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SECTION 1

Welcome to the Royal Borough of Kensington and Chelsea

Dear Colleagues

I am very pleased to have this opportunity to welcome you to your first teaching post in the Royal Borough of Kensington and Chelsea. This handbook will provide you with much of the information you will need as you embark on your first year in post. Being a Newly Qualified Teacher is an exciting, but sometimes daunting experience. You will get good support from your school and your induction tutor and we want you to see the borough’s advisory and other support services as part of that package.

We are a high achieving borough. Our schools consistently perform well in Ofsted inspections and at the end of Key Stage assessments. We all share a determination to do even better in the future. This may be with increasingly high results. It may equally be in the broadening of opportunities for our children and young people, some of whom are, as yet, at the bottom of life’s ladder and some very near the top. We have many more street homeless, asylum seekers and people with mental illness than most urban areas.

Your role in all of this is clear. You represent the future opportunities for our schools and the children and young people within them. We want you to succeed and we want to help you to enjoy your time with us and to be successful. We hope that many of you will remain in the borough and seek opportunities to become the subject leaders, deputies and headteachers of the future.

We have a commitment to the Continuing Professional Development (CPD) of all school staff. Our CPD programme has a deservedly good reputation and I hope you will be able to participate in that as appropriate. We are not complacent and we seek to constantly improve on what we do. To be able to do that, we need to be able to develop a dialogue with all staff, and your contribution to that is very important. I hope you will participate in our training opportunities. I also hope you will take the opportunity to talk with Local Authority staff when you meet them in school or at the Isaac Newton Professional Development Centre (the PDC) and that you will join us in our joint endeavour to provide the best possible education for all our children and young people.

With best wishes

Rebecca Matthews
Director for Schools, Quality and Standards

The Royal Borough of Kensington and Chelsea

Image and reality

The immediate image of Kensington and Chelsea is of the architecture, famous landmarks and glamorous residents. The reality is much more complex and fascinating – a highly urban, multicultural, dynamic population embracing those who are new to London, and established families, some of whom are, as yet, at the bottom of life’s ladder and some very near the top. We have many more street homeless, asylum seekers and people with mental illness than most urban areas.

The population is multicultural and multilingual. Our schools have more than twice the national rate of pupils from disadvantaged backgrounds, and while seven wards in Kensington and Chelsea are among the least deprived nationally, two wards are among the ten per cent most deprived in England.

Although the borough is geographically one of the smallest in London, at just over 4.7 square miles, it is one of the most densely populated areas in Europe – the current population is estimated at 190,000 people and there is a high population turnover estimated at over 20 per cent per year.

The borough is primarily residential in character. Property prices and private sector rents are the highest in the country. However, half the permanent lettings by registered social landlords are to homeless households and there are 1,000 households living in temporary accommodation.

In addition to residential accommodation, the borough is also home to internationally recognised shopping centres, 12,000 businesses and over 120,000 jobs, three of the most visited museums in the UK and the second largest number of hotel beds in any London borough. It is in this diverse, dynamic and demanding context that we work. Half the borough’s children are educated privately, while half of our maintained school pupils receive free school meals.

Half the school population comes from ethnic minority groups and nearly half speak English as an additional language. Some of our schools experience a high turnover of pupils – with new pupils likely to be refugees, asylum seekers or from a transient population.
Our Vision and Ambition
Kensington and Chelsea is a vibrant and diverse area at the heart of one of the world’s major cities. The services the Council provides have a direct and daily impact on people’s lives. The Council aims to provide services of the highest quality in all those areas that affect the lives of residents and to make the borough a better place in which to live and work, and to visit.

The Council’s values are expressed below:

- **Public Service:** this is our core value. We put the public at the centre of what we do, acting with honesty, integrity, impartiality and objectivity
- **Positive:** We recognise that we are part of a bigger team and that our success depends on working together across and outside the organisation
- **Collaborative:** We recognise that we are part of a bigger team and that our success depends on working together across and outside the organisation
- **Appreciative:** We recognise and acknowledge the contributions of others and are open and receptive to constructive challenges of our own ideas
- **Innovative:** We continuously seek new and better ways to improve our services and give better value to our tax payers

Family and Children’s Services
- Family and Children’s Services aims to deliver high quality services for children, young people and their families that are flexible, responsive and accessible.
- The overall vision for Family and Children’s Services is one of Strong Families at the Heart of Strong Communities. Strong families and strong communities are both required to enable residents – of all ages – to achieve the best outcomes.
- The Business Group has particular responsibilities towards children and young people but also services adults of all ages. It includes the Library Service, which serves all residents and visitors and Adult and Family Learning, which plays a key role in enhancing the skills and opportunities of residents.
- The Family and Children’s Services Business Group comprises three main operational areas and two strategic support functions.

Schools, Quality and Standards
Kensington and Chelsea has one of the best resourced education departments in the country. The excellence of its teaching is highlighted by the fact that over 3,800 pupils from outside the borough choose to attend our schools.

We have five secondary schools including Chelsea Academy which opened in 2009, 26 primary schools, one nursery school, eight children’s centres – three of which have a nursery school as a central part of their provision, one special school and one hospital school. Together these meet the educational needs of over 10,800 children and young people, supported by a pupil referral unit. Parents, teachers and pupils are encouraged to work together to improve standards and considerable emphasis is placed on planning, reporting and assessing in schools.

Schools are only one part of the Directorate. Our teachers benefit from their own professional development centre, and the directorate encompasses early years, special educational needs (SEN), education psychology, pupil support, education welfare, school organisation, governor support, school improvement and advisory services.
Key Stage Assessments, 2010 Provisional Results

Foundation Stage Profile: In 2010, the percentage of children achieving six or above had improved compared to 2009 in 12 of the 13 areas of learning, and stayed the same in one area. Kensington and Chelsea was above or the same as the 2009 national average in all 13 areas. The percentage of children achieving 78 points overall and at least six in all PSED and CLL scales (i.e. deemed a good level of development within the early learning goals by the DfE) was 59 per cent, which had risen from 54 per cent in 2009, and was above the target (51 per cent) and the 2009 national average (52 per cent). The median had risen from 91 to 92 and the average score of the lowest achieving 20 per cent had risen from 61 to 64; both were higher than nationally in 2009 and met the borough’s targets. The equality ‘gap’ between the lowest achieving and the median had fallen (i.e. improved) from 32.6 per cent in 2009 to 30.4 per cent in 2010, narrowly missing the target (28.9 per cent) but below (better than) the 2009 national average (33.9 per cent).

Key Stage 1: Compared with 2009, there was an increase in the percentage of pupils achieving at Level 2 and above in 2010 in speaking (from 87 per cent to 88 per cent), in reading (from 81 per cent to 82 per cent) and in mathematics (from 88 per cent to 91 per cent); in reading the percentage remained at 85 per cent in both years, and in science the percentage remained at 89 per cent. Performance in Kensington and Chelsea was above the 2010 national average in mathematics (by two percentage points) and in speaking and writing (by one percentage point), and the same as the 2010 national average in reading and science.

Key Stage 2: ten of the 26 schools administered the Statutory Assessment Tests (SATs) in 2010 and the provisional percentage at Level 4 and above in English was 86 per cent in 2010, the same as in 2009. The percentage also rose in mathematics (from 86 per cent to 89 per cent) and the borough was considerably above the 2010 national averages for both subjects (81 per cent and 80 per cent respectively). The DfE did not publish the Royal Borough’s test results due to low participation, (note, there were no science tests in 2010). For teacher assessments, achievement at Level 4 and above in English, mathematics and science (84 per cent, 86 per cent and 90 per cent respectively) was also considerably above nationally (81 per cent, 81 per cent and 85 per cent respectively). Using tests for those schools which sat them, and teacher assessments for those who didn’t, the borough overall performance for 2010 was 85 per cent for English and 87 per cent for mathematics, with 81 per cent for both English and mathematics.

In the tests standards at Level 5 and above, which represent achievement beyond expected, were exceptionally high in English, at 43 per cent which is well above the 2010 national average of 33 per cent. The Royal Borough also performed above nationally for mathematics (43 per cent, compared with 35 per cent). For teacher assessments, achievement at Level 5 in English, mathematics and science (43 per cent, 45 per cent and 45 per cent respectively) was also considerably above nationally (32 per cent, 35 per cent and 36 per cent respectively). Using tests for those schools which sat them and teacher assessments for those who didn’t, the borough overall performance for 2010 was 93 per cent in English (well above the 2009 national figure of 82 per cent) and 92 per cent in mathematics (also well above the 2009 national average of 81 per cent).

Key Stage 3: (teacher assessments only since 2009), the provisional percentage at Level 5 and above increased in English (from 89 per cent in 2009 to 91 per cent in 2010), in mathematics (from 81 per cent to 83 per cent), in science (from 87 per cent to 93 per cent) and in ICT (from 83 per cent to 84 per cent). The borough was above the 2010 national averages for English, mathematics and science (79 per cent, 80 per cent and 80 per cent respectively) and above the 2008 national figure for ICT (78 per cent), and provisionally top nationally in 2010 for English and science.

In the tests standards at Level 6 and above, which represent achievement beyond expected, were exceptionally high in English, at 71 per cent, and well above the 2010 national average of 43 per cent. The Royal Borough also performed above nationally for mathematics (67 per cent, compared with 58 per cent nationally), science (64 per cent, compared with 48 per cent nationally) and ICT (40 per cent, compared with 33 per cent nationally in 2008).

For GCSE, at the time of writing, the results are highly provisional; however, all of the schools have maintained an upward trajectory in the key performance measures which has impacted very significantly on the overall outcomes for the borough. The percentage of students achieving 5 or more GCSEs at Grades A*-C provisionally rose to 92 per cent in 2010 (from 85 per cent in 2009); in particular St Thomas More and Sion-Manning improved by 22 per cent and 11 per cent respectively in this indicator when compared to 2009. The borough’s overall percentage was considerably above the national average for maintained schools for 2009 (69 per cent). The percentage of students achieving 5 or more GCSEs at Grades A*-C including English and mathematics was provisionally 72 per cent in 2010, up from 66 per cent in 2009, and also considerably above the 2009 national average for maintained schools (50 per cent), and above the target (70 per cent).
• At Holland Park, there has provisionally been a seven per cent increase in the percentage of students achieving 5+ GCSEs A*-C including English and mathematics, from 63 per cent to 70 per cent, the best result the school has ever achieved and this continues the strong trajectory of improvement (up from 54 per cent in 2008).

• At St Thomas More, there has provisionally been a 12 per cent increase in the percentage of students achieving 5+ GCSEs A*-C including English and mathematics, from 53 per cent to 65 per cent, the best result the school has ever achieved.

• At Sion-Manning, 62 per cent of students provisionally achieved 5+ GCSEs A*-C including English and mathematics, the same as in 2009 and this represents an eight per cent improvement since 2008 (54 per cent).

• At Cardinal Vaughan, 91 per cent of students achieved 5+ GCSEs A*-C including English and mathematics, the same as in 2009 and at 41 per cent above the 2009 national average this is an outstanding achievement.

For A Levels, also highly provisional, at Cardinal Vaughan, the percentage of papers awarded a Grade A*-C was provisionally 93 per cent in 2010 (considerably above the 2010 national average of 75 per cent) and those achieving the highest grade (Grade A*, awarded for the first time in 2010) was 17 per cent (also considerably above the national average of eight per cent). At Holland Park, 85 per cent of papers were awarded a Grade A*-C (up from 80 per cent in 2009), and nine per cent a Grade A; both percentages were also above national benchmarks. At both schools, all pupils passed (Grades A*-E); nationally the percentage passing was 98 per cent. Additionally, impressive AS Level results were achieved by students at Holland Park in 2010; 68 per cent of papers were passes at Grades A-C, with 21 per cent at Grade A, which was more than double the percentage in 2009.

Context: The achievement by schools in the Royal Borough needs also to be set in the context of the challenging social, linguistic and economic profile of the pupils in Kensington and Chelsea schools: in 2010 in primary schools the percentage of pupils entitled to a free meal (36 per cent) was over double the national average (17 per cent), pupils speaking English as an additional language (55 per cent) was nearly four times the national average of 16 per cent (over a third of pupils were in the early stages of English acquisition). Seventy-six per cent were ethnic minority (26 per cent nationally), and pupil turnover was 18 per cent in 2009-10. In secondary schools the percentage of students entitled to a free meal (23 per cent) was almost double the national average (14 per cent), and students speaking English as an additional language (49 per cent) was over four times the national average of 12 per cent. Sixty-nine per cent were ethnic minority (23 per cent nationally), and student turnover was seven per cent in 2009-10.
Key Stages 1-4 - 2010 - Summary Statistics

<table>
<thead>
<tr>
<th>Foundation Stage Profile*</th>
<th>Overall</th>
<th>Median</th>
<th>Average of lowest 20%</th>
<th>Gap</th>
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<tr>
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<td>31.3</td>
</tr>
<tr>
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<td>54.0</td>
<td>91</td>
<td>61.3</td>
<td>32.6</td>
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<tr>
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<td><strong>59.0</strong></td>
<td><strong>92</strong></td>
<td><strong>64.0</strong></td>
<td><strong>30.4</strong></td>
</tr>
<tr>
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<td>48.5</td>
<td>88</td>
<td>61.0</td>
<td>30.3</td>
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<td>63.0</td>
<td>29.2</td>
</tr>
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<td><strong>Targets 2010</strong></td>
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<td><strong>90</strong></td>
<td><strong>64.0</strong></td>
<td><strong>28.9</strong></td>
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<td>89</td>
<td>57.4</td>
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</tr>
<tr>
<td>National 2009</td>
<td>52.0</td>
<td>89</td>
<td>58.8</td>
<td>33.9</td>
</tr>
<tr>
<td>National 2010</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</table>

* Scoring 6+ in all PSED and CLL scales, plus a total of 78 points or more

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Key Stage 1
Level 2 and above

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<thead>
<tr>
<th>Teacher assessments:</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
<th>Science</th>
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<tbody>
<tr>
<td>Kensington and Chelsea 2008</td>
<td>85%</td>
<td>82%</td>
<td>79%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Kensington and Chelsea 2009</td>
<td>87%</td>
<td>85%</td>
<td>81%</td>
<td>88%</td>
<td>89%</td>
</tr>
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<td><strong>Kensington and Chelsea 2010 (P)</strong></td>
<td><strong>88%</strong></td>
<td><strong>85%</strong></td>
<td><strong>82%</strong></td>
<td><strong>91%</strong></td>
<td><strong>89%</strong></td>
</tr>
<tr>
<td>National 2008</td>
<td>87%</td>
<td>84%</td>
<td>80%</td>
<td>90%</td>
<td>89%</td>
</tr>
<tr>
<td>National 2009</td>
<td>87%</td>
<td>84%</td>
<td>81%</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>National 2010</td>
<td>87%</td>
<td>85%</td>
<td>81%</td>
<td>89%</td>
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Key Stage 2
Level 4 and above

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<tr>
<th>2 Levels progress:</th>
<th>English</th>
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<th>Science</th>
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<tbody>
<tr>
<td>Kensington and Chelsea 2008</td>
<td>87%</td>
<td>85%</td>
<td>92%</td>
<td>81%</td>
</tr>
<tr>
<td>Targets 2008</td>
<td>86%</td>
<td>86%</td>
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<td>n/a</td>
</tr>
<tr>
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<td>n/a</td>
<td>n/a</td>
<td>83%</td>
</tr>
<tr>
<td>Targets 2010</td>
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<td>n/a</td>
<td>n/a</td>
<td>84%</td>
</tr>
<tr>
<td>National 2008</td>
<td>81%</td>
<td>79%</td>
<td>88%</td>
<td>73%</td>
</tr>
<tr>
<td>National 2009</td>
<td>80%</td>
<td>79%</td>
<td>88%</td>
<td>72%</td>
</tr>
<tr>
<td>National 2010</td>
<td>81%</td>
<td>80%</td>
<td>85%</td>
<td>74%</td>
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</tbody>
</table>

---

Key Stage 3
Level 5 and above

| English and Mathematics |
|------------------------|---|
| English | Mathematics | Science | ICT | English and Mathematics |
| Kensington and Chelsea 2008 | 85%      | 86%      | 87%     | 82% | 83% |
| Kensington and Chelsea 2009 | 89%      | 78%      | 87%     | 83% | 74% |
| **Kensington and Chelsea 2010** | **91%** | **83%** | **93%** | **84%** | **82%** |
| National 2008          | 76%      | 79%      | 76%     | 78% | 67% |
| National 2009          | 77%      | 79%      | 78%     | n/a | n/a |
| National 2010          | 79%      | 80%      | 80%     | n/a | n/a |
### GCSE Indicators

<table>
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<tr>
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<th>5+ A*-C</th>
<th>5+ A*-C with English and Mathematics</th>
<th>3 Levels progress:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>English</td>
</tr>
<tr>
<td>Kensington and Chelsea 2008</td>
<td>72%</td>
<td>60%</td>
<td>77%</td>
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<td>85%</td>
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<td>Targets 2008</td>
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<td>Targets 2009</td>
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</tr>
<tr>
<td>Targets 2010</td>
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<td>70%</td>
<td>n/a</td>
</tr>
<tr>
<td>National 2008</td>
<td>63%</td>
<td>47%</td>
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<td>National 2009</td>
<td>69%</td>
<td>50%</td>
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### Attendance and absence

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<tr>
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<th>Primary:</th>
<th>Secondary:</th>
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<tbody>
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<td></td>
<td>Attendance</td>
<td>Unauthorised</td>
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<tr>
<td>Kensington and Chelsea 2008</td>
<td>93.7%</td>
<td>0.7%</td>
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<td>0.8%</td>
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<td>Kensington and Chelsea 2010</td>
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<tr>
<td>Targets 2008</td>
<td>94.5%</td>
<td>0.3%</td>
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<td>Targets 2010</td>
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<td>National 2008</td>
<td>94.7%</td>
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<tr>
<td>National 2009</td>
<td>94.7%</td>
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### Free meals, EAL and ethnic minority, 2010

<table>
<thead>
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<th></th>
<th>Primary:</th>
<th>Secondary:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Free meal</td>
<td>EAL</td>
</tr>
<tr>
<td>Kensington and Chelsea</td>
<td>36%</td>
<td>55%</td>
</tr>
<tr>
<td>National</td>
<td>17%</td>
<td>16%</td>
</tr>
</tbody>
</table>
Key people and their contact details

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SECTION 2

An entitlement

Aims
This section sets out the entitlement for newly qualified teachers in the Royal Borough of Kensington and Chelsea and is based upon the statutory requirements.

Contents
A summary of the roles and responsibilities of the:
- Governing Body
- Headteacher
- Local Authority (LA)
- School Induction Coordinator/Tutor
- Newly Qualified Teacher.

Additional References (available on TDA website)
www.tda.gov.uk
www.teachernet.gov.uk/professionaldevelopment

Newly Qualified Teachers – An Entitlement
The Royal Borough of Kensington and Chelsea considers that NQTs are entitled to particular support in their first year of teaching. This entitlement builds upon the Department for Education (DFE) guidance and provides the framework for school and LA support, monitoring and assessment.

The Governing Body
The governing body has a support and monitoring role and, when newly qualified teachers are appointed, they should check with the headteacher that:

- the NQT is eligible to begin induction i.e. they have qualified since 1999 (when induction became a statutory requirement), have Qualified Teacher Status (QTS) and have a contract for at least one term
- a copy of the QTS certificate has been retained
- any NQT who qualified prior to 2002 also has separate skills tests certificates
- the NQT is registered with the LA
- the post makes reasonable demands of the newly qualified teacher
- the NQT has a ten per cent reduction of their teaching timetable in relation to other teachers in the school who have no additional responsibilities
- the NQT has a ten per cent reduction of their teaching timetable for planning, preparation and assessment (PPA) time
- there is a person with the identified role for coordinating induction and that the NQT is allocated an induction tutor
- that a suitable individualised programme of support, monitoring and assessment is in place for each NQT
- there are systems in place to report NQT progress and assessment outcomes to the governing body.

The governing body should be kept informed by the headteacher of induction arrangements and formal assessments. Governors should be able, if they wish, to seek guidance from the appropriate body (LA) on induction arrangements and the roles of school staff in relation to induction.

The Headteacher
Upon appointment, each NQT is entitled to expect that the following will be provided:

- an opportunity to visit the school
- an opportunity to meet appropriate members of staff
- written information about the school, the classes to be taught and the available resources
- schemes of work, relevant curricular documents and other school policies
- a school induction coordinator and induction tutor (may be one person)
- an appropriate job description and reduced timetable (90 per cent in relation to other teachers in the school) plus PPA time
- an appropriate individualised induction programme including support, monitoring and assessment
- identification and provision of support and professional development
- information about the support offered to NQTs by the LA
- a termly assessment carried out by the headteacher or induction coordinator
- a recommendation to the LA each term, or pro-rata for part-time NQT, based on rigorous and fair assessment procedures as to whether the NQT has met the induction standards
- additional guidance where standards are not being met
LA will provide:

• in support of NQTs and schools with NQTs the LA

The LA

• the means to keep a record of each NQT for whom it is the appropriate body
• staffing and systems to process assessments each term and to communicate these with the General Teaching Council for England (GTCE)
• the means to retain assessment reports received on an NQT until the GTCE has confirmed registration or removal from the register.

The LA is responsible for deciding whether the NQT has met the induction standards based on the headteacher’s recommendation.

School Induction Coordinators/Tutors

Each NQT is entitled to expect that their induction coordinator/tutor will provide:

• a clarification of the roles and responsibilities of those involved in induction
• an individualised induction plan based upon discussion of the Career Entry and Development Profile (CEDP), individual objectives and development needs
• a programme of support, monitoring and assessment
• regular opportunities to meet
• regular and structured sessions about school procedures and issues as appropriate throughout the year
• regular classroom observations i.e. once during the first four weeks in post, then at least once every six to eight weeks and feedback (oral and written)
• opportunities to observe experienced colleagues / visit other schools
• opportunities to discuss progress, against objectives and the Induction Standards, at professional review meetings (each half-term)

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The Newly Qualified Teacher

For the induction process to be successful the NQT should:

• have registered with the GTCE
• during interview, or on appointment, provide QTS certificate and where relevant (pre 2002 qualification) separate evidence of passing Skills Tests
• upon taking up appointment make available to the headteacher and induction tutor the CEDP
• take part in action planning, including the identification and reviewing of objectives (half-terminally)
• participate fully in the programme of monitoring, support and assessment as agreed with the induction tutor
• use the ten per cent additional non-contact time to support areas identified in action plans

Skills Tests

• NQTs who qualified in 1999 did not need to take any of the Skills Test
• NQTs who qualified in 2000 must have passed the Numeracy Skills Test
• NQTs who qualified in 2001 must have passed the Numeracy and Literacy Skills Tests
• NQTs who qualified in 2002 or later must have passed the Numeracy, Literacy and ICT Skills Tests

It is essential to check that NQTs have the Skills Tests. Those qualifying since 2002 only need to produce their QTS Certificate. Those qualifying in 2000 and 2001 must separately produce evidence of passing the relevant Skills Tests.
SECTION 3

Professional standards

Introduction

A new framework of professional standards for teachers came into effect in September 2007. This includes standards for induction which an NQT will be required to meet in full by the end of their induction. These standards are known as the core standards in the framework.

What these standards cover

The framework of professional standards for teachers set out below defines the characteristics of teachers at each career stage. It provides specific professional standards for:

- the award of QTS (Q)
- teachers on the main scale (Core) (C)
- teachers on the upper pay scale (Post Threshold Teachers) (P)
- Excellent Teachers (E)
- Advanced Skills Teachers (ASTs) (A).

Professional standards are statements of a teacher’s professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage. The standards are not to be confused with and do not replace the professional duties contained in the School Teachers’ Pay and Conditions document, which set out the roles and responsibilities of teachers.

The framework of standards is arranged in three interrelated sections covering:

- professional attributes
- professional knowledge and understanding
- professional skills.

How the standards will be used

The standards provide the framework for a teacher’s career and clarify what progression looks like. To access each career stage, a teacher will need to demonstrate that he/she has met the relevant standards.

The standards clarify the professional characteristics that a teacher should be expected to maintain and to build on in their current career stage. After the induction year, therefore, teachers would be expected to continue to meet the core standards and to broaden and deepen their professional attributes, knowledge, understanding and skills within that context.

The standards will support teachers in identifying their professional development needs. Where teachers wish to progress to the next career stage, the next level of the framework provides a reference point for all teachers when considering future development. Whilst not all teachers will necessarily want to move to the next career stage, the standards will also support teachers in identifying ways to broaden and deepen their expertise within their current career stages.
**Professional attributes**

Those recommended for the award of QTS should:

**Relationships with children and young people**

**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.

**Frameworks**

(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.

**Communicating and working with others**

**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 cooperative working.

**Personal professional development**

(a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.

(b) Identity priorities for their early professional development in the context of induction.

**Q7** Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

**Q8** Act upon advice and feedback and be open to coaching and mentoring.

**Professional knowledge and understanding**

Those recommended for the award of QTS should:

**Teaching and learning**

**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.

**Assessment and monitoring**

**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.
Subjects and curriculum

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.

Literacy, numeracy and ICT

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.

Achievement and diversity

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.

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

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.

Health and well-being

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.

Professional skills

Those recommended for the award of QTS should:

Planning

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.

Teaching

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.

Assessing, monitoring and giving feedback

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.

Reviewing teaching and learning

Q29. Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

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.

Team working and collaboration

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.
Core

Teachers should meet the following core standards (C) at the end of the induction period and continue to meet them throughout their teaching career.

Professional attributes

All teachers should:

Relationships with children and young people

C1 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.

C2 Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

C3 Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

C4 (a) Communicate effectively with children, young people and colleagues.
(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

C5 Recognise and respect the contributions 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.

C6 Have a commitment to collaboration and cooperative working where appropriate.