



with thanks to Camden LA for sharing some of this content

## Starting Induction in September for Primary NQTs

NB The school's risk assessment takes precedent over all of the suggestions below.

**NQTs starting induction in September 2020 will be facing challenges not seen before which, for many, will directly impact on how their induction begins.**

This year, NQTs will require additional bespoke support. The main considerations are:

1. Building relationships
2. Sharing resources
3. Co-planning for September (mentor and NQT together)

Mentors should be selected based on their experience and commitment and their strength in building relationships. It is a key role. Even if the mentor is experienced in their role they should, **wherever possible, attend their LA induction training to consider differences to previous years due to Covid-19.**

Regular, planned and informal support from their mentor and other colleagues will help NQTs settle in quickly and be able to respond to the needs of their pupils more effectively.

**DfE guidance** for NQTs and NQT induction tutors for the academic year 2020-21 was published in July 2020. You may have missed this as at the time you were dealing with many other issues.

- [NQT support and inductions from September 2020](#)

### Key points to note:

- Wherever possible schools should provide **more time out of class** and be provided with **additional support and development** time.
- NQTs this year will have **greater** experience of online teaching and learning but **less** experience in the classroom. This means that every teacher will need different levels of support to develop their professional practice and confidence in the classroom.
- To support the start of the year, provide NQTs with as much information about the school as possible. This could include mentor contact details, policies, plans for the start of term (as these will be v different to the norm- social distancing, routines, bubbles, staff meetings etc.) curriculum approach, additional professional development opportunities and their CPD programme.

- Encourage NQTs to review their strengths and development areas before they start so that their support plan can be tailored specifically to their needs.

Please find below some questions and suggested responses that could arise as a result of the impact of Covid-19 on an NQT starting induction at this time.

<p><b>Did the NQT visit the school when interviewed / are they familiar with the school layout?</b></p>	<p>Consider how you can support the NQT in becoming familiar with the school building:</p> <ul style="list-style-type: none"> <li>• some schools have created video tours of the school for new pupils that could be shared with the NQT</li> <li>• arrange to meet the NQT for a tour after school in Term 6 or before the start of term if possible</li> </ul>
<p><b>Did the NQT participate in a final placement?</b></p>	<ul style="list-style-type: none"> <li>• Even closer monitoring and support will be required if the NQT has not completed a final placement</li> <li>• ITE providers are likely to be sharing details on the NQT's performance and targets with the school. Use this and the NQT's own self review of strengths and development aspects to jointly write a support plan with core actions. (e.g. establishing a learning environment, setting routines, planning, curriculum subject support, safeguarding, well-being.</li> </ul>
<p><b>Has the ITE institute provided a Career Entry Development Profile or similar?</b></p>	<ul style="list-style-type: none"> <li>• Information should have been provided by the ITE provider with details of strengths and areas for development and this should feed into a support plan which will help NQTs make a positive start to the year.</li> </ul>
<p><b>Does the NQT continue to have access to their ITE provider's training resources and NQT materials?</b></p>	<ul style="list-style-type: none"> <li>• ITE providers should continue to support their students by providing access to materials that they can refer to as part of their release time. These resources will also be helpful should there be a further lockdown/school closure. Grow Education is also in discussion with Teach London (LDBS SCITT) to provide access to their resources for all NQTs on our training programme.</li> </ul>
<p><b>Does the NQT know about changes that have been implemented as a result of Covid-19 around the school and within the classroom?</b></p>	<ul style="list-style-type: none"> <li>• Discuss the school's risk assessment, 'bubbles', use of resources, hand cleaning, room layout, movement of pupils/staff around school, staggered starts and timetables etc.</li> <li>• What information does the NQT need to share with pupils and are there posters etc. that children need to be reminded of, routines that need to be implemented as a result of Covid?</li> <li>• Discuss what the NQT should do if children do not follow the expectations etc.</li> </ul>
<p><b>Do you know about the NQT's experience during Covid-19? Could this impact on induction?</b></p>	<ul style="list-style-type: none"> <li>• Discuss the teaching experience and responsibilities they had prior to school closure and how curriculum knowledge and expectations may be a focus if they have not taught the year group(s) they are teaching or had whole class experience (links to their support plan)</li> <li>• Discuss the activities they undertook during school closures and what they gained from this</li> </ul>

	<ul style="list-style-type: none"> <li>• The discussion could include personal experiences which might identify further support the NQT requires, including an individual risk assessment due to Covid-19, and providing details on EP, HR and in-school sources of support.</li> <li>• <a href="https://www.educationsupport.org.uk/">https://www.educationsupport.org.uk/</a> is a charity dedicated to supporting the mental health and wellbeing of education staff</li> <li>• Absence currently related to Covid-19 does not contribute to the days allowed for ad-hoc absence. Absence not related to Covid-19 will need to be recorded.</li> </ul>
<p><b>What information does the NQT need about the experience of their pupils during Covid-19 in addition to transition information and safeguarding?</b></p>	<ul style="list-style-type: none"> <li>• Attendance during school closure, engagement with home-learning</li> <li>• Pupils' experience of the school if changing schools (e.g. EYFS, Year 3) – did they visit, view a welcome video etc.</li> </ul>
<p><b>What information does the NQT need to know about curriculum provision for the autumn term?</b></p>	<ul style="list-style-type: none"> <li>• School's plans for assessment of and planning for gaps in learning as a result of school closures</li> <li>• Adjustments that might be made to the curriculum e.g. narrowing of content, change in teaching approaches etc.</li> <li>• Statutory Assessment updates: RBA Early Adopter, EYFS Early Adopter, Phonics, Y4 MTC, SATs, expectations in 2021 – outcomes of consultations and/or DfE guidance for 20/21 and implications for the teaching of year groups affected</li> <li>• Preparedness should a further closure be likely- and their familiarity with virtual teaching approaches</li> </ul>
<p><b>What materials are available for the NQT to support with pupil well-being and safeguarding?</b></p>	<ul style="list-style-type: none"> <li>• Attend safeguarding training, read and be familiar with the safeguarding policy</li> <li>• School systems, staff and resources for pupil well-being</li> <li>• Access to DfE and EP materials for well-being and safeguarding during Covid-19</li> </ul>
<p><b>How can the NQT be supported, coached and mentored given Covid-19 risk assessments, 'bubbles' and social distancing?</b></p>	<ul style="list-style-type: none"> <li>• Focus on the priorities and what is safely achievable</li> <li>• Implement a support plan drawing on school and CEDP (Career Entry and Development Profile) priorities</li> <li>• Feedback and next steps following in-school/online CPD</li> <li>• View and discuss videos from websites such as <a href="https://www.gov.uk/government/publications/teachers-tv/teachers-tv">https://www.gov.uk/government/publications/teachers-tv/teachers-tv</a> (archived Teachers TV videos), NCETM etc. and discuss as part of a weekly meeting where observing the good practice of other colleagues is not possible</li> <li>• It might be possible for part of a lesson to be filmed by the NQT and then discussed in a weekly meeting</li> <li>• It may also be possible to record colleagues/mentors and use this as a basis for discussion in the weekly meetings</li> <li>• Can they join another class and learn with another teacher, whilst maintaining distance?</li> </ul>

	<ul style="list-style-type: none"> <li>• In their release time, ask the NQT to write up a reflection on a lesson that went well and one that didn't go so well; factors that were an influence are discussed in a weekly meeting</li> <li>• Plan a lesson that both you and the NQT are going to be teaching to your own class and then discuss how the lesson was adapted, the outcomes and next steps</li> <li>• The Chartered College of Teaching has produced free materials on their 'Early Career Hub' and some ITE providers will be allowing their students continued access to resources which could be used for reading and discussion</li> </ul>
How can the NQT's progress be monitored?	<ul style="list-style-type: none"> <li>• Focus on the priorities and what is safely achievable</li> <li>• Increased scrutiny of planning and pupil work will be required, especially vulnerable and SEND pupils and those affected adversely by school closures who may not have been a previous concern</li> <li>• Detailed discussion during the weekly meeting on the progress towards the NQT's support plan targets and next steps, drawing on the evidence that it is practicable to gather</li> <li>• Formal lesson observations may not be possible given the school's risk assessment. However, if formal / informal / drop-in observations <i>are</i> possible, these might be carried out by other staff members and feedback given to tutor/induction manager to inform progress and areas to be addressed</li> <li>• Depending on how Covid-19 progresses, and the impact of this on school risk assessments and practices, it may not be possible to carry out any observations. If this is the case, observations will not be expected as part of the assessment evidence for December assessments. If there is any TRA/DfE guidance about lesson observations this will be circulated.</li> </ul>

Where reducing the NQTs teaching time is not possible then think about how you can **increase** the support they receive. Not simply with the mentor but a more deliberate team offering specific support. E.g.

External person/team/SCITT	<p>Make use of your LDBS advisers, LA link and the Grow team to:</p> <ul style="list-style-type: none"> <li>• broker additional support where needed</li> <li>• provide another NQT 'buddy' in another school teaching the same year group so that experiences are shared</li> <li>• arrange for staff members to join individual NQT training sessions</li> <li>• access the LDBS SCITT resources</li> </ul>
Subject knowledge development	<ul style="list-style-type: none"> <li>• Allocate additional support for subject knowledge development if you know this to be an issue. Create a team of support around each NQT.</li> <li>• Use additional Grow Education online training sessions or 1:1 teaching to support specific aspects e.g. online teaching, maths planning. Outstanding time from last year may be used for this rather than making an additional payment. Please contact us.</li> </ul>

## The Grow Education Partners NQT Programme

Our feedback for our fully booked NQT programme last year was extremely positive. However, we appreciate that many schools may wish to work with their LA NQT team this year because it is more local for some.

We can offer **individual sessions for NQTs** to support them with identified development aspects, or **aspects which are not ordinarily covered by the LA**. You may wish to book your NQT on to these separate sessions which cover areas such as use of voice, RE teaching (Christianity and other world faiths), work-life balance and well-being.

Training sessions will be delivered online, for the Autumn term. They run from 1.30-3.30pm on Wednesdays (usually every other week.) Please refer to our website for more detailed session information.

- <https://grow-education.org/directory/nqt-programme/>