e-mail: a-keen@garthhillcollege.com

Assessment forms:
Michelle Williams
Tel: 0118 936 6410
e-mail: michelle.williams@bracknell-forest.gov.uk

Course bookings (Primary NQT)
Catrin Powell
Tel: 01252 873069
e-mail: cpowell@uplandsprimary.org

Human Resources
Jo Rayner
Tel: 01344 354098
e-mail: jo.rayner@bracknell-forest.gov.uk

Local Authority website:
www.bracknell-forest.gov.uk

Forest Learning Alliance website:
www.forestlearningalliance.org
Bracknell Open Learning Centre

Bracknell Open Learning Centre provides a venue for courses, meetings and events for a wide range of groups and organisations wanting to get together in a central Bracknell location. The Centre is home to Bracknell Forest Community Learning and the Leadership Hub, providing high quality accommodation for learning at all levels.

With a range of rooms available, Bracknell Open Learning Centre can cater for small group seminars as well as larger scale conferences. It is also home to a resource room, hosting the SACRE collection which is available for loan to schools.

For further information, please contact:

Georgina Hayward, Community and Continuing Education Manager

01344 354224 or email: georgina.hayward@bracknell-forest.gov.uk
Open Learning Centre
From NORTH/M4
- Exit the M4 at junction 10 and head towards Bracknell on the A329(M)
- Continue onto Berkshire Way (A329)
- Take the slip road to continue on Berkshire Way A329
- At Doncastle Roundabout, take the first exit and stay on Berkshire Way (A329)
- At Twin Bridges Roundabout, take the second exit onto Downshire Way
- Continue onto Downshire Way
- At the Horse and Groom Roundabout, take the 5th exit onto Rectory Lane
- Turn left onto Chadwick Mews
- Car parks are at the front and rear of the building on your left

Open Learning Centre
From SOUTH/M3
- Exit the M3 at junction 3 and head towards Bracknell on the A322
- Continue on A322
- At the traffic lights continue straight over the junction to stay on the A322
- At the roundabout continue straight ahead on the A322/Bagshot Road
- At the next roundabout take the second exit to continue on the A322/Bagshot Road
- At the Horse and Groom Roundabout take the first exit onto Rectory Lane.
- Turn left onto Chadwick Mews
- Car parks are at the front and rear of the building on your left
Useful Contacts and Links

Department for Education:

For general enquiries regarding this guidance please contact:
Department for Education (DfE)
Tel: 0370 000 2288
Website: https://www.gov.uk/government/organisations/department-for-education

For information on Teachers’ Pay and Conditions, please contact:
Department for Education (DfE)
Tel: 0370 000 2288
Website: https://www.gov.uk/government/publications/school-teachers-pay-and-conditions

For your DfE Teacher Reference Number please contact:

Teaching Regulation Agency: QTS and induction division

Telephone: 0207 593 5394
Email: qts.enquiries@education.gov.uk

For information on the legal duties of schools not to discriminate against disabled children please visit the website below:
https://www.gov.uk/rights-disabled-person/education-rights
Teacher Unions:

National Education Union (Formerly NUT and ATL)
Tel: 0345 811 8111
e-mail: enquiries@neu.org.uk
Website: www.neu.org.uk

National Association of School Masters / Union of Woman Teachers (NASUWT)
Email: nasuwt@mail.nasuwt.org.uk
Website: www.nasuwt.org.uk

Voice

2 St James’ Court
Friar Gate
Derby DE1 1BT
Tel: 01332 372337
Email: contact@voicetheunion.org.uk
Website: www.voicetheunion.org.uk

For practical and emotional support for teachers and lecturers (both serving and retired) and their families, regardless of age, length of service or union affiliations you can contact the Teacher Support Network at:

Education Support Partnership

40A Drayton Park
London N5 1EW
Tel: 08000 562 561
Website: www.educationsupportpartnership.org
Your induction year

Before you start:

• You must have gained Qualified Teacher Status and passed your Skills tests before you can start working in a school.
• Check your contract of employment and your job description.
• Collect information from your school about policies and procedures.
• Find out about your class(es), timetable and any schemes of work that you will be expected to teach.

During the first half term:

• Make sure you know who your mentor is.
• Have your first meeting with your mentor and, using your initial teacher training self evaluation, agree your priorities for the first few weeks.
• Attend the NQT induction session with your mentor.
• Organise your first lesson observation so that you are observed within the first four weeks of teaching. It is important that this happens so that there is an initial judgement against which your mentor can judge your progress.
• Agree a regular meeting time with your mentor. This should happen at least once every two weeks throughout your induction period. Make sure that you are keeping notes of the discussion and targets/priorities that you agree.
• Start collecting evidence which shows that you are meeting the standards.

During the second half term:

• Continue using your regular meeting time with your mentor to identify your priorities for professional development.
• Make sure that you are using your extra 10% development time effectively.
• Observe other colleagues teaching across the school and keep records.
• Organise your review meeting towards the end of the term. This is where you and your mentor will complete your assessment form (see appendix 2) which needs to be sent to the Local Authority by the deadlines given.
• Contact either Gary Paterson (LA) or Ravinder Ghei (FLA), (Primary) if you have any concerns with meeting the standards or about the support that you are receiving.

During the second and third terms:

• Continue to meet the priorities listed above. It is essential that you contact us if you have any concerns about meeting the standards. The sooner we know, the more able we are to support you.
• Towards the end of your final terms, arrange a review meeting with your mentor. This is where you will complete your final assessment form (this is different to the two interim assessment forms that you will already have completed – see appendix 2). It is essential that this reaches the Local Authority by the deadline given; if it is late you will be judged to have failed your induction year and there is no opportunity to repeat it.
Your personalised induction programme

Your induction period has two main aspects:
• an individual programme of professional development and support
• assessment against The National Teachers’ Standards.

Please note that you cannot start your induction until you have QTS, i.e. until you have successfully met all the QTS standards, including passing the skills tests. If you complete any part of your induction prior to being awarded QTS, it will not count and you will have to start your induction period again.

The induction programme is intended to provide well targeted monitoring and support. As an NQT, you must receive an additional 10% non-contact time on top of what a main scale teacher in your school receives. This additional time is for activities that form part of your personalised induction support programme. Listed below are some ways in which this time would be used effectively:

• Attending external inset, whether provided as part of the Local Authority and Forest Learning Alliance NQT induction programme, or by another provider
• Observing colleagues teaching. This should be across different age groups and subjects as well as within your year group / department. If you want to visit another school, you must get the permission of your headteacher as well as the headteacher of the school that you wish to visit
• Shadowing a colleague, perhaps whilst they undertake a part of their job that you might be interested in pursuing in the future e.g. the SENDCO.
• Joint planning with a colleague
• Meeting with the person who has observed your lesson to discuss and analyse it, and to agree targets for you to work towards
• Collecting and collating evidence towards meeting the standards
• Updating your Career Entry and Development Profile
• Undertaking research either about subject content or about an aspect of your professional role
• Shadowing a pupil
• Attending training provided by your school about certain aspects of their policies or procedures.
Roles and responsibilities
(for full details see DfE Guidance 2018)

The Newly Qualified Teacher

1. NQTs should participate fully in the programme of monitoring, support and assessment that is agreed with their mentor. NQTs should be familiar with the Teachers’ Standards, and should monitor their own work in relation to them. An NQT should take increasing responsibility for their own professional development.

2. Any complaints an NQT might have about their induction programme should be raised with the school in the first instance and only then with a named individual at the Appropriate Body which is Bracknell Forest Council.

3. The NQT should maintain a Career Entry and Development Profile and make this available to the headteacher and mentor. The CEDP should be used as a basis for setting short, medium and longer-term objectives for professional development.

4. An NQT should not be given a job description that makes unreasonable demands. Specifically, an NQT should normally serve the induction period in a post which:
   
   • does not demand teaching outside the age range and subject(s) for which the NQT has been trained
   • does not present the NQT on a day-to-day basis with acute or especially demanding discipline problems
   • involves regular teaching of the same class(es)
   • involves similar planning, teaching and assessment processes to those in which teachers working in substantive posts in the school are engaged
   • does not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

5. NQTs should expect to receive:
   
   • a timetable of no more than 90% of the timetable of other main scale teachers in the school without responsibility points
   • a schedule of formal assessment meetings used to inform the completion of the induction assessment forms
   • regular monitoring and review meetings with a mentor.

The Mentor

1. The mentor should be the NQT’s line manager, or a senior member of staff or a suitably experienced teacher who has considerable contact with the NQT.

2. The mentor should provide or co-ordinate guidance and effective support for the NQT’s professional development.
The Headteacher

1. The headteacher along with the Appropriate Body, is jointly responsible for the monitoring, support and assessment of the NQT during induction.
2. The headteacher along with the Appropriate Body, is responsible for ensuring that the NQT has an appropriate induction programme

The Appropriate Body – Bracknell Forest

1. Along with the headteacher the Appropriate Body is responsible for NQTs training and supervision during induction.
2. The Appropriate Body is the body that decides whether an NQT has met the Teachers’ Standards on the basis of the headteacher’s recommendation.

NQT induction and training provider – Forest Learning Alliance

Together with the Headteacher and the Appropriate Body, the Forest Learning Alliance is responsible for providing NQTs with an appropriate training programme to meet their CPD needs.
Appendix 1

Teachers’ Standards in England amended in June 2013

The Teachers’ Standards contained in this document came into effect on 1 September 2012, amended in June 2013. They replace the standards for Qualified Teacher Status (QTS) and the Core standards.

The new standards will apply to the vast majority of teachers regardless of their career stage. The Teachers’ Standards will apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements. Part 2 of the Teachers’ Standards relating to professional and personal conduct will be used to assess cases of serious misconduct, regardless of the sector in which the teacher works.

Headteachers (or appraisers) will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether a newly-qualified teacher (NQT), mid-career teacher, or a more experienced practitioner). The professional judgement of headteachers and appraisers will therefore be central to appraisal against these standards.

The teaching standards will be used to assess an NQT’s performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs as opposed to those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment will therefore need to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.

Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform, and will form part of the new appraisal arrangements in schools.

The standards are presented as separate headings, numbered from 1 to 8, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.
Teachers’ Standards

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/carers 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.
Appendix 2
Assessment forms

These assessment forms must be completed at the end of each assessment period; this is termly if you are working full time and pro rata otherwise. There are two different forms, an interim form to be used at the end of both of the first two assessment periods, and a final one for the end of your induction period.

They can be found electronically at http://schools.bracknell-forest.gov.uk/training/nqt-induction

It is essential that all sections of the form are completed each time; failure to do so leads to a delay in us submitting them to the National College for Teaching & Leadership and this can affect the successful completion of your induction. Please ensure that the number of days recorded as absent is accurate as there are a minimum number of days that you must complete as part of your induction.

Bracknell Forest expects that you will complete the section which asks for your comment. This is an important part of our monitoring process and enables us to be confident that you have been part of the process of completing the form.

Completed forms should be sent to Michelle Williams via e-mail from the Headteacher’s mailbox: michelle.williams@bracknell-forest.gov.uk. The form should be copied to your mentor and yourself.

If you work full time, the deadlines in school for completion of assessment forms so they are sent to the Appropriate Body for recording in good time are:

Friday 13th December 2019
Friday 20th March 2020
Friday 3rd July 2020

If you work part time, please contact us about the dates on which your forms are due.

Progress Tracker

Progress Tracker should be used to monitor progress against the Teachers’ Standards and should be regularly updated. This form, along with submission dates can be found electronically at http://schools.bracknell-forest.gov.uk/training/nqt-induction.
Welcome to the teaching profession and to your first post in Bracknell Forest. Bracknell Forest is renowned as a small and friendly local authority and we hope that you will settle in quickly. By choosing to teach in Bracknell Forest you will start a career with one of the best education authorities in the country. We pride ourselves on providing first-class learning prospects for our teachers with an outstanding professional development programme allowing exciting personal growth. Many newly qualified teachers join Bracknell Forest schools as they wish to benefit from our excellent induction programme. Training for secondary NQTs is co-ordinated by the Bracknell Forest Partnership and takes place in the six secondary schools, giving ideal opportunities to share good practice.

There are many different types and sizes of schools within the Borough, each with their own characteristics, merits and strengths. Whilst the majority are community schools, the Borough also has strong partnerships with the Diocesan bodies for the provision of places in our church schools.

**Bracknell Forest School Statistics**

29 primary schools (of which six are academies, including the new King’s Academy Oakwood, opening to Years R, 1 and 2 in September 2019)
6 secondary schools (of which 3 are academies)
1 special school
1 pupil referral unit
1 new all through (3-18) academy opened for Year 7 pupils in September 2018 and Year R in September 2019
If you need this in an alternative format please contact the Education and Learning department on 01344 351544.