2017-2018 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

Rachel Morgan, Head of Standards and Effectiveness Learning and Achievement Branch, Children, Young People and Learning

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.

Research indicates that the most effective professional development is learning together. Our NQT programme, together with the additional NQT plus one and year 3 training programme for Infant, Junior and Primary teachers, provides a unique programme with opportunities to work together as you gain invaluable knowledge, skills and experience to ensure a long, happy and successful career in teaching.

‘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

Anita Warwick, Executive Headteacher of Forest Learning Alliance and Uplands Primary 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 Education Department at Easthampstead Park. 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 advisors 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 2017-18

The NQT induction programme for Primary NQTs is led by Steve Bogg, LA Advisor and Anita Warwick, Executive Headteacher of the FLA.

• Training sessions are held on Wednesdays at EP. They run from 1.30pm – 4pm. On triad visit days, groups meet in the mornings.
• EYFS teachers attend all sessions, unless a bespoke session is led by Diane Pye, Early Years Advisor 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 EP by 11am. You will be expected to organise your thoughts, photos and other items of evidence to share with colleagues from 11.40 – 12.30.
• 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)

2017 - 2018

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.

All below included in enhanced package
## AUTUMN TERM - 4th Sept 2017 – 20th October 2017

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<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Facilitator(s)</th>
<th>Theme</th>
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<tbody>
<tr>
<td><strong>Wednesday 13th September</strong>&lt;br&gt;9am – 3pm &lt;br&gt;Mentors attend (pm)</td>
<td>Newbury Room at the Education Centre</td>
<td>Steve Bogg&lt;br&gt;Anita Warwick&lt;br&gt;Diane Pye&lt;br&gt;Sharon Jones&lt;br&gt;Anne Duncan NQT +1</td>
<td><strong>Me, Myself and My Classroom</strong>&lt;br&gt;Introduction to the programme and triads. School preparation for school visits.&lt;br&gt;Professionalism and sharing; Your role as an NQT; role as mentor. Requirements of the year Assessment and forms.&lt;br&gt;What happens if things go wrong?&lt;br&gt;Contacts: Surgeries with Steve Bogg</td>
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<tr>
<td><strong>Monday 18th September</strong>&lt;br&gt;9.30am – 12.30pm</td>
<td>Newbury Room at the Education Centre</td>
<td>Debbie Smith</td>
<td><strong>Safeguarding Training</strong>&lt;br&gt;You must attend if you have not already had or have planned a 2 – 3 hour safeguarding session at your home school</td>
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<tr>
<td><strong>Wednesday 27th September</strong>&lt;br&gt;9am – 3pm</td>
<td>Sandys Room at the Education Centre</td>
<td>Sue Cowley</td>
<td><strong>Behaviour Management and Achievement for All</strong>&lt;br&gt;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.</td>
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<tr>
<td><strong>11th October</strong>&lt;br&gt;8am – 4pm</td>
<td><em>Autumn Triad 1</em>&lt;br&gt;(am) School visit Newbury Room at the Education Centre</td>
<td>Anne Duncan&lt;br&gt;Diane Pye (EYFS)&lt;br&gt;Sharon Jones</td>
<td><strong>School Ethos and Environment</strong>&lt;br&gt;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.</td>
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<td>30th October</td>
<td>Uplands Primary School</td>
<td>Barbara Carr, Diane Pye, Sharon Jones, Maths SLEs</td>
<td><strong>Securing Mathematical Understanding</strong>&lt;br&gt;This will build your confidence in using models and images to secure mathematical understanding, in particular the bar model.</td>
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<td>9am – 3pm</td>
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<tr>
<td>8th November</td>
<td>Newbury Room at the Education Centre</td>
<td>Anita Warwick, Fran Rennix (Coach), SLEs</td>
<td><strong>Leading Others and Yourself</strong>&lt;br&gt;A Well Being Day. This session will cover looking after yourself as well as leading others. Keeping healthy as you manage your workload. Relaxation techniques and Mindfulness. 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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<td>9am – 4pm</td>
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<td>Open to all</td>
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<td>22nd November</td>
<td><em>Autumn Triad 2</em>&lt;br&gt;(am) School visit</td>
<td>David Page, Diane Pye (EYFS), Sharon Jones</td>
<td><strong>Maths is Fun</strong>&lt;br&gt;8am – 10.30 School visit. Theme Maths. (See Triad information below regarding visit and follow up presentation).&lt;br&gt;(pm) This session is a follow on from October 30th session. It will support your whole class maths teaching, it will provide ideas for activities and use of concrete materials/apparatus and to support mathemathical understanding.</td>
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<td>8am – 4pm</td>
<td>(pm) Newbury Room at the Education Centre</td>
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## SPRING TERM 2018  3rd January 2018 - 9th February 2018

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<th>Date</th>
<th>Location</th>
<th>Facilitator(s)</th>
<th>Theme</th>
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<tr>
<td><strong>10th Jan</strong></td>
<td><strong>Spring Term Triad 3</strong></td>
<td><strong>Liz Riley</strong></td>
<td><strong>Every Child a Reader</strong></td>
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<tr>
<td>8am – 4pm</td>
<td>(am) School visit</td>
<td><strong>Karen Cameron</strong></td>
<td><strong>8am – 10.30 School visit.</strong></td>
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<td></td>
<td>(pm) Newbury Room at the</td>
<td><strong>Diane Pye (EYFS)</strong></td>
<td><strong>Theme Reading (See Triad</strong></td>
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<td>Education Centre</td>
<td><strong>Sharon Jones</strong></td>
<td><strong>information) Reading/Guided</strong></td>
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<td><strong>Reading. How is reading taught?</strong></td>
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<td><strong>(In EYFS observe a phonics session</strong></td>
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<td></td>
<td><strong>and reflect on the structure,</strong></td>
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<td><strong>content and strategies of effective</strong></td>
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<td><strong>phonics teaching to support</strong></td>
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<td><strong>reading).</strong></td>
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<td><strong>(pm) This session will focus on both</strong></td>
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<td><strong>key strategies for organising the</strong></td>
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<td><strong>teaching of reading and creating</strong></td>
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<td><strong>life-long readers. Sharing teaching</strong></td>
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<td><strong>ideas eg. Mrs P (blogger); guided</strong></td>
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<td><strong>reading; reading the</strong></td>
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<td><strong>same novel.</strong></td>
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<td><strong>24th Jan</strong></td>
<td><strong>Spring Term Triad 4</strong></td>
<td><strong>Michele Parrett</strong></td>
<td><strong>Teaching Pupils with SEN</strong></td>
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<tr>
<td>8am – 4pm</td>
<td>(am) School visit</td>
<td><strong>SLE</strong></td>
<td><strong>8am – 10.30 School visit.</strong></td>
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<td></td>
<td>(pm) Newbury Room at the</td>
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<td><strong>Theme SEN (See Triad information below regarding visit and follow up</strong></td>
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<td>Centre</td>
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<td><strong>presentation)</strong></td>
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<td><strong>Sharing knowledge and strategies</strong></td>
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<td><strong>to help teach pupils with a range of SEN.</strong></td>
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<td><strong>9th Feb</strong></td>
<td>Newbury Room at the Education</td>
<td><strong>Chris Quigley</strong></td>
<td><strong>Spring Term NQT conference</strong></td>
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<tr>
<td><strong>9am – 4pm Open to all</strong></td>
<td>Centre</td>
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<td><strong>Led by Chris Quigley, a specialist in primary education. Chris has</strong></td>
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<td><strong>become widely known throughout the UK and overseas. He will</strong></td>
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<td><strong>deliver a day that will focus on creating the right conditions for</strong></td>
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<td><strong>learning. He will explore how to plan and make lessons exciting and</strong></td>
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<td><strong>secure visible progress in a lesson, as well as over time. He will</strong></td>
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<td><strong>also focus on mastery and depth and how to enable even the most</strong></td>
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<td><strong>challenging of pupils to achieve.</strong></td>
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### SPRING TERM 2018  19th February 2018 – 29th March 2018

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<th>Date</th>
<th>Location</th>
<th>Facilitator(s)</th>
<th>Theme</th>
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<tr>
<td>21st Feb</td>
<td><strong>Spring Term Triad 5</strong>&lt;br&gt;(am) School visit&lt;br&gt;(pm)Newbury Room at the Education Centre</td>
<td>Karen Cameron&lt;br&gt;Ruth Deacon&lt;br&gt;Alex People&lt;br&gt;Diane Pye EYFS&lt;br&gt;Sharon Jones</td>
<td>Developing Writing and Talk for Writing&lt;br&gt;8am – 10.30 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 to support writing).&lt;br&gt;(pm) 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. <strong>EYFS</strong> – this session will focus on key skills that early writers need to develop. How to engage and motivate young children to want to write.</td>
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<tr>
<td>28th March</td>
<td>Newbury Room at the Education Centre</td>
<td>Karen Cameron&lt;br&gt;Diane Pye EYFS&lt;br&gt;Sharon Jones</td>
<td>Inspiring Young Writers through Drama and Film&lt;br&gt;This session will explore how we can inspire learners to engage with writing using drama and film.</td>
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<tr>
<td>Date</td>
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<td>Facilitator(s)</td>
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<tr>
<td>April 18th</td>
<td>Newbury Room at the Education Centre</td>
<td>Karen Cameron, Ruth Deacon, Alex Peaple, Diane Pye EYFS, Sharon Jones</td>
<td><strong>Let's Eat Grandma or Let's Eat, Grandma!</strong> This session will build your confidence in understanding, planning and teaching grammar. EYFS – This session will help you consider the provision and practice that helps to develop young children's ability to write.</td>
</tr>
<tr>
<td>May 23rd</td>
<td>Newbury Room at the Education Centre</td>
<td>Steve Bogg</td>
<td><strong>Teaching Technologies</strong> Steve will 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 2018  4th June  2018 – 24th July 2018**

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<th>Date</th>
<th>Location</th>
<th>Facilitator(s)</th>
<th>Theme</th>
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</table>
| June 13th    | Newbury Room at the Education Centre | Ruth Deacon, Karen Cameron, Alex Peaple, NQT +1 | **What’s next?**  
  • Getting assessment right – this session will focus on helping your feel confident in your end of year summative assessment judgements.  
  • End of year reflection and support for continued professional development both school based and beyond. |
| July 4th     | Newbury Room at the Education Centre | Steve Bogg, Anita Warwick   | **Celebration** NQTs and Mentors Award Ceremony    |
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 Education Centre by 11am. There will be time to reflect and discuss findings, in groups, as you prepare a presentation to share (10 minutes).

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 NPQ training, plus in year assessments, support and end of year accreditation

£895 (£795 per year – if purchasing the 3 year Training and Recruitment programme for NQTs) –

EMAIL cpowell@uplandsprimary.org or Tel 01252 873069 for full details of the 3 year training, which includes subject leader training in year 2 and the Olevi accredited Outstanding Teacher Programme (OTP) in year 3 and 5 twilight sessions per year of CPD.
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 June.

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 Google classrooms with subject folders and 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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<tbody>
<tr>
<td>Wed 13 September 4:00-5:30</td>
<td>Welcome to Bracknell Forest Partnership</td>
<td>• 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</td>
<td>Education Centre</td>
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<td>Establishing excellent classroom leadership – part 1</td>
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<td>Establishing excellent pastoral care – part 1</td>
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<td>As per school calendar</td>
<td>Implementation follow-up discussion</td>
<td>• Discuss the implementation of training session content in the context of your school</td>
<td>In each school</td>
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<tr>
<td>Tue 10 October 4:00-5:30</td>
<td>Establishing excellent classroom leadership – part 2</td>
<td>• 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</td>
<td>Edgbarrow School</td>
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<tr>
<td>As per school calendar</td>
<td>Implementation follow-up discussion</td>
<td>• Discuss the implementation of training session content in the context of your school</td>
<td>In each school</td>
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<tr>
<td>As per school calendar</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>
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<tr>
<td>Tue 7 November 4:00-5:30</td>
<td>Establishing excellent pastoral care – part 2</td>
<td>• Establishing excellent pastoral care – part 2 • Dealing with pastoral issues • Communicating effectively with parents • Networking opportunities</td>
<td>Garth Hill College</td>
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<tr>
<td>As per school calendar</td>
<td>Implementation follow-up discussion</td>
<td>• Discuss the implementation of training session content in the context of your school</td>
<td>In each school</td>
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| **Wed 6 December**  
| 4:00-5:30         | Securing excellent learning and progress                             | • Planning for outstanding learning  
|                   |                                                                      | • Developing inclusive practice  
|                   |                                                                      | • Effectively using assessment to support learning  
|                   |                                                                      | • Support of common development needs  
|                   |                                                                      | • Collaborative professional development opportunities  
|                   |                                                                      | • Subject-expert development  
|                   |                                                                      | Brakenhale School  
| **As per school**  
| calendar          | Implementation follow-up discussion                                  | • Discuss the implementation of training session content in the context of your school  
|                   |                                                                      | In each school  
| **As per school**  
| calendar          | NQT catch-up                                                        | • NQTs (past and present) to meet to catch up and share progress, achievements and support needs  
|                   |                                                                      | In each school  
| **TBC**            | Widen your experience                                               | • Visit our specialist Partnership schools and explore particular areas of interest  
|                   |                                                                      | Specialist Partnership schools  
| **Mon 22 January**  
| 4:00-5:30         | NQT Teach-meet for current and former NQTs and mentors               | • Sharing good practice and ideas  
|                   |                                                                      | • Networking opportunities  
|                   |                                                                      | Easthampstead Park Community School  
| **As per school**  
| calendar          | Implementation follow-up discussion                                  | • Discuss the implementation of training session content in the context of your school  
|                   |                                                                      | In each school  
| **As per school**  
| calendar          | NQT catch-up                                                        | • NQTs (past and present) to meet to catch up and share progress, achievements and support needs  
|                   |                                                                      | In each school  
| **Thu 22 February**  
| 4:00-5:30         | 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 discussion                                  | • Discuss the implementation of training session content in the context of your school  
|                   |                                                                      | In each school  

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| Wed 28 March         | 4:00-5:30   | 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        |             | Implementation follow-up discussion • Discuss the implementation of training session content in the context of your school | In each school                       |
| calendar             |             |                                                                                                    |                                      |
| TBC                  |             | Collaborative cross-school blinks • Opportunity to visit other Partnership schools and observe teaching and learning | Across the Partnership               |
| 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             |             |                                                                                                    |                                      |
| Tue 15 May           | 4:00-5:30   | Learning is the job • Developing pedagogical, pastoral and subject expertise  
• Teach Meet - present ideas to share | Garth Hill College                   |
| As per school        |             | Implementation follow-up discussion • Discuss the implementation of training session content in the context of your school | In each school                       |
| calendar             |             |                                                                                                    |                                      |
| Thu 14 June          | 4:00-5:30   | Reflection and future planning • Review of professional needs  
• Professional development opportunities  
• Preparing for your second year – including how to apply for future responsibilities  
• Networking opportunities | Easthampstead Park Community School |
| As per school        |             | Implementation follow-up discussion • Discuss the implementation of training session content in the context of 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             |             |                                                                                                    |                                      |

**Bracknell Forest Authority is the awarding body for NQT certification.**  
The fee for this service is £125 per NQT

To book, please e-mail sue.shields@bracknell-forest.gov.uk  
If you have a question about the programme, please contact:  
Mrs Anna Keen, Assistant Principal, Garth Hill College a-keen@garthhillcollege.com
Local Authority NQT contacts

Primary and Secondary NQT support, guidance and quality assurance
Steve Bogg
Tel: 07500 225356
e-mail: steve.bogg@bracknell-forest.gov.uk

Anita Warwick - Primary NQT training programme
Tel: 01252 873069
e-mail: flahead@uplandsprimary.org

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
The Bracknell Forest Education Centre, Easthampstead Park

The Bracknell Forest Education Centre, Easthampstead Park provides a venue for training programmes, related to the needs of schools, head teachers, governors and individual teachers.

The Education Centre aims to support and improve the quality of education in schools by providing opportunities for staff to become more effective through professional development on an individual and whole school basis.

**The Education Centre offers:**
- a local information service for teachers, governors and the public;
- a base for in-service training for staff within the area;
- a base for professional support, informal meeting, workshop sessions and seminars;
- conference and training facilities for schools;
- the Bracknell Forest Resources Centre;
- exhibitions of work by pupils, teachers and other contributors;
- colour photocopying service;

The Centre is normally open from 8.30am to 5.30pm Monday to Thursday and from 9.00am to 5.00pm on Friday.

The Centre’s administrative officers will be happy to help you and look forward to welcoming you to the Centre soon.

For further information, please contact:

Jeremy Saunders, Head of Service
0118 936 6401 or email: jeremy.saunders@bracknell-forest.gov.uk
Easthampstead Park
From NORTH/M4
- Exit the M4 at junction 10 and head towards Bracknell on the A329(M)
- Continue over the Coppid Beech flyover onto the A329
- At next roundabout, turn right onto the Southern Industrial Estate
- Turn right at the next small roundabout
- Turn right at the following roundabout (near the tall Fujitsu building)
- Go straight on at the next three new roundabouts
- The entrance to Easthampstead Park is on your left side
- The Education Centre is located on the second floor of the mansion

Easthampstead Park
From SOUTH/M3
- Exit the M3 at junction 3 and head towards Bracknell on the A322
- Continue on the dual-carriageway towards Bracknell until you reach the first proper roundabout (B3430)
- Turn left onto the B3430 (Nine Mile Ride)
- Go past Coral Reef and continue straight on (be careful, this road is an accident blackspot)
- At the next roundabout, continue straight on (ignore signs to Easthampstead Park Crematorium)
- Go straight on at the following roundabout (TRL - Transport Research Lab)
- Turn right at the next roundabout onto “Old Wokingham Road”
- Follow this road for around one mile - the entrance to Easthampstead Park is on your right side
- The Education Centre is located on the second floor of the mansion building

Satellite Navigation
Some sat-nav systems will take you to the wrong location using our postcode (RG40 3DF)
Try one of the following instead:
- RG40 3DB or “Peacock Lane, Bracknell” or “Old Wokingham Road, Wokingham”
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

For your DfE Teacher Reference Number please contact:
National College for Teaching & Leadership: QTS and induction division
Telephone: 0207 593 5394
Email: qts.enquiries@education.gsi.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 Union of Teachers (NUT)
Hamilton House
Mabledon Place
London WC1H 9BD
Tel: 0207 388 6191
Website: www.teachers.org.uk/index.php

National Association of School Masters / Union of Woman Teachers (NASUWT)

Email: nasuwt@mail.nasuwt.org.uk
Website: www.nasuwt.org.uk

Association of Teachers and Lecturers (ATL)

7 Northumberland Street
London WC2N 5RD
Tel: 0207 930 6441
Email: info@atl.org.uk
Website: www.atl.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 Steve Bogg (LA) or Anita Warwick (FLA), (Primary) if you have any concerns with meeting the standards or about the support that you are receiving.

During the second and third term:

- 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 term, 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 a 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 head teacher as well as the head teacher 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 SENCO.
• 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 2014)

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. A NQT should take increasing responsibility for their own professional development.

2. Any complaints a 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 head teacher and mentor. The CEDP should be used as a basis for setting short, medium and longer-term objectives for professional development.

4. A NQT should not be given a job description that makes unreasonable demands. Specifically, a 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 an mentor.

The Mentor

1. The mentor should be the NQTs 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 NQTs 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 a 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 from September 2012

The Teachers’ Standards contained in this document came into effect on 1 September 2012. 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 a NQTs 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 a 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 a 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 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 8th December 2017
- Friday 16th March 2018
- Friday 30th June 2018

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**

3 paired infant and junior schools  
25 primary schools (of which four are academies)  
6 secondary schools (of which two are academies)  
1 special school  
1 pupil referral unit
Copies of this booklet may be obtained in large print, Braille, on audio cassette or in other languages. To obtain a copy in an alternative format please telephone 01344 352000.

Nepali

यस प्रचारको सक्षेप वा सार निचोड चाहिं दिइने छ ठूलो अक्षरमा, ब्रेल वा क्यासेट सून्नको लागि। अरु भाषाको नक्कल पनि हासिल गर्न सकिने छ। कृपया सम्पर्क गानौलो ०१३४४ ३५२०००।

Tagalog

Mga buod/ mga hango ng dokumentong ito ay makukuha sa malaking letra, limbag ng mga bulag o audio kasete. Mga kopya sa ibat-ibang wika ay inyo ring makakamtan. Makipag-alam sa 01344 352000

Urdu

اس دستاویز کے خلاصے یا مختصر متن جوں حروف، بریل لکھنی یا پہرا آڈیو کیسٹ کی پریکارڈ شدہ صورت میں فراہم کی۔ یہاں سکٹی بین - دیکرزیاں مین اس کی کاپی یا حاصل کی جا سکتی بھی۔

اس کی لیے براہ مہربانی تیلیفون نمبر 01344 352000 پر ایک لینے کریں۔

Polish

Streszczenia lub fragmenty tego dokumentu mogą być dostępne w wersji napisanej dużym drukiem, pismem Braille lub na kasecie audio. Można również otrzymać kopie w innych językach. Proszę skontaktować się z numerem 01344 352000.

Portuguese

Podemos disponibilizar resumos ou extractos deste documento em impressão grande, em Braille ou em audiocassette. Podem também ser obtidas cópias em outros idiomas. Por favor ligue para o 01344 352000.