



LANCASHIRE SCHOOL EFFECTIVENESS SERVICE

## **Working as a Newly Qualified Teacher in Lancashire**



2003-2004  
*Supporting the Rural Economy*  
2004-2005  
*Transforming the School Workforce*

## WORKING AS A NEWLY QUALIFIED TEACHER IN LANCASHIRE

A warm welcome awaits you when you take up a teaching post in Lancashire. The County Council serves a population of 1.1 million people with a rich cultural heritage and employs somewhere in the region of 37,000 staff. The organisational structure of the County Council was rationalised following local government reorganisation in Lancashire which took effect from April 1998.

The services of the County Council are now provided by four Directorates: Directorate for Children and Young People, Environment, Resources and Adult and Community. As an authority we value: the richness of our heritage; the potential of each human being; the power of people working together.

### Directorate for Children and Young People

The Directorate for Children and Young People aims to ensure that high quality education and extended care is available for every child and young person in Lancashire.

### The Appropriate Body for NQT Induction

Along with the headteacher, the Appropriate Body is responsible for an NQT's training and supervision during the induction period. In maintained schools the Local Authority is the Appropriate Body responsible for deciding whether an NQT has met the Induction Standard on the basis of the headteacher's recommendation. The Appropriate Body should assure itself that headteachers and governing bodies are aware of, and are capable of meeting, their responsibilities for monitoring, support and guidance and for undertaking a rigorous and equitable assessment of the NQT.

The Appropriate Body in Lancashire is the NQT Induction Steering Group which is made up of the following personnel:

#### **Stan Johnson**

Senior Adviser  
Chair 01254 220741

#### **David Eastham**

Specialist Adviser  
01772 531852

#### **Alison J Pile**

Primary North School Adviser  
01254 585865

#### **John Fleming**

Primary East School Adviser  
01254 220530

#### **Lee Pimlott**

Primary South School Adviser  
01257 517216

#### **Deb Hill**

Secondary Team School Adviser  
01772 532841

#### **Susan Shaw**

Remodelling Project Manager  
01772 531759

The group meets on a regular basis to co-ordinate, monitor and evaluate the provision of induction of NQTs across the Local Authority. It is responsible for the planning and delivery of training for NQTs and Induction Tutors and for the development of support materials.

It receives copies of the termly assessment forms submitted by schools following the formal review meetings with their NQTs and arranges for the decisions of the Local Authority to be communicated to the General Teaching Council and the Secretary of State.

## Your Entitlement as an NQT

### Your Involvement in the Induction Process

You are entitled to an individualised monitoring and support programme which will help you to meet the requirements for satisfactory completion of the induction period.

A support programme should provide the following for you:

- ❑ access to an Induction Tutor who is able to offer professional support, to monitor progress and provide well founded feedback;
- ❑ observation of your work and provision of feedback; this should be co-ordinated by your Induction Tutor and be well targeted. The choice of focus of the observations should be informed by the objectives in your Career Entry and Development Profile;
- ❑ opportunities for the observation of experienced teachers in order to gather evidence to support the development of good practice in specific areas of teaching; this could be in your own school or in another school;
- ❑ a professional review of progress in discussion between you and the Induction Tutor, at least each half term;
- ❑ review discussions should result in the recording of progress towards your objectives and, where necessary, the setting of new ones, as well as identification of the steps to be taken to support you in meeting these. Copies of records made should be passed onto you;
- ❑ professional development during the induction period. This should be based on the strengths and areas of professional development identified in the Career Entry and Development Profile, as well as the Induction Standards and any new or revised objectives that are agreed at review meetings.

Opportunities should be included to:

- ❑ review information about the school and the specific post, before you take up the post;
- ❑ participate in the school's general induction arrangements for new staff;
- ❑ have access to any additional training provided for the staff at the school and contribute with other teachers to specific school improvement activities within the school;
- ❑ spend time with the school SENCO in order to address specific and general SEN issues;
- ❑ receive, where appropriate, training and advice from professionals from outside the school, attend external training events which are relevant to identified needs and, where appropriate, join any networks for NQTs established by groups of schools or by the Local Authority.

You will recognise that whilst both your school and the Local Authority will have procedures, **you** should take an active role in all aspects of the induction process.

## You should:

- ❑ register your presence with the Local Authority personnel services (almost always this will be done through the school);
- ❑ make your Career Entry and Development Profile available to the school at a very early stage and work with your Induction Tutor to use this and the Induction Standards as a basis for setting objectives for professional development and for devising an action plan; transition Point 2 will be completed early in your induction period;
- ❑ be aware of your entitlement of a reduced teaching load and to a full programme of reviews, observation, support and professional development. (In many cases the Local Authority will bring this to the attention of the NQTs);
- ❑ take part in planning your induction programme, including the identification and reviewing of objectives;
- ❑ engage fully in the programme of monitoring, support and assessment that is agreed with your Induction Tutor, taking increasing responsibility for your professional development as the induction period progresses;
- ❑ be familiar with the Induction Standards, monitor your own work in relation to them and contribute to the collection of evidence towards their final assessment; you will find Lancashire Professional Development Portfolio invaluable for doing this;
- ❑ read and sign the termly assessment forms to go to the Local Authority; we encourage you to comment in the space provided;
- ❑ raise any concerns you have about the content and/or delivery of your induction programme. In doing so, you should make use of the school's internal procedures for raising professional concerns in the first instance (see the section "What to do if difficulties arise").

## Commitment Loyalty, Integrity and Confidentiality

### What your school will expect from you

You will be welcomed to your school. Time and money will be invested in your induction, if you are contracted to the school for a term (full time or part-time) the school will receive some additional funds to support your induction. There will be hope, if not an expectation, that you will bring energy, enthusiasm and new ideas to the school, although there will also be recognition that this might take time!

Commitment to:

- ❑ the aims/ mission of the school;
- ❑ the effective teaching and learning of your pupils;
- ❑ planning and marking pupils' work; the general welfare of the pupils in your care;
- ❑ supporting and implementing the school's policies and practices;
- ❑ maintaining positive standards of behaviour;
- ❑ contribute to the community life of the school;
- ❑ high standards of conduct, attendance and punctuality.

## Loyalty, Integrity and Confidentiality

- ❑ towards the school and its reputation;
- ❑ towards your colleagues;
- ❑ in your dealings with your pupils, and their parents.

Your school will have expectations of you from the outset, both as a professional person and as a member of the staff.

## What to do if difficulties arise

### 1. Matters arising from day-to-day organisation and management.

- ❑ Sources of support are: the staff handbook; the Induction Tutor's advice; the advice of any member of staff that you relate to.

### 2. Matters arising from the quality and the nature of support.

- ❑ You should raise these in the discussions with your Induction Tutor, as soon as you are concerned.
- ❑ If you remain unhappy, approach a member of the school's senior management team. It is usually the case that concerns can be resolved at this point.

### 3. References might be made to:

- ❑ Your school adviser, make sure you find out who he or she is.
- ❑ Your Union or Professional Association.
- ❑ The relevant member of the NQT Induction Steering Group.

### 4. The nominated person in the Local Authority for any matters still unresolved is:

Pat Jefferson,  
Director of Education Standards  
and Inclusion,  
01772 531652.

## Lancashire School Effectiveness Service

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### SECONDARY

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### CHAIR OF NQT INDUCTION STEERING GROUP

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