

Considerations for Newly and Recently Qualified Teachers 2020

For those gaining QTS through the School Direct unsalaried or PGCE routes, teachers starting their NQT year in September 2020 will not have had as much classroom experience as in more normal times and may never have been responsible for a class on their own. Similarly, those completing the NQT phase in Summer 2020 will have had a disrupted chunk of time, coinciding with the period when they receive a great deal of support and mentoring and when they have gained the confidence to try out new things in the classroom. School is going to be a daunting place for both groups so they deserve special consideration. The suggestions below outline the ideal – and good luck with that!

1. Continue to provide a Subject Mentor throughout the Autumn Term to provide fortnightly mentor meetings and carry out the further observations that will have been missed. If meetings could be weekly initially, that would be even better.
2. Select mentors carefully. It will need to be experienced mentors who are enthusiastic about the role and understand that the NQT or RQT will not be at the same developmental stage as would normally be expected and they will most certainly will not be the finished product. If necessary, consider using a mentor from a different subject.
3. Carry out lesson observations jointly; the Subject Mentor and Induction Tutor together can reflect together on supportive, developmental targets and professional learning needed.
4. Use Assessment 3 (or placement reports) to start a discussion to identify the specific support needed for each teacher.
5. When timetabling, if there is any flexibility in the department, allocate any additional non-contact time to NQTs or RQTs. Any reduction in teaching time would be very valuable and supportive.
6. Think carefully about the timetable, allocating classes which will enable them to continue developing their skills without providing additional stress. Will the NQT or RQT be taking on GCSE and A Level classes for the first time? If so, could it be limited to just GCSE or A Level?
7. It is likely that NQTs will need help with lesson planning so make this an early part of the professional learning programme.
8. Make them co-tutors rather than form tutors if at all possible. If using them as tutors is unavoidable, consider how reliable and effective support networks will be.
9. Avoid asking NQTs or RQTs to teach outside their subject specialism. If this is unavoidable, make sure there is robust support in place.
10. NQTs and RQTs should have priority for rooming, e.g. in a very visible area where people can see what is going on easily, near the subject office and based in the same teaching room as far as possible.

11. Would it be useful to allocate a buddy? Someone who was recently an NQT may be really helpful.

Support for Subject Mentors

This is a situation which mentors will not have encountered before. Make sure they are very clear about their role in supporting and developing, providing professional learning early on to enable them to do this effectively so they are able to continue *Growing Great Camden Teachers* as they have done so successfully in the past.