

George Abbot Teaching School NQT Awarding Body

School Partnership Agreement 2020 – 2021

Context

Since 2013 Teaching Schools have been able to act as an Awarding Body, which previously could only be carried out by Local Education Authorities. As an Awarding Body, George Abbot Teaching School can register Newly Qualified Teachers (NQTs) for their Induction period.

The Awarding Body must be assured that any NQT that they have the responsibility for is meeting each of the Teachers Professional Standards (TPS) in a consistent and sustained way. In order to do this the NQT requires access to adequate professional support and 10% additional non-contact time in order to develop their knowledge, skills and understanding of their subject and pedagogy. Additionally, NQTs must meet Part 2 of the TPS at all times.

The guiding principle is 'are the pupils taught by the NQT making good or better progress over time?'

Core Principles

In response to this George Abbot Teaching School has developed its Awarding Body requirements taking into account the following core principles. It is assumed that schools:

- want a highly expert workforce, whatever their career stage
- value the need for any colleague to endorse and contribute to the life and ethos of the school
- have systems in place for supporting NQTs, allowing them to reach their potential
- understand that immediately following the induction year teachers are required to be consistently 'good' or are being supported to reach this standard
- recognise the continuum of professional development leading to Performance Related Pay

In addition, the George Abbot Teaching School Awarding Body is acutely aware of the current workload issues on all staff but in particular those most likely to be mentors and assessors. As a result, the reporting at each assessment point has been deliberately kept to a minimum.

The school will be provided with access to an online tool for the duration of the NQT induction period. We have created **optional** guidance that schools might use in addition to, or in place of, any school specific systems. For example, whilst we do not require that this be submitted at assessment points, it might be good practice for the NQT to assemble a succinct portfolio of evidence against the TPS. It would be excellent preparation for future performance management and PRP processes (please see separate Supplementary Guidance Handbook). Should an NQT have to be placed on the cause for concern process this would be required.

Please read this agreement in conjunction with DFE statutory guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696428/Statutory_Induction_Guidance_2018.pdf

Training:

Assessors, Mentors and NQTs are required to attend an (online) training session (covering the expectations of the Awarding Body and demonstrating the use of the online system) on either:

- **TBC September 2019, 4.00-6.00pm**
- **TBC September 2019 4.00-6.00pm**
- **TBC September 2019, 4.00-6.00pm**
- **TBC September 2019, 4.00-6.00pm**
- **TBC September 2019, 4.00-6.00pm**

Held at GEP Academies based at George Abbot School, Woodruff Ave, Burpham, GU1 1XX

NQTs are also required to attend 4 termly CPD/Networking Twilights (Secondary) – dates tbc in due course. (There will be 6 sessions per year and it would be beneficial to attend all if possible)

NQTs are also required to attend 3 termly CPD/Networking Twilights (Primary) – dates tbc in due course. (There will be 5 sessions per year and it would be beneficial to attend all if possible)

In order to register with us as an Awarding Body, please:

- **read, complete and return pages 3-7 of this partnership agreement**
- **confirm which of the training sessions your school will be attending**

For Multi-Academy Trusts registrations, we will also require:

- the MAT to collate and forward signed partnership agreements from each school
- one excel spreadsheet containing the details from each NQT summary registration form (all MAT schools must be included on the same spreadsheet)

Please return to jblackwood@georgeabbot.surrey.sch.uk no later than Friday 10 September 2020 for September registration.

Thank you for choosing George Abbot Teaching School Awarding Body.

Contact information E: jblackwood@georgeabbot.surrey.sch.uk
T: 01483 888047

AWARDING BODY REQUIREMENTS AND PARTNERSHIP AGREEMENT

A signed partnership agreement is a requirement for all schools choosing to register their Newly Qualified Teachers with George Abbot Teaching School Awarding Body. Please read, complete and return pages 3 to 7 of this document to jblackwood@georgeabbot.surrey.sch.uk

The Newly Qualified Teacher (NQT)

This member of staff must have completed a UK Initial Teacher Training programme (or equivalent EU or commonwealth exempt programme) and been awarded QTS. This must include the successful completion of the skills tests in literacy and numeracy.

The NQT can complete their induction on a part time contract although the assessment points and arrangements in this case will be individually negotiated.

The NQT will be required to complete an online profile in conjunction with their mentor. This **MUST** include all documents/evidence associated with the formally observed lesson at the termly assessment point and the formally observed lesson at the mid term point conducted by the mentor. This observation should be of a complete lesson. This is supported by brief summary comments provided by the mentor against each Teacher Standard with a judgement. The school based assessor also confirms the authenticity of the evidence and progress, and verifies that all evidence submitted has been anonymised.

As a minimum each NQT will be entitled to:-

- a personal trained mentor
- 10% additional non-contact time
- at least one weekly meeting with their mentor
- half termly formally recorded lesson observation of a whole lesson
- mid-term review between mentor and NQT
- a termly assessment conducted by a trained assessor in conjunction with the mentor which will include a formal observation of a whole lesson, debrief and review of the supporting evidence and profile
- access to appropriate technology to support completion of assessment requirements
- termly progress check by the school based senior mentor
- their evidence being reviewed by their Headteacher
- their evidence being reviewed by the Awarding Body
- Teaching School CPD/networking sessions which NQTs are expected to attend

Assessment deadlines will NOT be altered for assessment point one and two. Requests for an extension may be negotiated for assessment point 3. This would have to be notified in advance by the school to GAAB in order for any extension to be negotiated.

Any absence due to ill health of an NQT for more than 30 days will be subject to an automatic extension at assessment point 3 in line with the current DfE statutory guidance.

The NQT Mentor

It is expected that the school-based mentor will be a phase specialist (primary) / subject specialist (secondary) but will not necessarily be the line manager (phase leader / subject leader/ head of department / head of faculty)

As a minimum each NQT mentor should:

- complete any initial training provided by the Awarding Body in preparation for their first year as an NQT mentor
- complete any follow up training provided by the Awarding Body
- have a sound understanding of the requirements of the Induction year and Teachers' Professional Standards in particular
- **meet weekly with their NQT** to provide support and appropriate targets for improvement for their NQT
- formally observe a complete lesson of their NQT at least half termly
- provide feedback on the progress of their NQT to the assessor and school based senior mentor
- review the progress of the NQT's evidence and use of the 10% additional non-contact time
- complete the commentary section against each standard on a termly basis
- check that all documents/evidence submitted by the NQT comply with current Data Protection regulations

The school-based NQT Assessor

It is expected that the school based NQT assessor will not be the NQT's mentor. They are likely to be an experienced middle leader or senior leader.

As a minimum each assessor should:

- complete any initial training provided by the Awarding Body in preparation for their first year as an NQT assessor
- complete any follow up training provided by the Awarding Body
- conduct a termly assessment of the NQT which should include a:
 - review the NQT's evidence against the Teachers' Professional Standards
 - formal observation of a complete lesson and debrief conducted in conjunction with the mentor at each assessment point
 - a summative commentary on the NQT's progress against the Teachers' Professional Standards on a termly basis
 - a recommendation to confirm, or otherwise, that the NQT has met the Teachers' Professional Standards on a termly basis

For an NQT not meeting the Teacher Professional Standards:

- work with the Mentor, Professional Tutor and NQT to develop a support plan and provide the Headteacher and Awarding Body with a copy of this and provide regular updates regarding progress

The school-based Professional Tutor

This is likely to be a member of the school leadership team or a senior middle leader with a specific responsibility for the schools' NQT induction processes. It may be that the professional tutor and the assessor are the same person.

As a minimum the school based Professional Tutor should:

- complete any initial training provided by the Awarding Body in preparation for their first year as an NQT senior mentor
- provide a complete list of all NQTs to the Awarding Body with their ITT providers listed
- advise their Headteacher as to what level of Awarding Body support package is required for individual NQTs
- complete an informal lesson observation for at least 20 minutes within the first 4 weeks of appointment
- review the progress of the NQT with the mentor and assessor at least termly and complete a summative comment on the NQTs progress against the Teachers' Professional Standards
- provide additional support should the NQT and/or mentor require it
- contact the Awarding Body in a timely manner should an NQT be at risk of failing to meet the teachers' Professional Standards and put in place a support plan (as appropriate)
- ensure that the registration and assessment information provided for the Awarding Body is accurate
- facilitate any visits by the Awarding Body
- attend any relevant meetings set up by the Awarding Body

The Headteacher

- will endorse the contract between the school and the Awarding Body confirming the level of support package that has been agreed for individual NQTs
- will provide the NQT with an appropriate timetable which includes 10% additional non-contact time
- will ensure that NQTs, their mentors and assessors are provided with support in order to complete the requirements of the Awarding Body, including attendance at relevant training events and NQT CPD/networking events
- will confirm (or otherwise) that the NQT(s) have met the Teachers' Professional Standards, on a termly basis OR endorse and monitor any support plan for an NQT not meeting the Teacher Professional Standards
- ensure that the NQT(s) have met all the child protection requirements including a current DBS check
- will check that all documents submitted comply with current Data Protection and GDPR regulations, particularly in relation to the sharing of personal data
- will agree that the data contained within the NQT profile can be shared, as required with the Awarding Body, NCTL (for the purposes of registering and confirming NQT induction status) and the provider of the online tool

George Abbot Teaching School Awarding Body (GATSAB)

GATSAB will ensure that all applications to the Awarding Body are processed in a timely manner ensuring that:

- George Abbot School is not the employing school
- George Abbot School SCITT (previously AP) was not responsible for that NQT's Initial Teacher Training*
- all national legal frameworks are met
- the termly uploading of assessment information to the national database is completed by the required deadlines and reflects the even distribution of NQTs to individual Teaching Schools
- all stakeholders receive appropriate, relevant and timely information
- appropriate assessment evidence recording systems are available to participating schools
- participating schools are provided with access to an online tool for the duration of the NQT induction
- professional tutors, mentors and assessors have access to high quality professional development to support their roles
- a team of experienced, well trained peripatetic assessors is available for interventions should any school/NQT require this at an additional cost of £350 per day (to be paid on a daily rate)
- schools are invoiced for Awarding Body services annually during term 1. Once an NQT has been registered refunds will not be provided if an NQT resigns prior to completing their period of Induction
- partnership agreements are signed and in place for all schools
- agreed paperwork and protocols are in place and being used by all schools
- adequate Quality Assurance procedures and evaluations take place
- a clearly defined cause for concern (C4C) process is in place, including an appeals process and that any school/NQT requiring additional support is able to access this in a timely manner
- assessments are reviewed and any appropriate interventions are put in place
- termly summary reports on the assessments, financial reports and annual quality assurance and evaluation reports are submitted to the Teaching Schools
- advertising and marketing of the Awarding Body role is undertaken
- a range of optional packages with an agreed fee structure for participating schools is provided
- in line with Data Protection and GDPR regulations, as the data processor, obtain and process data provided by the school to fulfil the requirements of the NQT induction process. This information will be removed from the online tool after 6 years

*arrangements can be made to secure the services of an Awarding Body in the circumstances where a minority of NQTs would fall into this category

GUIDE PRICING STRUCTURE

Our package includes registration, profile documentation and appropriate review. This will be offered via an on-line tool which is reviewed by a member of the Awarding Body core team who would contact the employing school as appropriate.

If the George Abbot Teaching School Awarding Body has concerns resulting from the review of the termly profile submitted by schools for each NQT, at each assessment point, the school will be required to have a Quality Assurance visit. This will accrue an additional cost of £350 per day.

Type	Package description	Cost
1.	Checking of assessment reports on termly basis; processing the NQT registration & final recommendation requirements; end of year evaluation; initial mentor/assessor and NQT training session, Termly Triad visits, NQT CPD/networking twilights. Site visit if required is charged at additional cost (see below)	£295 pp (reduced to £275 pp if registering more than 6 NQTs at one time)

ADDITIONAL FEES

Awarding Body assessment support (on request or in response to issue)	£350 pd
Additional Mentor and Assessor support and training (outside usual Awarding Body offer)	£100 pp

This partnership agreement has been drawn up by George Abbot Teaching School and:		
Confirmation that the named teacher(s)		
<ul style="list-style-type: none"> ○ is eligible to complete the required period of induction ○ meets all current child protection legislation requirements 		
Headteacher signature:		Date:
Awarding Body Signature:		Date:

School Information						
Name of school						
School address						
Contact number						
Name of Headteacher and email						
School URN number (6 digit number, can be found on GIAS)						
Teaching phase (circle as appropriate)	KS1	KS2	KS1 & KS2	KS3 & KS4	KS3 – KS5	KS4 & KS5
Senior mentor/Professional Tutor (main contact) and email						
Number of NQTs						
School type	Maintained	Academy	Academy Trust	Free	Independent	
Teaching School Alliance (if any)						

SUMMARY NQT REGISTRATION FORM 2020/21

Name of school:

NQT name	TRN	DoB	f/t or p/t*	Key Stage taught	Start date	End date	ITT provider	NQT school e-mail	School-based Prof Tutor name and email	School-based Assessor name and email	School-based Mentor name and email
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

*** Full/Part-time**

- 0.6 FTE contract – 5 terms to complete induction
- 0.8 FTE contract – 4 terms to complete induction
- 1.0 Full-time – 3 terms to complete induction (1 academic year)

Full-time NQT submission dates – September 2021 start:

- Term 1 – 3 December 2020
- Term 2 – 17 March 2021
- Term 3 – 6 July 2021

Headteacher signature:	Date:	Awarding Body Signature:	Date:
------------------------	-------	--------------------------	-------

AWARDING BODY ADDITIONAL ELEMENTS AND INFORMATION

Please read in conjunction with DFE statutory guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696428/Statutory_Induction_Guidance_2018.pdf

As an Awarding Body we are able to offer a variety of support which employing schools may choose to adopt, adapt or may not want to use. These are contained separately in the Supplementary Guidance Handbook. It is anticipated that the Senior Professional Tutor/Senior Mentor will determine which of these, if any, will be used in the school.

Cause for Concern

Should an NQT fail to meet the Teachers Professional Standards at any stage throughout the year the George Abbot Teaching School Awarding Body has developed a 'Cause for Concern' process which employing schools will be expected to follow. It is vital that employing schools alert the Awarding Body as soon as there are concerns about the progress that an NQT is making. In this way early support can be put in to place. This increases the chances that this will be successful in enabling the NQT to complete their Induction year and meet the requirements of the Teachers Professional Standards. The full Cause for Concern procedures are outlined in the Supplementary Guidance Handbook.

Additional Support

Many schools will have a great deal of expert experience of working with NQTs. They will have well developed school-based systems that support this process. These might be Induction specific or for more generic professional development. The George Abbot Teaching School Awarding Body has developed a number of pro-forma and guidance documents which, whilst not requirements, may be helpful. School might also choose to adapt these to better meet their own context.

This support might be particularly useful for:

- working with inexperienced mentors
- providing a more detailed structure for supporting NQTs in how to meet the Teachers Professional Standards prior to the termly assessment
- exemplifying good evidence for each Teacher Professional Standard

These documents include:

- evidencing the standards (guidance and suggestions)
- weekly meeting (a pro-forma for NQTs)
- NQT individual development plan
- NQT observation record
- reviewing progression in each TPS (breaks down each TPS and describes what this might look like at different 'levels')
- observing lessons and reflecting on practice (linked to what questions observers might ask)

EVIDENCING THE TEACHERS' STANDARDS

The NQT is required to provide evidence that they have met each of the Teacher Standards. **The evidence must include:**

- the mid 'term' formally observed lesson - **anonymised** lesson plan, associated teaching and pupils' materials, the observation report and relevant pupil data and feedback/marking
- the end of assessment point materials – **anonymised** lesson plan, associated teaching and pupils' materials, the observation report and relevant pupil data and feedback/marking

Range of evidence

Primary phase

By the end of the induction phase NQTs should be assessed at least once teaching maths, English and one foundation subject as a minimum and the observation reports and associated materials submitted as evidence.

Secondary phase

By the end of the induction phase the NQT should be assessed teaching in at least 2 key stages. If the NQT is only teaching in one Key Stage they should be assessed teaching in at least two year groups (NOTE: This should have been notified to the Awarding body on the registration form).

This is the only evidence the Awarding Body require with each assessment point submission. The school may require further evidence to be kept in a separate file of evidence but this should not be uploaded on the NQT Manager system.

Structure for the uploading of evidence into NQT manager

Evidence must be:

- Anonymised (removing all student personal data)
- Uploaded to the NQTs overview 'documents' area on NQT Manager (ideally a min. of 2 weeks prior to the assessment date)
- Named appropriately for easy identification – by the end of the induction period, the evidence for all 3 assessment points will be stored in this area (6 lesson observations and associated supporting documentation) so must be easy to identify.

Evidence for each formally observed lesson should be uploaded as a series of files prefixed with the identifiers as below;

NQT evidence identification:

	Observation 1 (date & class/subject) lesson plan
	Observation 1 (date & class/subject) observation report
	Observation 1 (date & class/subject) teacher resource
	Observation 1 (date & class/subject) pupil resource HA/MA/LA
	Observation 1 (date & class/subject) pupil progress information
	Observation 1 (date & class/su...marking and feedback examples
	Observation 2 (date & class/su...at previous pattern of file names
	Observation 3 (date & class/su...at previous pattern of file names
	Observation 4 (date & class/su...at previous pattern of file names
	Observation 5 (date & class/su...at previous pattern of file names
	Observation 6 (date & class/su...at previous pattern of file names

By the end of the Induction year (or FTE) the NQT should have uploaded 6 folders/bundles of evidence. 2 per assessment period (one term or FTE). *Therefore 'formal observation 1 and 2' will refer to assessment period (term) 1, 'formal observation 3 and 4' will refer to assessment period (term) 2, 'formal observation 5 and 6' will refer to assessment period (term) 6.*

- It is important that each folder includes the date of the formal observation as part of its title as well as the subject (for primary colleagues) or the class (for secondary colleagues).
- The only other document that should be uploaded, unless otherwise requested by the Awarding Body, is any support plan that has been agreed. A reviewed version of this should be uploaded at the end of each assessment period.
- Whilst we have attempted to keep the paperwork requirements to a minimum it is important that what is submitted provides robust evidence to support the judgements that are made. For this reason it is expected that the lesson planning for these formally observed lessons for the assessment process will be detailed and not use summary processes, such as the '5 minute lesson plan'. (Whilst schools will have their own paperwork which is routinely used for this purpose we have provided lesson planning and observation templates for schools to use if they choose to. These give an indication of the level of detail that we need.)
- Annotated seating plans should include current and target grades/levels and any additional information that the teacher uses to inform planning and teaching such as SEN /PP etc.
- The NQTs own evaluation of their lesson might be as a written response on the observation form or as notes made on their own lesson plan as reminders for when that lesson / class is taught again. In this case the original lesson plan could be scanned or photographed for inclusion in the evidence folder.

FREQUENTLY ASKED QUESTIONS

How many pieces of evidence should I collate each term?

The evidence required for submission is that associated with the two formally observed lessons per term conducted by the mentor and, at the end of term, the assessor. They will be of complete lessons.

Do I have to collate evidence for all Teaching Standards?

The evidence we require usually covers all of the Teaching Standards without the need for additional evidence.

Can I use lesson observations undertaken by my Mentor and Assessor as evidence?

Lesson observations undertaken by your mentor MUST be included each term, as outlined above. This is the only evidence that is required for submission. You should endeavour to include your lesson plan, resources, seating plan, feedback to pupils and any evaluation/reflection alongside the observation report. Your lesson observations should demonstrate that progress is being made and that the standards are being embedded within your practice. The lesson observations should show that you are acting on the targets set. The Assessor's lesson observation report should support the evidence and judgements presented. All personal data must be removed in line with Data Protection/GDPR.

If I provide evidence for all of the standards within Term 1, have I passed my Induction year?

Evidence needs to be collated **throughout** the year to show that the standards are being embedded within your teaching practice. The standards have been exemplified at 4 levels in order to track your progress throughout the year. These are 'Cause for Concern', 'Developing', 'Consolidating' and 'Expert'

What makes for a good piece of evidence?

A good piece of evidence is one which clearly shows the best of your usual practice. It may be appropriate to annotate briefly to help the reader understand the observation pack evidence. Over the induction period it should also show how your practice is being developed and consolidated. You should reflect on what you have learnt, the impact that your teaching is having and what action you will take in the future.