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# Induction of Newly Qualified Teachers (NQTs) Policy (LLT)



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## Rationale

The first year of teaching is not only very demanding but also of considerable significance in the professional development of a new teacher. The LLT induction process ensures the appropriate guidance, support and training and observations to enable our NQTs to form a secure foundation upon which a successful teaching career can be built.

## Working with Lydiate Learning Trust

There are many benefits of joining our Trust as an NQT. These include:

- A personalised development plan
- Support from named trained mentors and the central Trust educational support team
- A clear career path with the potential for progression across Lydiate Learning Trust

## Purpose

The LLT induction programme has been designed to meet the statutory requirement and to make a significant contribution to both the professional and personal development of NQTs.

The purpose of induction includes:

- To provide support appropriate to the individual needs of the NQT
- To provide individualised support through high quality mentoring
- To provide NQTs with examples of Outstanding classroom practice
- To help NQTs form productive relationships with all members of the school community
- To encourage reflection on their own and observed practice
- To provide opportunities to recognise and celebrate success
- To act quickly to help NQTs address any areas of concern
- To provide a foundation for longer-term professional development
- To ensure a smooth transition to prepare to help NQTs meet all the Teaching Standards
- To provide opportunities to identify areas of development

## Determining the length of the induction period

The length of the induction period an NQT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of one school year. The appropriate body makes the final decision about the equivalence to one school year in cases where the NQT serves induction in more than one setting.

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time NQTs) is one term. This applies to both permanent and long-term supply teaching posts. It reflects the need for each NQT to work in a stable environment and receive a personalised, supported and pre-planned induction programme. In addition, it is important that the NQT is in post long enough to enable a fair and reasonable assessment to be made of their performance.

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NQTs serving induction on a part-time basis at any point will need to serve the fulltime equivalent (FTE) of one full academic year. Therefore, an NQT working part time as a 0.5 FTE will need to serve induction for two academic years. It is for the school and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the NQT's working pattern.

## **Extending an induction period**

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). 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.

NQTs who take statutory maternity leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the NQT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an NQT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the relevant standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision

## **Roles and responsibilities**

All staff will be informed of the policy and encouraged to participate, wherever possible, in its implementation and development to enhance the Lydiate Learning Trust's Professional Learning Community.

## Governance

The Trust Board and each Academy Governing Committee (AGC) will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all statutory obligations. The Trust Board and AGC will be kept aware and up to date about induction arrangements and the progress of NQTs through the head teacher's report and/or direct contact with the NQT coordinator in school.

## The Head Teacher

Each Head Teacher in LLT plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to the NQT professional mentor, the Head Teacher will also observe each NQT. Statutory responsibilities are:

- ensure the NQT is in a suitable post in which to serve induction and meet statutory requirements of induction including timetable reduction
- ensuring an appropriate induction programme and support are in place
- recommending to the Appropriate Body whether an NQT has met the requirements for satisfactory completion of the Induction period.

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- appoint a NQT professional mentor and ensure that an appropriate cycle of observations and training takes place
- ensure the NQT Professional Mentor is appropriately trained and has time to carry out their role
- act early, alerting the Appropriate Body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily
- ensure third party observation of a NQT whose progress towards meeting the standards may be at risk
- maintain accurate records of periods of employment that will count towards the induction period and when NQTs leave the academy part way through a period
- participate in the Appropriate Body's quality assurance procedures
- monitor absences and notify the Appropriate Body at the point absence over the whole period total 30 days or more
- ensure termly assessment reports are completed (on pro rata time scale for part-time staff) and sent to the Appropriate Body as required
- consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period
- provide interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an NQT serving induction leaves the academy;
- retain all relevant documentation/evidence
- observe and give written warnings to any NQT at risk of failing to meet the Teaching Standards
- keep the governing body aware and up to date about induction arrangements and NQT progress

Whilst the Head Teacher may not delegate all of these responsibilities, many of the associated tasks will be carried out by the NQT Professional Mentor or other suitably experienced colleague.

## NQT Professional Mentor

The NQT professional mentor is responsible for the overall management of initiating NQTs into the teaching profession and into LLT systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of NQT performance. The NQT Professional Mentor must

- provide, or co-ordinate, training, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Appropriate Body where necessary);
- co-ordinate a minimum of 3 formal observations of the NQT's teaching and provide the NQT with copies of written summaries;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;

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- take prompt and appropriate action where an NQT appears to be experiencing difficulties; and
- ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadline

## Newly Qualified Teacher

The NQT has a vital part to play in their own induction. They must;

- provide evidence that they have QTS and are eligible to start induction
- meet with their NQT Professional Mentor to discuss and agree priorities for their induction programme and development, and keep these under review
- agree with the mentor how best to use their reduced timetable allowance
- use the transition documents from their ITT provider to support the induction programme;
- monitor their progress against the teachers' standards; participating fully in the agreed monitoring and development programme
- raise any concerns with their NQT Professional Mentor as soon as practicable
- consult their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues within the school
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- agree with their NQT Professional Mentor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period
- retain copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the NQT has a break/change of employer during the induction period.

## Subject Mentor

The NQT will have a subject mentor who will provide regular and ongoing support. The subject mentor will contribute to the judgements about the progress against teachers' standards. They will;

- Provide regular guidance and effective support including coaching and mentoring for the NQT's professional development
- Meet with the NQT to discuss progress towards termly objectives once per half term
- Take prompt, appropriate action if an NQT appears to be having difficulties
- Inform the NQT during the assessment meetings the judgements to be recorded in the formal assessment record and invite NQTs to add their comments
- Plan and deliver a bespoke CPD subject package
- Ensure that the NQT's teaching is observed (at least half termly) and timely feedback provided
- Carry out regular progress reviews throughout the induction period

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## Director of Learning/Head of department

- Provide guidance and support in the development of teaching methodology and implementation of the curriculum
- Complete regular learning walks/observations with feedback
- Liaise with NQT and subject mentor half termly to discuss training needs and progress towards teaching standards
- Provide guidance and support for all aspects of school QA processes.
- Intervene with an action plan if an NQT is having difficulties

## The Appropriate Body

The Appropriate Body, along with the head teacher, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The school works closely with the Appropriate Body to ensure that the statutory requirements are fully met.

The Appropriate Body is responsible for keeping a record for each NQT it has registered for induction. It should also monitor the return of assessment forms and contact the institution concerned when assessment forms have not been submitted or signed on time.

## Lead LLT Mentor

- Facilitate opportunities for Trust NQTs to network
- Support and provide guidance materials for mentors
- Review practise across the trust to ensure equality of provision
- Review NQT outcomes
- Report NQT progress to LLT Executive Team

## **Assessment and Quality Assurance**

The assessment of NQTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQTs development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment
- The NQT Professional Mentor will ensure that assessment procedures are consistently applied
- Copies of any records will be passed to the NQT
- Termly reports will give details of: areas of strength, areas requiring development, evidence used to inform judgement, targets for the coming term, support to be provided by the LLT.
- Lead LLT Professional Mentor for NQTs to review practise across the trust to ensure equality of provision.

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## **Interim assessments**

If an NQT leaves a post after completing one term or more but before the next formal assessment would be required, the Head Teacher/ NQT professional Mentor will complete an interim assessment. This should take place before the NQT leaves their post in order 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.

## **At risk procedures**

If any NQT encounters difficulties with meeting the Teachers' standards, the following procedures will be put into place.

- Recorded diagnosis of the exact nature of the problem and coaching/mentoring provided to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Early warning of the risk of failure will be given and the Trust / School's concerns communicated to the Appropriate Body without delay.

Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the head teacher will support the NQT Professional Mentor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to help a failing NQT improve.

## **Failure to complete induction**

Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in LLT. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory. An NQT working within LLT who has failed induction will 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. The Teaching Regulation Agency will 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 will notify them of their inclusion. This will only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

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## Record keeping

The appropriate body is responsible for keeping a record for each NQT Lydiate Learning Trust has registered for induction. It will monitor the return of assessment forms. Records should state the date an NQT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted on assessment forms at the end of each formal assessment period. Where an NQT has already completed part of their period in another institution, the NQT Professional Mentor will contact the NQT's previous appropriate body to obtain copies of any assessment forms (including any interim assessments). They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the NQT's progress by previous employers. The Teaching Regulation Agency keeps records of teachers who have completed or part-completed induction. Details of teachers who have passed or failed induction are available to Lydiate Learning Trust through the Employer Access Online service and this is checked as part of the safer recruitment procedures. As the Appeals Body, the Teaching Regulation Agency also keeps records of all appeals.

## Retention

Assessment reports are retained by LLT and the Appropriate Body for a minimum of six years. NQTs are advised to retain the original copies of their own assessment reports.

## Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance and if unresolved Lydiate Learning Trust.

Lydiate Learning Trust:

Ann Stahler, CEO/Executive Headteacher

Where the Trust and school does not resolve them the NQT should raise concerns with the named Appropriate Body

Deyes High School:

Sefton Improvement Team

Joanne Helm: [Joanne.Helm@sefton.gov.uk](mailto:Joanne.Helm@sefton.gov.uk)

Childwall Sports and Science Academy:

School Improvement Liverpool

Derek Stanley: [derek.stanley@si.liverpool.gov.uk](mailto:derek.stanley@si.liverpool.gov.uk)

## Policy Review

This policy will be reviewed annually or sooner if statutory guidance changes.

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

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## Appendix 1 – Timetable of Sessions

Jointly Planned Sessions	Sessions at Childwall Sports and Science Academy		Sessions at Deyes High School	
Overview of your NQT year Assessment documents Support mechanisms. What is expected during your NQT year How to manage your time. Teaching Standards	3:15 - 4:15	Thursday 12 <sup>th</sup> September	3:45 - 4:45	Tuesday 17 <sup>th</sup> September
High Classroom expectations. Classroom climate, behaviour management and parents evening preparation.	3:15 - 4:15	Thursday 26 <sup>th</sup> September	Lunch 12:30	Monday 7 <sup>th</sup> October
How to plan creative & effective lessons, ensuring good pace and pupils make progress. Organisation of pupil groups HATS, MATS, LATS,PP, EAL	3:15 - 4:15	Thursday 14 <sup>th</sup> October	3:30 - 4:15	Thursday 17 <sup>th</sup> October
The impact of a high quality learning environment. Engaging all learners	3:15 - 4:15	Wednesday 14 <sup>th</sup> November	3:45 - 4:45	Tuesday 5 <sup>th</sup> November
An inclusive approach. Planning for differentiation and the progress of all learners removing barriers to achievement	3:15 - 4:15	Wednesday 28 <sup>th</sup> November	3:30 - 4:15	Thursday 28 <sup>th</sup> November
NQT Manager/Assessment documents	3:15 - 4:15	Wednesday 4 <sup>th</sup> December	Lunch 12:20	Monday 2 <sup>nd</sup> December
Planning the ingredients of an outstanding lesson: Unpicking the importance of short term memory and retrieval based activities for long term retention of information.	3:15 - 4:15	Wednesday 15 <sup>th</sup> January	Lunch 12:20	Monday 2 <sup>nd</sup> March
Literacy across the curriculum	3:15 - 4:15	Wednesday 5 <sup>th</sup> February	3:15 - 4:15	TBC
Sharing best practice with starters and plenaries. AFL – Making effective use of Formative assessment to secure student progress	3:15 - 4:15	Wednesday 4 <sup>th</sup> March	3:45 - 4:45	Tuesday 14 <sup>th</sup> Jan
Teach Meet Sharing good practice/bring & brag. NQT Sign off	3:15 - 4:15	Wednesday 24 <sup>th</sup> June	3:45 - 4:45	Tuesday 9 <sup>th</sup> June
CPD / Portfolio Building and Career Paths. Final induction forms completion	3:15 - 4:15	Wednesday 8 <sup>th</sup> July	3:30 - 4:30	Date TBC
SEND strategies	3:15 - 4:15	Date TBC	3:14 - 4:15	Thursday 3 <sup>rd</sup> Feb

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**CPD Programme**  
**NQT PROFESSIONAL Mentor N. Kaye**

Welcome; NQT Teaching and Learning CSSA	3:15 - 4:15	Thursday 12 <sup>th</sup> September	Overview of your NQT year, Assessment documents, Support mechanisms. What is expected during your NQT year, how to manage your time. Teaching Standards
1. NQT Teaching & Learning CSSA	3:15 - 4:15	Thursday 26 <sup>th</sup> September	High Classroom expectations. Classroom climate, behaviour management and parents evening preparation.
2. NQT Teaching & Learning CSSA	3:15 - 4:15	Thursday 14 <sup>th</sup> October	How to plan creative & effective lessons, ensuring good pace and pupils make progress. Organisation of pupil groups HATS, MATS, LATS,PP, EAL
3. NQT Teaching & Learning CSSA	3:15 - 4:15	14 <sup>th</sup> November	The impact of a high quality learning environment. Engaging all learners
4. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 28 <sup>th</sup> November	An inclusive approach. Planning for differentiation and the progress of all learners removing barriers to achievement
5. NQT Teaching and Learning CSSA	3:15 - 4:15	Wednesday 4 <sup>th</sup> December	NQT Manager
6. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 18 <sup>th</sup> December	Planning for stretch & challenge through questioning, assessment, feedback & marking Inc. LLT marking & feedback policy
7. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 15 <sup>th</sup> January	Planning the ingredients of an outstanding lesson: Unpicking the importance of short term memory and retrieval based activities for long term retention of information.
8. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 5 <sup>th</sup> February	Literacy across the curriculum
9. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 4 <sup>th</sup> March	Sharing best practice with starters and plenaries. AFL – Making effective use of Formative assessment to secure student progress
10. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 25 <sup>th</sup> March	Numeracy across the curriculum
11. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 29 <sup>th</sup> April	Embedding the effective use of assessments (both formative & summative)
12. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 20 <sup>th</sup> May	Using data to support progress, set targets and plan lessons
13. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 8 <sup>th</sup> June	Raising attainment of underachieving students
14. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 24 <sup>th</sup> June	Teach Meet Sharing good practice/bring & brag. NQT Sign off
15. NQT Teaching & Learning CSSA	3:15 - 4:15	Wednesday 8 <sup>th</sup> July	CPD / Portfolio Building and Career Paths. Final induction forms completion
16. NQT Teaching & Learning CSSA	3:15 - 4:15	Date TBC	SEND strategies

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 <b>DEYES HIGH SCHOOL</b> <small>TYDIATR LEARNING TRUST</small>		<b>CPD Programme</b> <b>NQT professional Mentor J. Iddon</b>	
Deyes High	TBC	Wednesday 4 <sup>th</sup> September	Overview of your NQT year, Assessment documents, Support mechanisms (JID)
Deyes High	Lunch 12.30	Monday 16 <sup>th</sup> September	Sims/questions/sharing practise (JID)
Collaborative – Maricourt	3.45 – 4.45	Tuesday 17 <sup>th</sup> September	What is expected during your NQT year, How to manage your time, Teaching Standards/ Ofsted Framework
Deyes High	Lunch 12.30	Monday 7 <sup>th</sup> October	High Classroom Expectations, Classroom Climate. (JID)
Deyes High	3.30-4.15	Thursday 17 <sup>th</sup> October	How to plan creative and effective lessons. Managing time and workload. (JGE)
<b>Half term 2</b>			
Collaborative – Maghull	3.45-4.45	Tuesday 5 <sup>th</sup> November	Behaviour for learning. Establishing a framework for behaviour including a range of strategies such as praise, sanction and rewards.
Deyes High	3.30-4.15	Thursday 28 <sup>th</sup> November	The learning pit, how to engage all learners, boy's engagement. (BSH)
Deyes High	Lunch 12.20	Monday 2 <sup>nd</sup> December	NQT Assessment documents/ Staff workload/Well-being (JID)
<b>Half term 3</b>			
Deyes High – Collaborative	3.45-4.45	Tuesday 14 <sup>th</sup> Jan	Sharing best practice with starters and plenaries. AFL – Making effective use of Formative assessment to secure student progress (JID)
Deyes High	3.14-4.15	Thursday 3 <sup>rd</sup> Feb	SEN at Deyes/ Planning to support all/ removing barriers to achievement (NWE)
Deyes High – Collaborative	3.45-4.45	Tuesday 11 <sup>th</sup> Feb	Differentiation – a closer look at strategies to stretching and challenge all learners. (JID)
Deyes High	3.15-4.15	TBC	Behaviour Management strategies (CPA)
<b>Half term 4</b>			
Deyes High	Lunch 12.20	Monday 2 <sup>nd</sup> March	Unpicking the importance of short-term memory and retrieval-based activities for long term retention of information. (JID)
Deyes High	Lunch 12.20	Monday 30 <sup>th</sup> March	Paper work /Wellbeing (JID)
<b>Half term 5</b>			
Collaborative – Maghull	3.45- 4.45	Tuesday 28 <sup>th</sup> April	Using data to support progress, set targets and plan lessons
Deyes High	3.15-4.15	TBC	Literacy across the curriculum (MPY)
<b>Half Term 6</b>			
NQT Teaching and Learning- Collaborative	3.45-4.45	Tuesday 9 <sup>th</sup> June	Life as an RQT
NQT Teaching and Learning	3.30-4.30	Date TBC	CPD / Portfolio Building and Career Paths. Final induction forms completion/ Bring and Brag

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