 Tykes Teaching School Alliance NQT/RQT Programme 2020 – 2022

Dear Colleagues

Last year the Department for Education (DfE) announced that the induction process for early career teachers will change. From September 2021 induction will become a two-year programme, based on the Early Career Framework (ECF). However, this year has been uniquely challenging, and we know virtually all 2020 early career teachers will have had a disrupted Initial Teacher Training (ITT) experience. It is therefore more important than ever that those starting their teaching careers receive high quality support. In view of these challenges the DfE have announced the availability of a package of additional support to help schools with the impact of coronavirus on the ITT year of the early career teachers who will be starting this autumn.

This additional support is an evidence-based approach, designed to make sure early career teachers focus on learning the things that make the most difference in the classroom and their professional practice. This induction offers a blended programme of face-to-face training and one-to-one mentor sessions, alongside self-directed study for early career teachers, and new training for mentors. It is designed to help teachers feel more confident and in control at the start of their new career.

In response to the disruption to teacher training courses this academic year, a one-year funded offer of support will also be available to up to 3,000 early career teachers working in schools outside of the early rollout areas opening opportunities for more schools to sign up to a provider-led programme, designed and delivered by experts in teacher education.

Tykes Teaching School Alliance are delighted to announce that we will be the local hub provider for the Early Careers Framework (ECF) for Barnsley, working in partnership with the Education Development Trust to coordinate the one year ‘expansion’ to the ECF programme. This package of support will help ensure schools have the necessary resources required to enhance the confidence of their early career teachers who will be joining them in the autumn.

To complement the ECF blended programme, Tykes TSA have designed an effective and proven wraparound CPD Programme that will support the funded ECF blended programme, focusing on essential provision for NQTs in meeting the teacher’s standards. The new two year NQT/RQT programme will support early careers teacher development and ensure congruence with the 5 Core Areas highlighted in the Early Careers Framework i.e. Behaviour Management, Pedagogy, Curriculum, Assessment and Professional Behaviours.

Our sessions are delivered by Specialist Leaders in Education and other expert educationalists teaching in schools day to day. Schools have the option of registering NQTs/RQTs for all sessions as a package across two years or can select sessions individually, based on the needs of their NQT/RQTs.

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| **Virtual NQT Welcome Event!** Tykes Teaching School Alliance would like to take the opportunity to welcome NQTs to the Appropriate Body service with an outline of our responsibilities. We will also introduce the NQT Programme and what it entails. It will also give NQTs the virtual opportunity to meet colleagues from other schools. **Date:** Wednesday16th September 2020 **Time:** 3.00pm – 4.30pm |
| **Day 1 –Session 2** | Child Protection and Safeguarding TrainingThis session helps NQTs to understand their role in safeguarding children from harm, the principles of Early Help and Child Protection, it shows NQTs how to identify signs, symptoms and categories of abuse and how they should respond to child welfare concerns,. | **Venue:** Oakwell Stadium, Grove Street, Barnsley S71 1ET**Date:** Wednesday 14th October 2020**Time:** 4.00pm – 6.00pm**Facilitator(s):** TBC |
| **Session** | Purpose | **What NQTs will know on successful completion** | **What NQTs will be able to do on successful completion** | **Relevant to Teaching Standards:** |  **Delivery Details**  |
| Day 1 – Session 1**SEND – Strategies to support the most vulnerable** | SEND – Through engagement with this session NQTs will learn what SEND is, what support is out there and what to do. This session will help NQTs to develop an understanding of why pupils might behave in certain ways. It gives an overview of some of the more common SEND conditions, EHA, School Support Statements, areas of SEND and the signposts, interventions, differentiating between lower ability and SEND and your responsibilities as a leader.  | A deeper understanding of supporting SEND pupils through strategies available. An increased awareness of some of the more common SEND conditions. Roles and responsibilities of the teacher. | Effectively implement appropriate strategies to support SEND pupils.Have an increased awareness of some of the more common SEND conditions.  | **5**. Adapt teachingto respond to thestrengths andneeds of allpupils | **Venue:** Oakwell Stadium, Grove Street, Barnsley S71 1ET**Date:** Wednesday 14th October 2020**Time:** 9.30am – 3.30pm**Facilitator(s):** Cat Gallagher & Sian Vaughton |
| Day 2**Creating a Positive Climate for Learning** | Through engagement with this session, NQTs will learn to create a positive and effective climate for learning and set high expectations which inspire, motivate and challenge pupils.The day focusses on effective behaviour management to ensure a good, positive and safe learning environment is established and maintained for all learners. NQTs will consider issues relating to the management of pupils’ behaviour and how to promote good behaviour for learning within their own classroom. Through active participation and facilitated discussion, NQTs will also consider different approaches to creating a positive climate for learning and how this is realised within the classroom | A deeper understanding of behaviour management and strategies for promoting good behaviour for learning (and how this is applied in their own school or setting)An increased awareness of how to develop independence amongst learners and promote effective independent learning | Identify a range of behaviour strategies, their appropriateness and effectivenessAccess techniques in behaviour management to impact upon their own practiceReflect professionally on their own and others practiceEffectively implement appropriate strategies in their own practice | **1.** Set high expectations which inspire, motivate and challenge pupils**7.** Manage behaviour effectively to ensure a good and safe learning environment | **Venue:** Oakwell Stadium, Grove Street, Barnsley S71 1ET**Date:** Wednesday 25h November 2020**Time:** 9.00am – 3.30pm **Facilitator:** TBC |
| Day 3/4**Teaching High Quality Maths** | Being fluent with numbers, having a sound understanding of mathematics and being able to reason and problem solve are essential skills in life. This day will provide NQTs with an understanding of how to effectively plan a maths unit of work and how to structure a good lesson. Time will be spent looking at the use of a concrete-pictorial-abstract approach to ensure a deep conceptual understanding. NQTs will be shown how to use various manipulatives well across KS1 and KS2.Key subject knowledge will also be developed around calculations to ensure secure understanding of concepts.  | What constitutes good planning.What the essential elements are in a maths lessonWhich resources can be used to support learningHave a deeper understanding of the progression in calculation and how to teach it | Be able to plan an effective sequence of mathematics learningBe able to use various manipulatives to support the learning of all abilitiesHave greater subject knowledge of calculation and how to teach it. | **3.** Demonstrategood subject andcurriculumknowledge**4**. Plan and teacha well-structuredlesson | **Venue:** Hoyland Common Primary**Date:** Wednesday 13th January 2021/Wednesday 10th February 2021**Time:** 9.30am – 3.30pm**Facilitator(s):** Michelle Knott |
| Day 3/4**Teaching High Quality Literacy** | Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives, however t it can be difficult to know where to start. During this day NQTs will focuses on core classroom teaching of literacy skills.NQTs will explore different teaching and learning techniques and strategies which are proven to have a positive impact on children’s language, reading and writing. Time will be spent considering how children learn to read and comprehend considering effective strategies to support the teaching of these key skills Finally NQTs explore the writing teaching sequence using topics and high quality books to hook learners in to a sequence of writing which builds on reading and teaching of explicit skills to embed in to writing. | A good understanding of different high quality classroom strategies to impact on children’s literacy skills. Understand the process involved in decoding and comprehending. An increased awareness of how to develop effective writers with a passion for learning. | Choose and use effective strategies to develop children’s literacy skillsBe able to use their understanding of how children learn to read and comprehend to effectively plan and teach reading Plan a logical and progressive writing sequence which hooks learners in and builds upon prior knowledge | **3.** Demonstrategood subject andcurriculumknowledge**4**. Plan and teacha well-structuredlesson | **Venue:** High View Primary Learning Centre**Date:** Wednesday 13th January 2021/Wednesday 10th February 2021**Time:** 9.30am – 3.30pm**Facilitator(s):** Filippa England |

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| **Session** | Purpose & Learning Outcomes | **Delivery Details** |
| **Day 1****Developing as a Subject Leader** | Moving into the RQT year there is a greater expectation to lead within areas of school. In this session RQTs will consider developing themselves as a subject leader. This will include qualities needed to be an effective leader and how to create an action plan. Alongside this we will also look at how to monitor and evaluate successes and weaknesses and raise the profile of their particular subject area. This session promotes good progress and outcomes for all learners and explores good subject and curriculum knowledge. RQTs will also explore a range of subject areas and phases. Working in key stage specific groups related to their current teaching role, RQTs will further extend their understanding of the expectations within their key stage, enhance their subject and curriculum knowledge and learn how to identify outstanding teaching and learning. | **Venue:**  Oakwell Stadium, Grove Street, Barnsley S71 1ET**Date:** Monday 20st September 2021**Time:** 12.30pm – 4.30pm**Facilitator:**  Chloe Redfearn |
| Day 2**Observation, Feedback and Reflection** | Many teachers view the observation of their classroom practice as the most valuable part of any professional development programme. It is one of the few opportunities they get to reflect on current practice with support from colleagues, who can help identify what went well in a learning session and what could be improved. The session will lead you through the stages of observation and reflection and give you practical advice to take back to your school. | **Venue:** Oakwell Stadium, Grove Street, Barnsley S71 1ET**Date:** Monday 18th October 2021**Time:** 12.30pm – 4.30pm **Facilitator:** Filippa England |
| **Day 3****Developing independent and reflective learners** | In this introduction to metacognition RQTs will develop their understanding of how to support learners in becoming more independent learners through systematic choices in the strategies they choose to approach a problem, understanding the steps in learning and being reflective in evaluating these after the task has been completed. The session will focus highly on effective modelling and the vital role it plays throughout every lesson to impact on progress. RQTs will also become more adept at identifying misconceptions and using these to quickly target and pre-teach to avoid confusion and ambiguity within lessons. It will consider the role of modelling within the classroom and RQTs will be supported to reflect upon effective strategies for modelling teaching and learning and how different approaches can be introduced and use to promote pupil learning and progress. | **Venue:** Oakwell Stadium, Grove Street, Barnsley S71 1ET**Date:** Monday 29th November 2021**Time:** 12.30pm – 4.30pm**Facilitator:** Filippa England |
| **Day 4****Feedback and assessment for learning** | The first part of this session focuses on effective marking and feedback, with a particular emphasis on book scrutiny. During this session RQTs will consider best practice approaches to marking and feedback and look at how effective book scrutiny can support eh progress and attainment of pupils.In which ways can teachers develop effective strategies to evaluate and assess learning and learning behaviours? The next part of the session considers the critical aspect of assessment for learning and evaluation of learning, and how these can be developed within every learning situation.Included within this session will be a range of effective strategies for developing assessment and evaluation of learning. | **Venue:** Oakwell Stadium, Grove Street, Barnsley S71 1ET**Date:** Monday 17th January 2022**Time:** 12.30pm – 4.30pm **Facilitator:** Cat Gallagher |
| **Day 5****SEND – Practical strategies to support the most vulnerable** | This session will look at various parts of SEN and be broken down into different aspects. The first part will be Autism awareness in a mainstream setting and how to adapt learning for these learners. This will then progress to Sensory Processing disorder awareness before finally covering behaviour management within school which will look at practical strategies, reasons for behaviour and self-reflection of behaviour in adults. | **Venue:** Oakwell Stadium, Grove Street, Barnsley S71 1ET**Date:** Monday 7th March 2022**Time:** 12.30pm – 4.30pmFacilitators: Sian Vaughton & Lyndsey Waugh |

**Tykes Teaching School Alliance RQT Programme 2021 – 2022 (2020-2021 NQTs)**

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| **NQTs commencing induction September 2020** | **(Please Tick ✔)** |
| **Full NQT/RQT Core Programme (two years)** | **£700** | **✔** |
| **NQT Package Only** (includes the Statutory Appropriate Body Function and full NQT CPD training package) – **one year**  | **£500** |   |
|  **Individual services/training**  |
| NQT Appropriate Body Function **(Statutory)** | Termly (£100 per term)  | £300 |   |
| **NQT Programme** **Day One** Virtual Welcome to Barnsley! | Wednesday 16th September 20203.00pm – 4.30pm |  |   |
| Induction Tutor/Mentor Training(Zoom Meeting) | Wednesday 30th September 20209.30am – 11.30am | £50 |   |
| Safeguarding Training | Wednesday 14th October 20204.00pm – 6.00pm | £30 |  |
| **NQT Programme Day One**SEND – Strategies to support the most vulnerable | Wednesday 14th October 20204.00pm – 6.00pm | £75 |   |
| **NQT Programme Day Two**Creating a Positive Climate for Learning | Wednesday 25th November 20209.00am – 3.00pm | £75 |   |
| **NQT Programme** **Day Three/Four** Teaching High Quality Maths/Literacy  | **Date:** Wednesday 13th January 2021/Wednesday 10th February 2021 | £75 |  |
| **NQT Programme** **Day Three/Four**Teaching High Quality Math/Literacy | **Date:** Wednesday 13th January 2021/Wednesday 10th February 2021 | £75 |   |

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| **RQT Programme Day One**Developing as a Subject Leader |  Monday 20th September 202112.30pm – 4.30pm | £50 |  |
| **RQT Programme Day Two**Observation, Feedback and Reflection | Monday 18h October 202112.30pm – 4.30pm | £50 |  |
| **RQT Programme Day Three**Developing independent and reflective learners | Monday 29th November 202112.30pm – 4.30pm | £50 |  |
| **RQT Programme Day Four**Feedback and assessment for learning | Monday 17hJanuary 202212.30pm – 4.30pm | £50 |  |
| **RQT Programme Day Five**SEND – Practical strategies to support the most vulnerable | Monday 7th March 202212.30pm – 4.30pm | £50 |  |
| **NQT Name(s) …………………………………………………Jessica Levitt Jennifer Taylor……………………………………………………………………** **…………………………………………………………………………………………………………………………………………………………………………………………………..****School ……………………………………High View PLC………………………………………………………………………………………….****Name of Induction Tutor *(if attending Induction Tutor Training)* …………Cat Gallagher Sarah Ottewell……………………………………………….** **Email Address……c.gallagher@ecmtrust.co.uk s.ottewell@ecmtrust.co.uk………………………****Please complete this form and send to:** **k.hartshorne@ecmtrust.co.uk** |
| **The full training programme will be invoiced at the start of the academic year. Individual days will be invoiced prior to the event.** **Invoices must be paid within 30 days of receipt. Orders to be made payable to Tykes Teaching School Alliance.** |

**Tykes Teaching School Alliance RQT Programme 2021 – 2022 (2020-2021 NQTs)**