

Appendices and information on accreditation

Section 7

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Appendix A

Standards for Qualified Teacher Status

1. Professional Attributes

Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following:

- Q1** Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Q2** Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
- Q3**
 - (a) Be aware of the professional duties of teachers and the statutory framework within which they work.
 - (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
- Q4** Communicate effectively with children, young people, colleagues, parents and carers.
- Q5** Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.
- Q6** Have a commitment to collaboration and co-operative working.
- Q7**
 - (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
 - (b) Identify priorities for their early professional development in the context of induction
- Q8** Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.
- Q9** Act upon advice and feedback and be open to coaching and mentoring.

Standards for Qualified Teacher Status

2. Professional Knowledge and Understanding

- Q10** Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
- Q11** Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.
- Q12** Know a range of approaches to assessment, including the importance of formative assessment.
- Q13** Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Q14** Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
- Q15** Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.
- Q16** Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).
- Q17** Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Q18** Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Q20** Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
- Q21**
- (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
 - (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Standards for Qualified Teacher Status

- Q22** Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.
- Q23** Design opportunities for learners to develop their literacy, numeracy and ICT skills.
- Q24** Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.
- Q25** Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
- (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.
 - (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.
 - (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
 - (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.
- Q26** (a) Make effective use of a range of assessment, monitoring and recording strategies.
(b) Assess the learning needs of those they teach in order to set challenging learning objectives.
- Q27** Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Q28** Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
- Q29** Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.
- Q30** Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.
- Q31** Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.
- Q32** Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- Q33** Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.



Appendix B

Examples of objectives and action plans for the induction period

Objective	Actions to be taken and by whom	Success criteria	Resources	Target date for achievement	Review date
To secure effective management of pupil behaviour in class 9C.	<p>Detailed briefing by Ms Jones on school policy and procedures for behaviour.</p> <p>NQT to observe 9C in an art and a science lesson.</p> <p>NQT to establish clear expectations and develop agreed rules for classroom behaviour with 9C.</p>	<p>More effective pupil-teacher and pupil-peer relationships.</p> <p>Lessons start smoothly and pupils are swiftly focused on the work.</p> <p>Fewer pupils detained.</p>	<p>0.5 day for lesson observation by NQT.</p> <p>0.25 day for briefing on behaviour policy, observation of NQT's lesson by Ms Jones and debriefing.</p>	End of autumn term.	12 Dec
To be fully prepared to collect evidence for vocational courses in Performing Arts.	<p>NQT to visit Hallam school to look at BTEC Performing Arts programmes offered, with specific reference to evidence collection.</p> <p>NQT to produce examples of the different types of evidence candidates can produce to meet performance criteria for subject, with guidance and feedback from Mrs Gough.</p>	NQT's planned teaching programme covers all required aspects and shows good understanding of assessment requirements for BTEC programmes.	<p>1 day for NQT's visit, review of findings and preparation of examples.</p> <p>0.25 day for support from Mrs Gough.</p>	End October.	12 Dec

Examples of objectives and action plans for the induction period

Objective	Actions to be taken and by whom	Success criteria	Resources	Target date for achievement	Review date
To ensure effective use of classroom assistant in improved pupils' learning.	<p>NQT to involve classroom assistant in lesson planning and include a section on the work of the classroom assistant in written plans.</p> <p>NQT to review impact of classroom assistant and discuss with classroom assistant and induction tutor.</p>	<p>Classroom assistant demonstrates clear understanding of role.</p> <p>Pupils working with classroom assistant achieve planned learning outcomes.</p>	<p>0.2 day for observation by induction tutor.</p> <p>0.25 day planning and review discussions between NQT, classroom assistant and induction tutor.</p>	End of spring term.	24 March
To identify underachieving individuals and groups in classes taught, and develop strategies to provide targeted support.	<p>Induction tutor to help NQT to use monitoring information to analyse performance of pupils in NQT's class, including by race and gender.</p> <p>Induction tutor to review reasons for underachievement and to observe NQT implementing strategies to address these.</p>	<p>NQT's planning and teaching reflects high expectations for all pupils.</p> <p>Underachieving individuals and groups make improved progress.</p>	<p>0.5 day for NQT to work data analysis (including 0.2 release for support from induction tutor).</p> <p>0.25 day for induction tutor to observe NQT's class and for post-observation discussion.</p>	End of May.	6 June
To provide clear information to parents that will enable them to be more fully involved in the support of children's learning.	<p>NQT to discuss own preparation for next parents' evening with deputy head.</p> <p>NQT to review use of 'home school contact books' with induction tutor and to develop strategies to improve their use.</p>	<p>Improve use of home school contact books'.</p> <p>Effective communication at parents' evening.</p>	<p>0.2 release for deputy head to support preparation for discussion with parents.</p> <p>0.2 release for induction tutor to review 'home school contact books'</p>	End of spring term.	4 April

Appendix C

Accreditation Opportunities for Newly Qualified Teachers

Wigan Council has established a partnership with Edge Hill College of Higher Education in order to offer accreditation upon completion of the NQT year. This accreditation will depend upon the completion of a module linked to activities that you will undertake as an NQT via your Career Entry and Development Profile (CEDP). Support in the form of discussion, access to resources etc. is also available.

At the end of your induction year you will be able to achieve a Certificate of Professional Development by submitting an assignment and evidence from your CEDP.

Credit from the module can be transferred to the Postgraduate Programme at Edge Hill and can contribute towards a Postgraduate Diploma or Masters degree.

For the award of accreditation, a professional development portfolio will contain, in addition to a factual record of activities and progress, reflective analysis of the induction year.

This accreditation is free of charge to teachers working in Wigan schools.

Requirements for Accreditation – Beginning A Career in Teaching

To gain accreditation NQTs will need to produce a portfolio of evidence, equivalent to 5,000 words based on detailed completion of the CEDP.

The evidence will need to address the Learning Outcomes as follows:

- Identify and evaluate your own competence in relation to Core Standards
- Produce clear, focused and achievable targets to address areas for further professional development during Induction
- Recognise and evaluate the challenges which have been faced during the Induction Year
- Refine and develop the initial targets, focusing on your own development as a reflective classroom practitioner
- Devise and implement appropriate action plans for the achievement of these targets
- Monitor and evaluate your own progress towards the targets

Accreditation Opportunities for Newly Qualified Teachers

Portfolio Of Evidence

Detailed completion of **TRANSITION POINT 1** of the Career Entry Development Profile to include:

- Reflection on the strengths in your practice so that you can build on them during induction
- Notes recording your discussions with your tutors
- Identifying your key achievements
- Thinking about your aspirations for your teaching in the future
- Identification of areas where you want to build up your expertise or where your development so far has been more limited

Detailed completion of **TRANSITION POINT 2** of the Career Entry Development Profile to include:

- Your strengths, achievements, development priorities and ambitions and any new needs arising from the context of your classes and the school
- A record of your reflections and discussions with your Induction Tutor
- Professional Development objectives
- Your individual Induction Support Programme
- Your Induction Action Plan
- Details of half termly review meetings held with your Induction Tutor

Detailed completion of **TRANSITION POINT 3** of the Career Entry Development Profile to include:

- Reflection on your successes and achievements during the Induction Year
- An evaluation of your induction support programme
- A record of your reflections and discussions with your Induction Tutor focusing on the challenges you have faced as an NQT and on your own learning as a teacher
- Professional development needs and objectives for the second year of teaching

Further Information and Application for Accreditation

The portfolio and evidence should all be completed by 1st September after the completion of the NQT Induction year. Further information about this module and an application form which has to be sent with your portfolio can be given to you by Jean Groves at Edge Hill College or from the School Workforce Development Team in Wigan.

Accreditation Opportunities for NQT Mentors

Wigan Council has established a partnership with Edge Hill College of Higher Education in order to offer accreditation for mentors. This accreditation will depend upon the completion of a module linked to activities undertaken to support NQTs.

To gain accreditation, you will be required to submit a portfolio of evidence and a discursive piece of writing (1,500) demonstrating critical reflection on your role and an understanding of educational literature linking theory with practice.

This module is part of Edge Hill's Professional Programme leading to a Certificate of Professional Development. It can be used as a first step towards postgraduate study, either an MA in Mentoring or a generic MA in Education. It is a 30 credit module and is free of charge to teachers working in Wigan schools.

For further information about this module contact **Jean Groves at Edge Hill College** on 01257 517126 or the **School Workforce Development Team in Wigan**.

Appendix D

Teacher Resources Required Pupil's	
Key Words:	
Differentiation/Special needs/Support	

Lesson Development:
Links to next lesson:
Homework
<i>Teacher comments/notes (Evaluation)</i>

Example Weekly Planning Template - Primary

KS1 Weekly Plan

Class: Year Group: Term: Week beg.	<u>Objectives</u> Text Sentence Word			Sp & L		
				Cross Curricular Links:		
Teacher	Whole class Work- Shared Reading Writing	Whole class Work – phonics, Spelling, Vocabulary & grammar	Guided Reading/Writing	Group Tasks (OA = other adult support)		Plenary
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Example Weekly Planning Template – Primary

KS2 Weekly Plan

Year group: Term: Week beg. Teacher:	Objectives:		Text:				
	X-curricular links		Sentence:				
Range:			Word:				
	Whole class work- Shared Reading Writing	Whole class work - phonics, spelling, vocab. & grammar	Sp & L				
			GUIDED READING/WRITING	GROUP TASKS LA (Support)	GROUP TASKS MA (Task)	GROUP TASKS HA (Extension)	PLENARY
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix E

WIGAN COUNCIL CHILDREN AND YOUNG PEOPLE'S
SERVICES NQT REGISTRATION FORM



Name of NQT	School

Home Address	
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Date of Birth	Full or Part Time % i.e. 0.5%	N.I. No.	DfES No.

Date of QTS	Assessment Period Start Date at this school

The school is satisfied that the NQT above has the following Skills Tests:
(Please cross as appropriate)

Maths	<input type="checkbox"/>	English	<input type="checkbox"/>	ICT	<input type="checkbox"/>
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Copies of the pass certificates of the above tests must be enclosed with this form.
The Appropriate Body is not allowed to accept NQTs without evidence of these tests being passed.

Which period of assessment is the NQT about to begin in the school:
(Please cross ONE box as appropriate)

1 st Period	<input type="checkbox"/>	2 nd Period	<input type="checkbox"/>	3 rd Period	<input type="checkbox"/>
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If the NQT completed assessment periods in other schools please list the schools below:

1st Assessment Period School:

LA:

2nd Assessment Period School:

LA:

The school is responsible for obtaining copies of previous assessment period reports and forwarding these to the Appropriate Body.

University / College graduated from for first degree	
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Subject Specialism(s)	
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Please state where NQT obtained QTS (College name/ GTP/ EBIT name)	
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Does the NQT intend to register for Masters in Teaching and Learning (MTL)?	
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**Is this NQT employed via a supply agency?
(Please cross ONE box)**

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	<input type="checkbox"/>
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Name of Agency: (see note below)

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Signature of Headteacher

PLEASE NOTE: Teachers who are nationals of Eire or the European Economic Area (EEA) who fall within article 3 of the Council Directive 89/48 EEC on a general system for the recognition of higher-education diplomas awarded on completion of professional education and training of at least three years' duration are exempt from induction. Teaching qualifications gained outside the EEA do not automatically lead to the award of QTS. If you are unsure whether this applies to your NQT, please ring the GTCE on 0870 001 0308 or email: tqhelpdesk@gtce.org.uk

If an NQT leaves during their Induction year please inform the Appropriate Body in writing so the information can be passed on to the General Teaching Council. Schools must also complete an interim assessment form and send to the CYPs Induction co-ordinator if an NQT leaves either mid term or part way through induction to go to another school.

NQTs employed via a supply agency must be teaching a timetable that enables the teacher to meet the requirements of induction including the Core Standards in full.

All NQTs must have an allocated mentor and be released from the timetable for the equivalent of 10% PPA time AND 10% induction time.

Materials to support NQTs and their mentors, including assessment forms, can be found on www.wiganschoolsonline.net/nqt

The named Appropriate Body is Sharon Scull at Wigan Council Children & Young People's Services. NQTs must be informed of this.

Please return this form and the copies of the three skills test pass certificates to
Lorraine Carey, Children & Young People's Services, Progress House, Westwood Park Road, Wigan WN3 4HH