


**2020 - 2021**



# **NQT Guidance Booklet**



**STSA**

Slough Teaching School Alliance

# Contact Details

Appropriate Body (AB) Contacts:					
John Constable	AB Lead – Langley Grammar School	Headteacher	Quality Assurance		
Janet Roberts	Langley Grammar School/STSA	Teaching School Director (CPD and School Support)	Specific and general support across all phases <b>MAIN CONTACT FOR ALL CONCERNS/QUERIES</b>	<a href="mailto:janet.roberts@lgs.slough.sch.uk">janet.roberts@lgs.slough.sch.uk</a>	01753 598300

**Website:** <https://stsa.online/>

**Twitter:** @SloughTSA

*Headteachers of the three designated Teaching Schools in the Slough Teaching School Alliance*

Slough Teaching School Alliance (STSA)		
John Constable Headteacher Langley Grammar School, Reddington Drive Langley, SL3 7QS Tel: 01753 598300	Lindsey Tomlinson Headteacher Lynch Hill School Primary Academy Garrard Road, Slough, SL2 2HX Tel: 01753 524170	Mark Pritchard Head of School Upton Court Grammar School Lascelles Road, Slough, SL3 7PR Tel: 01753 522892

Teacher regulation Agency Helpdesk for NQTs	Department for Education
Teacher Regulation Agency (TRA) Teacher Qualification Unit Ground Floor South, Cheylesmore House, 5 Quinton Rd, Coventry, CV1 2WT Tel: 0207 593 5394 <b>For information on submission of induction results, appeals, general induction enquiries and teacher misconduct.</b>	Ministerial and Public Communications Division Department for Education Piccadilly Gate, Store Street Manchester, M1 2WD Tel: 0370 000 2288 <b>For general enquiries</b>
Email: <a href="mailto:teacher.induction@education.gov.uk">teacher.induction@education.gov.uk</a>	Email: <a href="mailto:info@education.gov.uk">info@education.gov.uk</a>

## Contents

NQT Entitlement	1
NQT/Mentor Resources available on NQT Manager	1
An overview of the induction process	2
NQT Manager	3
Building an Evidence Portfolio	5
Formal assessments	6
Interim assessments	6
Raising concerns	7
Completing the induction period	7
Extending an induction period to account for ad hoc absences	7
Extension of the induction period after induction has been completed	8
Action in the event of serious capability problems	8
Making an appeal against a decision by the appropriate body	8
Roles and Responsibilities	9
Frequently Asked Questions	10
Teacher Standards	13

## Introduction

**W**elcome to your induction period as a Newly Qualified Teacher.

This booklet is to introduce you to the requirements for the year, and much of the information is taken from the 'Statutory Guidance on Induction for Newly Qualified Teachers (England)'. For any further clarification please refer to this document:

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

By completing your training period and attaining QTS you have demonstrated that you have met the Teaching Standards at an appropriate level. Throughout your career you will be continually assessed against these standards, and you should see the end of your training period as the start of an ongoing process of professional development. Your NQT period is a chance for you to embed your understanding of the principles and strategies for teaching and learning, and perhaps experiment and further develop your own teaching style. There will be many people around you who can help and support you with this, your mentor, colleagues and the Teaching School Alliance, who will provide a programme of CPD opportunities that we hope you will find useful and productive.

The key person for you will be your in-school mentor. They will meet with you regularly to discuss your progress and support you in achieving your targets and objectives. They will also most likely be the person who writes your assessment report at the end of each term.

This booklet clearly identifies the expectations your school and mentor will have of you and your practice, but also clarifies what you can expect of your mentor and school in supporting you through this process.

Please see the contact details should you wish to ask any further questions or have any concerns. Slough Teaching School Alliance (STSA) act on behalf of the Appropriate Body to ensure that the process is fair, effective and quality assured, and in cases of concerns, work to resolve issues.

**Enjoy your year**, some of it will be hard, exhausting, challenging, but hopefully also rewarding and stimulating.

Best wishes

Janet Roberts  
Teaching School Director (CPD and School Support)

## NQT Entitlement

During induction NQTs are entitled to the following:

- 1.** An Induction Tutor/Mentor

---

- 2.** Regular meetings with the Induction Tutor/Mentor

---

- 3.** A 10% reduction in timetable – this will be in addition to statutory PPA time

---

- 4.** At least one observation each half term with oral and written feedback, meaning a minimum of at least six a year

---

- 5.** Opportunities for the NQT to observe experienced teachers

---

- 6.** A programme of support (induction programme) and other professional development opportunities

---

- 7.** Regular reviews of progress towards meeting the Teaching Standards

---

- 8.** An assessment meeting and report towards the end of each term

---

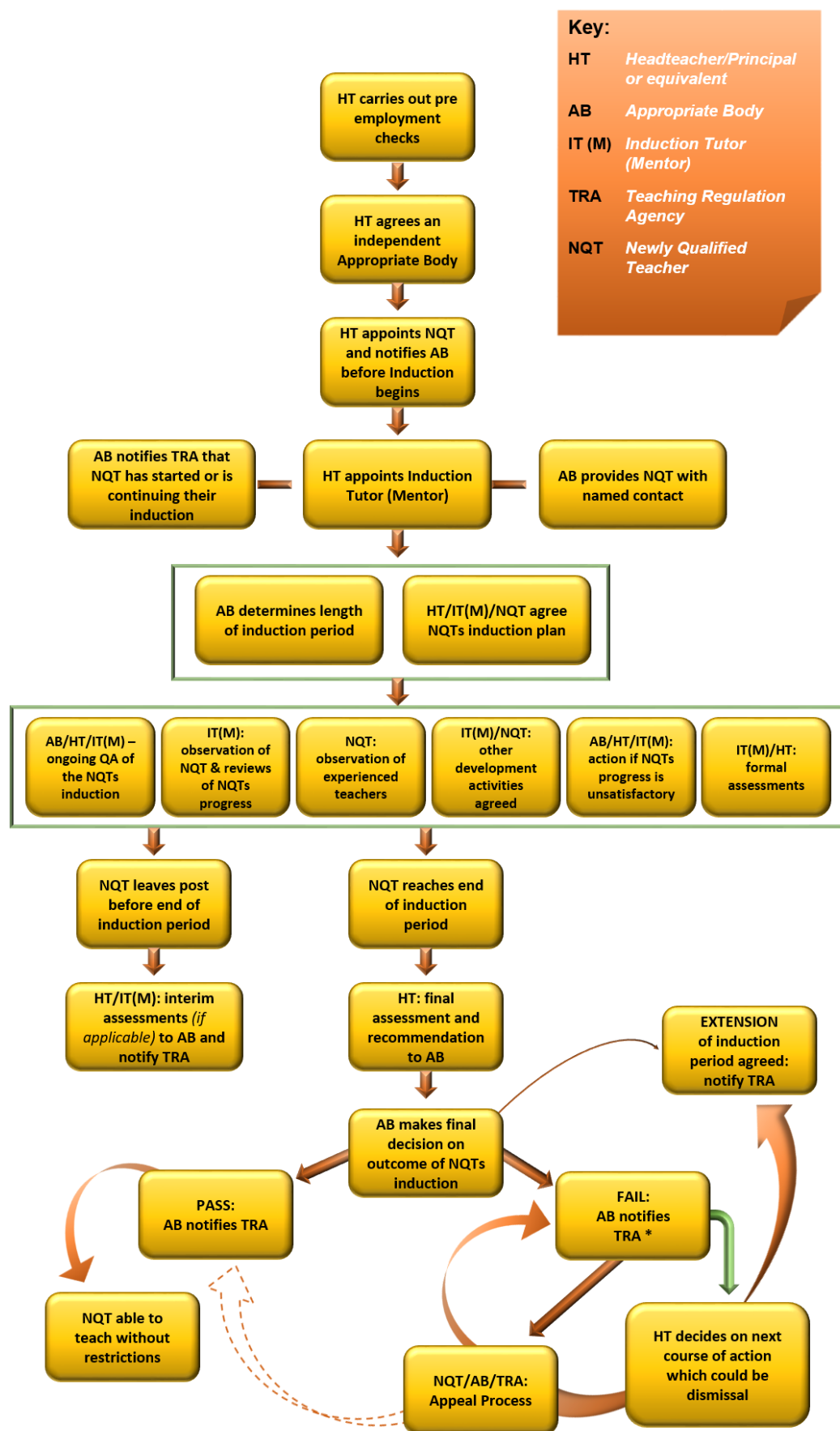
- 9.** Procedures for NQTs to air grievances about their induction provision at school and a named person to contact at the Appropriate Body.

---

- 10.** A job description that does not make unreasonable demands

---

## An overview of the induction process



\* NQTs name placed on the TRA - held list of persons who have failed to satisfactory complete an induction period

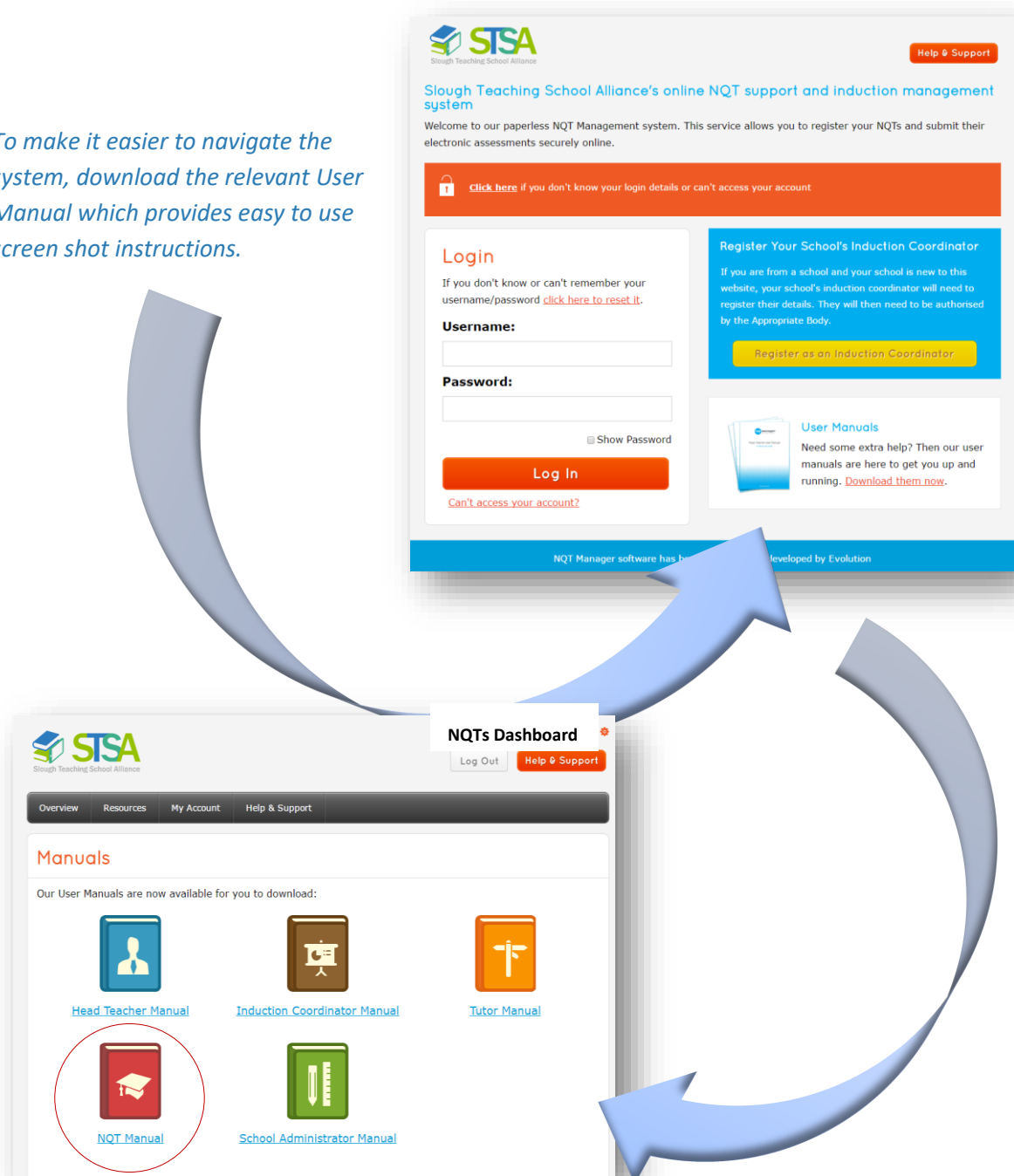
## NQT Manager

This is an online management tool to support the induction period. This logs every stage and includes Mentor/Tutor and NQT feedback through your termly assessments. The Head, the Mentor/Tutor and the NQT work collaboratively to agree and sign off each stage of the process. Your Mentor/Tutor will guide you through the process but for any further information or support please contact Janet Roberts at the Slough Teaching School Alliance ([janetroberts@lgs.slough.sch.uk](mailto:janetroberts@lgs.slough.sch.uk))

To access NQT manager go to:

<https://slough.nqtmanager.com/Login.aspx>

*To make it easier to navigate the system, download the relevant User Manual which provides easy to use screen shot instructions.*



## Viewing your details

Once you have been registered and received log in details and password you then have access to your own Dashboard.

The screenshot shows the 'NQTs Dashboard' with a sidebar menu on the left containing: Overview, Resources, My Account, Help & Support, Documents - NQTs name, NQT Overview, Personal Details, Training Information, Monitoring Tutor, Contract Details, Print Details, Previous Schools, and Documents. The main content area is titled 'Documents - NQTs name' and includes a sidebar with links to NQT Overview, Personal Details, Training Information, Monitoring Tutor, Contract Details, Print Details, Previous Schools, and Documents. The main text explains that this page is for uploading documents supporting the NQT's induction, such as observation reports, and lists the audience: the NQT, their monitoring tutor, the induction coordinator, the head teacher, and the Appropriate Body. A red warning states: 'Please do not upload your Assessments here. Assessments must be completed online - please go to the NQT's overview page to fill them in.' There is a red link 'Add a new document' and a table with columns 'Name' and 'Modified'. The table is currently empty, with a message: 'No Documents have been uploaded for this NQT.'

When you log into NQT Manager you will be taken to your overview page. From this page you can see a summary of:

- ▶ Your details
- ▶ Your current status
- ▶ FTE completed/remaining

*This stands for "full time equivalent" and basically shows how many terms you have completed.*
- ▶ Termly assessments

*When an assessment becomes available you will be click on a "complete" link next to the assessment.*

The screenshot shows the 'NQTs Dashboard' with a sidebar menu on the left containing: Overview, Resources, My Account, Help & Support, Documents - NQTs name, NQT Overview, Personal Details, Training Information, Monitoring Tutor, Contract Details, Print Details, Previous Schools, and Documents. The main content area is titled 'NQTs name' and includes a sidebar with links to NQT Overview, Personal Details, Training Information, Monitoring Tutor, Contract Details, Print Details, Previous Schools, and Documents. The main text displays a summary of the NQT's details, including: Status: Authorised, Teacher Ref No. (DCSF): [redacted], Date QTS was Awarded: 01/07/2016, DOB: 02/07/1994, Start Date of Induction: (at this school) 05/09/2016, School: [redacted], Tutor: [redacted] / Mentor name, Completed FTE: 1, Contract FTE: 1, Remaining FTE: 2, Assessments Completed: 2, Next Assessment Due: Not available, Estimated End Date: 21/07/2017, and Number of Days Absence: 0. Below this is a section titled 'Termly Assessments' with a table showing the following data:

Term	Grade	FTE	Term	Status	Action
1	B	1	05/09/2016 - 20/12/2016 Due: 20/12/2016	Reviewed	<a href="#">Print</a>
2	B	1	03/01/2017 - 31/03/2017 Due: 31/03/2017	With Appropriate Body	<a href="#">Print</a>



### Building an Evidence Portfolio

NQTs are assessed against the Teaching Standards and there needs to be substantive evidence to support what is written in the end of term reports. It is up to schools how they want to gather this evidence. Many will ask NQTs to keep a folder with examples of what they have done, either in hard copy or electronically. If this is the case, it should not be overwhelming in size, but concise, to the point and giving just a few of the best examples of practice.

Reviewing progress towards meeting the standards should be discussed with your mentor regularly, but that is not the most important aspect of the mentor's role. They are there to support your development as a teacher, and to help you settle into the school.

There is a 'Tracker' on NQT manager which can be used instead of building a standalone profile, but we would urge you to take a copy as this will be lost once the NQT year is complete, or if you moves to another Appropriate Body that does not use NQT Manager.

## Taken from the statutory guidance on induction for newly qualified teachers (England)

[www.education.gov.uk/aboutdfe/statutory/g00212895/induction-nqts-england](http://www.education.gov.uk/aboutdfe/statutory/g00212895/induction-nqts-england)

### Formal assessments

- 2.39 NQTs should have formal assessments carried out by either the Headteacher/Principal or the induction tutor. These could be undertaken on a termly basis so that they have three per year (see Section 5 for further information about roles and responsibilities). It is for institutions and NQTs to agree exactly when the assessment dates are set, which should occur as near to the end of each term as possible. Evidence used in assessments must be clear and transparent and copies provided to the NQT and appropriate body.
- 2.40 Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the relevant standards. NQTs should be kept up to date on their progress. **There should be no surprises.**
- 2.41 Formal assessment reports should be completed for the first and second assessments. These reports should clearly show assessment of the NQT's performance against the relevant standards at the time of the assessment. A link to example forms on the DfE website can be found at the end of this guidance.
- 2.42 The final assessment meeting is at the end of the induction period and will form the basis of the Headteacher's/Principal's recommendation to the appropriate body as to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form.
- 2.43 Once assessment forms have been completed, the NQT should add their comments. They should then be signed by the induction tutor, Headteacher / principal and the NQT. Once signed, the NQT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

### Interim assessments

- 2.44 When an NQT leaves a post after completing more than one term in an institution but before the next formal assessment would be required, the Headteacher/Principal should complete an interim assessment. This should take place before the NQT leaves their post to ensure that the NQT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the NQT leaves during their final term of induction.

## Raising concerns

- 2.45 An NQT should normally raise any concerns about their induction programme with their induction tutor. If the matter is not resolved, the NQT may notify the named contact at the appropriate body (see para 2.25) who should, as soon as possible, investigate the issues raised.

## Completing the induction period

- 2.46 An NQT completes their induction period when they have served:
- ▶ the full-time equivalent of a standard school year (usually three terms); or
  - ▶ a reduced period (as agreed with the appropriate body and Headteacher/Principal) based on previous teaching experience (see paras 3.2–3.4); or
  - ▶ an extension to that period, because of absences occurring during the period; or
  - ▶ an extension following a decision by the appropriate body or the Appeals Body.
- 2.48 The appropriate body makes the final decision as to whether or not an NQT's performance against the relevant standards is satisfactory, drawing on the recommendation of the Headteacher/Principal.
- 2.52 If the appropriate body decides to extend the period of induction or that the NQT has failed to complete their induction period satisfactorily, they must inform the NQT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.
- 2.53 Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.
- 2.54 An NQT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the NQT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the NQT within ten working days of being told of the outcome of the hearing.
- 2.55 The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

## Extending an induction period to account for ad hoc absences

- 3.6 The induction period is automatically extended prior to completion when an NQT's absences during the period total 30 days or more (with the exception of statutory maternity leave (see para 3.7)). In these circumstances, the induction period must be extended by the aggregate total of days absent. If the NQT is unable to serve the extension in the same school/institution, the

minimum period of employment of one term or equivalent must be served in a new school/institution.

### **Extension of the induction period after induction has been completed**

3.8 The appropriate body has the option, when making its decision at the end of the induction period (see paras 2.49–2.52), to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the NQT to have demonstrated satisfactory performance against the relevant standards for other reasons. These might include:

- ▶ personal crises;
- ▶ illness;
- ▶ disability;
- ▶ issues around the support during induction; or
- ▶ where there is insufficient evidence within induction documentation for a decision to be made about whether the NQT's performance against the standards is satisfactory.

3.9 An NQT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances, the minimum period of employment must still be served as the NQT will be working in a new institution.

3.10 If an NQT leaves an institution having started but before completing their extension, the Headteacher/Principal should complete an interim assessment form and notify the appropriate body.

### **Action in the event of serious capability problems**

4.4 In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

4.5 Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another institution, as all NQTs must complete a full induction period before they can be judged to have failed induction.

### **Making an appeal against a decision by the appropriate body**

4.6 If an NQT fails induction, or has their induction extended, the appropriate body must advise the NQT of their right to appeal, who to appeal to, and the time limit for doing so. In England the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of

State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

- 4.7** Further guidance about the appeals process is available at:  
<https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

## Roles and responsibilities

### The NQT

- 5.2** The NQT should:
- ▶ provide evidence that they have QTS and are eligible to start induction;
  - ▶ meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
  - ▶ agree with their induction tutor how best to use their reduced timetable allowance;
  - ▶ provide evidence of their progress against the relevant standards (see para 1.5);
  - ▶ participate fully in the agreed monitoring and development programme;
  - ▶ raise any concerns with their induction tutor as soon as practicable;
  - ▶ consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
  - ▶ keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
  - ▶ agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
  - ▶ retain copies of all assessment forms.

## Frequently asked questions

For the full statutory guidelines follow the link below:

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

### Newly qualified teachers

---

**Q** Can part-time teachers do induction?

**A** Yes, if they have a contract for a term or more. For instance, the induction period for a teacher working 50 per cent of the time will need to last for six school terms (at a school that has a 3-term academic year)

---

**Q** Is there a time limit between qualifying and starting induction?

**A** No. You can also take a break after the first or second of the three terms in the induction period if you need to. The only thing that has a time limit is supply work.

---

**Q** When must Newly Qualified Teachers (NQTs) start induction?

**A** There is no time limit for starting induction following the award of Qualified Teacher Status (QTS). It is best to complete induction as soon as possible after being awarded QTS to build on and strengthen the skills gained during initial teacher training (ITT).

---

**Q** Am I entitled to PPA time as well as my 10 per cent reduced timetable?

**A** Yes. Maintained schools must give all teachers (including NQTs) ten per cent of normal timetabled teaching time for lesson planning and preparation. It is up to schools and how this is organised. All NQTs undergoing statutory induction should only be timetabled to teach for 90 per cent of what other teachers in the school do.

---

**Q** The school is unable to give 10 per cent release time.

**A** It is a statutory duty of headteachers to give NQTs only a 90 per cent timetable.

---

**Q** My non-contact time is often cancelled because of staff sickness?

**A** There may be times when this happens, but your non-contact time should be protected as far as possible and, if missed, should be made up some other time.

---

**Q** Is my school allowed to continually ask me to cover during my non-contact time?

**A** According to the School Teachers' Pay and Conditions Document, teachers are supposed to "do cover only rarely and in circumstances that are not foreseeable". However, this is only statutory in maintained schools, not academies or free schools. You are expected to do what the Head asks of you, within the terms of your contract and that may include covering for colleagues in some circumstances.

---

---

**Q What happens if I do not pass induction?**

**A** If your Headteacher and Appropriate Body think that you do not meet the Teaching Standards and you do not pass your induction you will not be allowed to teach in a maintained school or non-maintained special school in England. However, this does not prevent you from teaching in other settings where statutory induction is not mandatory.

You can appeal against the decision. In England the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council. Further guidance about the appeals process is available at:

<https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

---

**Q Do you lose QTS if you do not pass induction?**

**A** No, you can never lose your QTS.

---

**Q If an NQT fails their induction, can they take it again?**

**A** No. No one may serve more than one induction period.

---

**Q What standards will be used to assess the performance of teachers in their induction year?**

**A** You must meet all of the Standards for Teachers, both Part 1 and Part 2.

---

**Q How often should I be observed?**

**A** You should be observed regularly, and the first observation should happen within the first four weeks. Schools often observe NQTs each half term but the number of observations may vary according to the school's requirements. A variety of people can observe you teach: induction tutors/mentors, headteachers, heads of department, inspectors and representatives on behalf of the Appropriate Bodies

---

**Q Can NQTs take a break during their induction period?**

**A** Yes, NQTs can take a break for as long as they like, but during that period they cannot teach in maintained schools or non-maintained special schools, because they are obliged to continue with their induction programme if they are in a school where the programme is available. NQTs could do short-term supply teaching, and could also supply or teach in a school that does not require induction, e.g. an independent school.

---

**Q I am currently off school ill and will be off for a while. Is there a limit as to how many days you can have off during your induction period?**

**A** If you are absent for 30 school days or more your induction period is automatically extended. Remember that absence includes time off for compassionate leave, hospital appointments, graduation ceremonies, moving, interviews and strikes as well as sickness.

---

**Q When I pass my induction year how do I get my certificate?**

**A** As soon as your third/final assessment has been sent to the Teaching Regulation Agency by the Appropriate Body, (normally 1-2 months after your end date), you can then access your certificate from the Teacher Self-Serve Portal using the following link:  
<https://teacherservices.education.gov.uk/SelfService/Login>

## Teacher Self Service Portal

**This self-service website will allow you to:**

- View your teacher record
- Obtain electronic copies of your QTS and induction certificates
- Obtain electronic copies of relevant leadership qualification certificates
- Update your personal details
- Download a letter confirming your teacher qualifications
- Input your employment details

**To log into the website, you will need:**

- Teacher reference number (TRN)
- National insurance number
- Date of birth

*Teachers should use this service to update their personal details, including email, home addresses. Please refer to this site for these matters rather than the TRA helpdesk.*



## Standards for Teachers

### Preamble

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge pupils

- ▶ establish a safe and stimulating environment for pupils, rooted in mutual respect
- ▶ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- ▶ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- ▶ be accountable for pupils' attainment, progress and outcomes
- ▶ plan teaching to build on pupils' capabilities and prior knowledge
- ▶ guide pupils to reflect on the progress they have made and their emerging needs
- ▶ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- ▶ encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- ▶ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- ▶ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- ▶ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- ▶ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- ▶ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

- ▶ impart knowledge and develop understanding through effective use of lesson time
- ▶ promote a love of learning and children's intellectual curiosity
- ▶ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- ▶ reflect systematically on the effectiveness of lessons and approaches to teaching
- ▶ contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- ▶ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- ▶ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- ▶ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- ▶ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- ▶ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- ▶ make use of formative and summative assessment to secure pupils' progress
- ▶ use relevant data to monitor progress, set targets, and plan subsequent lessons
- ▶ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- ▶ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- ▶ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- ▶ manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them
- ▶ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8. Fulfil wider professional responsibilities

- ▶ make a positive contribution to the wider life and ethos of the school
- ▶ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- ▶ deploy support staff effectively
- ▶ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- ▶ communicate effectively with parents regarding pupils' achievements and well-being.