

## High Expectations

<u>TEACHERS STANDARDS</u> <u>STATUTORY wef SEPTEMBER 2012</u>	<u>LOCAL INTERPRETATION</u>	<u>SOME EXAMPLES OF EFFECTIVE PRACTICE</u>	<u>SOME EXAMPLES OF GUIDANCE AND SUPPORT WHICH MAY BE APPROPRIATE</u>
<p><b>A teacher must:</b></p> <p><b>I. Set high expectations which inspire, motivate and challenge pupils</b></p> <p><b>a) establish a safe and stimulating environment for pupils, rooted in mutual respect</b></p> <p><b>b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</b></p> <p><b>c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</b></p>	<p><b>All teachers (NQT onwards):</b></p> <p>The learning environment is welcoming and well-managed; it helps to foster engagement and good relationships between teacher and pupil and pupil to pupil</p> <p>Prior attainment data are used, along with other appropriate information to set challenging targets for all students</p> <p>Teachers consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.</p>	<p><b>The NQT:</b></p> <p><i>Establishes a well organised “classroom” to support and stimulate learning and develop independence</i></p> <p><i>Puts understanding of safeguarding requirements into practice</i> <i>Models respect and expectations in all interactions with learners</i></p> <p><i>Demonstrates a growing understanding of available assessment information and how this can be used</i></p> <p><i>Uses above formatively in planning, teaching, differentiation, day to day assessment including questioning, target setting/getting processes and marking and feedback</i></p> <p><i>Models consistent, positive relationships and interactions based on mutual respect and high expectations</i></p> <p><i>Establishes and consistently applies ground rules which are clear and appropriate and reflect agreed school policy</i></p>	<p><i>Regular review and focussed discussions with assigned mentor</i></p> <p><i>Use of internal expertise /links with other school (LA can facilitate)</i></p> <p><i>Opportunities to observe/work alongside colleagues in own <b>and other schools</b></i></p> <p><i>Coaching and mentoring activity (e.g Plan, Do, Review sessions)</i></p> <p><i>Access to a range of CPD (e.g LA Benjamin Curtis offer and Teaching School Alliance Offer)</i></p> <p><i>Developmental feedback/forward planning following direct observations of teaching/other monitoring activities e.g book scrutiny, planning scrutiny, learning walk, discussion with pupils</i></p> <p><i>Briefing on school policies, systems and procedures</i></p> <p><i>Support from subject leaders/ co-ordinators</i></p> <p><i>The NQT also undertakes personal study/research and is proactive in seeking advice and support</i></p>

## Progress and Outcomes

<u>TEACHERS STANDARDS</u> <u>STATUTORY wef SEPTEMBER</u> <u>2012</u>  <b>A teacher must:</b>	<u>LOCAL INTERPRETATION</u>  <b>All teachers (NQT onwards):</b>	<u>SOME EXAMPLES OF</u> <u>EFFECTIVE PRACTICE</u>  <b>The NQT:</b>	<u>SOME EXAMPLES OF</u> <u>GUIDANCE AND SUPPORT</u> <u>WHICH MAY BE</u> <u>APPROPRIATE</u>
<b>2. Promote good progress and outcomes by pupils</b> <ul style="list-style-type: none"> <li><b>a) be accountable for pupils' attainment, progress and outcomes</b></li> <li><b>b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</b></li> <li><b>c) guide pupils to reflect on the progress they have made and their emerging needs</b></li> <li><b>d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</b></li> <li><b>e) encourage pupils to take a responsible and conscientious attitude to their own work and study.</b></li> </ul>	<p>The majority of pupils and groups of pupils make progress in lessons that is broadly in line with that made by pupils nationally with similar starting points</p> <p>Teaching is based upon careful assessment of pupils' current and prior learning</p> <p>Pupils are informed about the progress they are making and how to improve through regular feedback and marking which is timely and encouraging. As a result pupils reflect upon their progress and set targets to improve</p> <p>Teachers use their pedagogical understanding to construct lessons and sequences of learning that promote learning progression</p> <p>Pupils take responsibility for their work and are encouraged to be independent learners</p>	<p><i>Takes part in and adapts teaching as a result of e.g. moderation processes, work scrutiny, pupil progress meetings</i></p> <p><i>Annotates planning and differentiates provision showing that assessment information/assessment for learning strategies are being used with effect</i></p> <p><i>Engages learners in discussion about their targets, success criteria, learning, progress and next steps</i></p> <p><i>Follows Marking and Feedback Policy: gives learners opportunities to respond/demonstrate progress</i></p> <p><i>Shows ability to assess learning and progress against intended outcome in lesson/sequence of lessons and makes adaptations accordingly</i></p> <p><i>Develops a positive ethos for learning and demonstrates use of strategies so that learners can e.g ask questions, take risks, work independently</i></p>	<p><i>Regular review and focussed discussions with assigned mentor</i></p> <p><i>Use of internal expertise /links with other school (LA can facilitate)</i></p> <p><i>Opportunities to observe/work alongside colleagues in own <b>and other schools</b></i></p> <p><i>Coaching and mentoring activity (e.g Plan, Do, Review sessions)</i></p> <p><i>Access to a range of CPD (e.g LA Benjamin Curtis offer and Teaching School Alliance Offer)</i></p> <p><i>Developmental feedback/forward planning following direct observations of teaching/other monitoring activities e.g book scrutiny, planning scrutiny, learning walk, discussion with pupils</i></p> <p><i>Briefing on school policies, systems and procedures</i></p> <p><i>Support from subject leaders/ co-ordinators</i></p> <p><i>The NQT also undertakes personal study/research and is proactive in seeking advice and support</i></p>

## Subject Knowledge

<p><b>TEACHERS STANDARDS STATUTORY wef SEPTEMBER 2012</b></p> <p><b>A teacher must:</b></p>	<p><b>LOCAL INTERPRETATION</b></p> <p><b>All teachers (NQT onwards):</b></p>	<p><b>SOME EXAMPLES OF EFFECTIVE PRACTICE</b></p> <p><b>The NQT:</b></p>	<p><b>SOME EXAMPLES OF GUIDANCE AND SUPPORT WHICH MAY BE APPROPRIATE</b></p>
<p><b>3. Demonstrate good subject and curriculum knowledge</b></p> <p><b>a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</b></p> <p><b>b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</b></p> <p><b>c) 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</b></p>	<p>Secure subject knowledge helps to foster pupil engagement and maintain interest. Common misconceptions are recognised and challenged</p> <p>Teachers demonstrate an up-to-date knowledge of their subject(s) and have a secure understanding of the assessment requirements and arrangements for the subjects they teach, including requirements for public examinations</p> <p>Teachers are aware of the relevant literacy policies and understand the importance of literacy to their subject area. Literacy and communication skills are promoted within lessons</p>	<p><i>Demonstrates growing range of strategies to engage learners and maintains their interest</i></p> <p><i>Shows understanding of common errors learners may make and demonstrates growing ability to pre-empt/address these</i></p> <p><i>Uses subject knowledge to plan lesson/sequence of lessons to secure pupil progress in that area</i></p> <p><i>Shows understanding of how subject is assessed and links this to planning/provision</i></p> <p><i>Knows gaps in own learning/subject knowledge and is proactive in seeking to address these</i></p> <p><i>Builds Reading, Writing, Language and Communication skills into planning/provision</i></p> <p><i>Uses Standard English effectively</i></p> <p><i>Identifies cross-curricular opportunities and builds these into provision at a level appropriate to learners' abilities.</i></p> <p><i>(NB Literacy specific guidance and/or training may be necessary)</i></p>	<p><i>Regular review and focussed discussions with assigned mentor</i></p> <p><i>Use of internal expertise /links with other school (LA can facilitate)</i></p> <p><i>Opportunities to observe/work alongside colleagues in own <b>and other schools</b></i></p> <p><i>Coaching and mentoring activity (e.g Plan, Do, Review sessions)</i></p> <p><i>Access to a range of CPD (e.g LA Benjamin Curtis offer and Teaching School Alliance Offer)</i></p> <p><i>Developmental feedback/forward planning following direct observations of teaching/other monitoring activities e.g book scrutiny, planning scrutiny, learning walk, discussion with pupils</i></p> <p><i>Briefing on school policies, systems and procedures</i></p> <p><i>Support from subject leaders/ co-ordinators</i></p> <p><i>The NQT also undertakes personal study/research and is proactive in seeking advice and support</i></p>

## Well Structured lessons

<p><u>TEACHERS STANDARDS</u> <u>STATUTORY wef SEPTEMBER</u> <u>2012</u></p> <p><b>A teacher must:</b></p>	<p><u>LOCAL INTERPRETATION</u></p> <p><b>All teachers (NQT onwards):</b></p>	<p><u>SOME EXAMPLES OF EFFECTIVE PRACTICE</u></p> <p><b>The NQT:</b></p>	<p><u>SOME EXAMPLES OF GUIDANCE AND SUPPORT WHICH MAY BE APPROPRIATE</u></p>
<p><b>4. Plan and teach well structured lessons</b></p> <p><b>a) impart knowledge and develop understanding through effective use of lesson time</b></p> <p><b>b) promote a love of learning and children’s intellectual curiosity</b></p> <p><b>c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</b></p> <p><b>d) reflect systematically on the effectiveness of lessons and approaches to teaching</b></p> <p><b>e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</b></p>	<p>The role of the teacher and pupil activities are planned for within well structured lessons</p> <p>Plan and teach lessons that promote positive attitudes to learning</p> <p>Plan, set and mark homework in line with school policy that consolidate and extend understanding</p> <p>Reflection leads to the adaptation and modification of future lessons.</p> <p>Professional development opportunities are grasped to improve practice</p> <p>Teachers contribute to curriculum planning and to the development of schemes of learning</p>	<p><i>Plans and delivers well-structured lessons</i></p> <p><i>Effectively briefs and deploys all adults supporting the learning</i></p> <p><i>Selects resources and activities with care to scaffold learning</i></p> <p><i>Uses time purposefully in well-paced lessons</i></p> <p><i>Demonstrates flexibility creativity etc. in adapting lessons according to need and purpose</i></p> <p><i>Models and promotes positive attitudes to learning</i></p> <p><i>Sets and provides feedback on homework that is appropriate and builds upon lesson context</i></p> <p><i>Engages in professional discussions and demonstrates reflective practice</i></p> <p><i>Acts upon/amends own plans/practice as a result of above</i></p> <p><i>Demonstrates that provision is amended and has a positive impact following successful CPD activity</i></p> <p><i>Actively participates in subject/staff/key stage meetings, contributing ideas.</i></p>	<p><i>Regular review and focussed discussions with assigned mentor</i></p> <p><i>Use of internal expertise /links with other school (LA can facilitate)</i></p> <p><i>Opportunities to observe/work alongside colleagues in own <b>and other schools</b></i></p> <p><i>Coaching and mentoring activity (e.g Plan, Do, Review sessions)</i></p> <p><i>Access to a range of CPD (e.g LA Benjamin Curtis offer and Teaching School Alliance Offer)</i></p> <p><i>Developmental feedback/forward planning following direct observations of teaching/other monitoring activities e.g book scrutiny, planning scrutiny, learning walk, discussion with pupils</i></p> <p><i>Briefing on school policies, systems and procedures</i></p> <p><i>Support from subject leaders/ co-ordinators</i></p> <p><i>The NQT also undertakes personal study/research and is proactive in seeking advice and support</i></p>

## Adapting Teaching

<u>TEACHERS STANDARDS</u> <u>STATUTORY wef SEPTEMBER</u> <u>2012</u>  <b>A teacher must:</b>	<u>LOCAL INTERPRETATION</u>  <b>All teachers (NQT onwards):</b>	<u>SOME EXAMPLES OF</u> <u>EFFECTIVE PRACTICE</u>  <b>The NQT:</b>	<u>SOME EXAMPLES OF</u> <u>GUIDANCE AND SUPPORT</u> <u>WHICH MAY BE</u> <u>APPROPRIATE</u>
<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <p><b>a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</b></p> <p><b>b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</b></p> <p><b>c) 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</b></p> <p><b>d) 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.</b></p>	<p>Teachers plan and deliver appropriately differentiated learning activities and approaches for all pupils, based on prior attainment and identified need</p> <p>Teachers show a secure understanding of how a range of factors, including SEN/D, EAL, LAC, FSM, G&amp;T, can impact learning. They adapt their teaching accordingly to ensure all pupils make expected progress</p> <p>Teachers' planning and teaching shows they understand that all pupils develop at different rates both socially and intellectually. They adapt their teaching accordingly</p> <p>Teachers show a clear understanding of the specific needs of SEN/D, EAL and G&amp;T pupils and use distinctive teaching and support strategies to ensure these pupils make progress that is at least in line with similar learners nationally</p>	<p><i>Shows understanding of expectations re attainment/progress of potentially vulnerable groups</i></p> <p><i>Follows Assessment Policy, including Assessment for Learning effectively</i></p> <p><i>Participates in Pupil Progress Meetings and demonstrates that decisions made impact positively on provision (in class and through planned interventions)</i></p> <p><i>Demonstrates an understanding of factors potentially affecting progress/access to learning and draws upon range of available adaptations</i></p> <p><i>Deploys a range of teaching and learning strategies with growing effect</i></p> <p><i>Takes responsibility for needs of all learners within own Quality First Teaching</i></p> <p><i>Liaises with SENCO, other professionals and suitably deploys support staff</i></p> <p><i>Uses e.g IEPs, provision mapping effectively</i></p> <p><i>Demonstrates timely and effective use of agreed range of interventions</i></p>	<p><i>Regular review and focussed discussions with assigned mentor</i></p> <p><i>Use of internal expertise /links with other school (LA can facilitate)</i></p> <p><i>Opportunities to observe/work alongside colleagues in own <b>and other schools</b></i></p> <p><i>Coaching and mentoring activity (e.g Plan, Do, Review sessions)</i></p> <p><i>Access to a range of CPD (e.g LA Benjamin Curtis offer and Teaching School Alliance Offer)</i></p> <p><i>Developmental feedback/forward planning following direct observations of teaching/other monitoring activities e.g book scrutiny, planning scrutiny, learning walk, discussion with pupils</i></p> <p><i>Briefing on school policies, systems and procedures</i></p> <p><i>Support from subject leaders/ co-ordinators</i></p> <p><i>The NQT also undertakes personal study/research and is proactive in seeking advice and support</i></p>

## Use of Assessment

<p><b><u>TEACHERS STANDARDS STATUTORY wef SEPTEMBER 2012</u></b></p> <p><b><u>A teacher must:</u></b></p>	<p><b><u>LOCAL INTERPRETATION</u></b></p> <p><b><u>All teachers (NQT onwards):</u></b></p>	<p><b><u>SOME EXAMPLES OF EFFECTIVE PRACTICE</u></b></p> <p><b><u>The NQT:</u></b></p>	<p><b><u>SOME EXAMPLES OF GUIDANCE AND SUPPORT WHICH MAY BE APPROPRIATE</u></b></p>
<p><b>6. Make accurate and productive use of assessment</b></p> <p><b>a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</b></p> <p><b>b) make use of formative and summative assessment to secure pupils' progress</b></p> <p><b>c) use relevant data to monitor progress, set targets, and plan subsequent lessons</b></p> <p><b>d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</b></p>	<p>Teachers regularly assess pupils in their subject area (including statutory assessments)</p> <p>Summative and formative assessment are used as a basis for intervention and to inform future planning</p> <p>School and national level data is used in order to set challenging targets, monitor progress and plan subsequent lessons</p> <p>Teachers give regular feedback both orally and through accurate marking and encourage pupils to respond to the feedback given</p>	<p><i>Understands statutory assessment requirements , marking criteria, coursework, exams, schemes of work etc</i></p> <p><i>Makes accurate judgments and adaptations as a result of moderation work, Pupil Progress meetings etc</i></p> <p><i>Understands progression and age related expectations (where available) in subject Uses challenging learning objectives, success criteria and targets to secure learning and progress</i></p> <p><i>Uses information from tracking, day to day assessment work in books, response to marking/feedback to amend provision and further secure learning/progress</i></p> <p><i>Uses e.g IEPs, Provision Maps, Interventions well</i></p> <p><i>Provides regular and developmental feedback to learners</i></p> <p><i>Develops the language of learning and progress with learners</i></p> <p><i>Makes good use of peer and self-assessment processes</i></p>	<p><i>Regular review and focussed discussions with assigned mentor</i></p> <p><i>Use of internal expertise /links with other school (LA can facilitate)</i></p> <p><i>Opportunities to observe/work alongside colleagues in own <b>and other schools</b></i></p> <p><i>Coaching and mentoring activity (e.g Plan, Do, Review sessions)</i></p> <p><i>Access to a range of CPD (e.g LA Benjamin Curtis offer and Teaching School Alliance Offer)</i></p> <p><i>Developmental feedback/forward planning following direct observations of teaching/other monitoring activities e.g book scrutiny, planning scrutiny, learning walk, discussion with pupils</i></p> <p><i>Briefing on school policies, systems and procedures</i></p> <p><i>Support from subject leaders/ co-ordinators</i></p> <p><i>The NQT also undertakes personal study/research and is proactive in seeking advice and support</i></p>

## Managing behaviour

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<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <p><b>a) 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</b></p> <p><b>b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</b></p> <p><b>c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</b></p> <p><b>d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</b></p>	<p>Teachers have clear rules and routines for behaviour and consistently implement the school's behaviour and anti-bullying policies</p> <p>Teachers have high expectations of behaviour, using a range of strategies (including praise, rewards and sanctions) to promote good and courteous behaviour in the majority of pupils, both in their own lessons and around school</p> <p>Effective classroom management ensures that pupils work cooperatively with each other in a safe and orderly manner. Teachers motivate pupils to engage well with learning so that disruption to lessons is uncommon</p> <p>Teachers build good relationships with the majority of pupils and pupils respond well to additional prompting from the teacher</p>	<p><i>Shows a working knowledge of all relevant school policy and uses them appropriately</i></p> <p><i>Promotes and models rules and routines in line with policy</i></p> <p><i>Demonstrates ability to manage behaviour in line with policy both in and out of the classroom</i></p> <p><i>Uses agreed rewards and sanctions with consistency</i></p> <p><i>Seeks clarification, advice and support, working closely with pastoral leaders and parents/carers</i></p> <p><i>Follows agreed procedures re individuals/groups/circumstances</i></p> <p><i>Promotes collaborative and co-operative learning</i></p> <p><i>Ensures that own teaching motivates and engages learners so they are suitably challenged and focussed on learning</i></p> <p><i>Models good relationships and conducts in dealings with colleagues and learners</i></p>	<p><i>Regular review and focussed discussions with assigned mentor</i></p> <p><i>Use of internal expertise /links with other school (LA can facilitate)</i></p> <p><i>Opportunities to observe/work alongside colleagues in own <b>and other schools</b></i></p> <p><i>Coaching and mentoring activity (e.g Plan, Do, Review sessions)</i></p> <p><i>Access to a range of CPD (e.g LA Benjamin Curtis offer and Teaching School Alliance Offer)</i></p> <p><i>Developmental feedback/forward planning following direct observations of teaching/other monitoring activities e.g book scrutiny, planning scrutiny, learning walk, discussion with pupils</i></p> <p><i>Briefing on school policies, systems and procedures</i></p> <p><i>Support from subject leaders/ co-ordinators</i></p> <p><i>The NQT also undertakes personal study/research and is proactive in seeking advice and support</i></p>

## Wider Responsibilities

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<b>8. Fulfil wider professional responsibilities</b> <ul style="list-style-type: none"> <li>a) <b>make a positive contribution to the wider life and ethos of the school</b></li> <li>b) <b>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</b></li> <li>c) <b>deploy support teachers effectively</b></li> <li>d) <b>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</b></li> <li>e) <b>communicate effectively with parents with regard to pupils' achievements and well-being.</b></li> </ul>	<p>Teachers model their professional duties and consistently implement the school values and policies. They increasingly participate in whole school activities</p> <p>Teachers work as a committed team member and identify opportunities for working with a range of different colleagues in order to seek advice and share good practice</p> <p>Teachers carefully deploy available support teachers, ensuring that they are appropriately involved in supporting learning and understand the roles they are expected to fulfil</p> <p>Teachers have a creative and constructively critical approach towards innovation; actively seeking to adapt their practice where benefits and improvements are identified through coaching, mentoring and other professional development opportunities</p> <p>Teachers use a variety of methods to provide all parents and carers with timely, accurate and constructive feedback on learners' achievements and well-being</p>	<p><i>Understands and applies school aims, ethos, vision and values</i></p> <p><i>Participates in e.g clubs, activities, visits, collective worship, community projects</i></p> <p><i>Actively participates in and contributes to team meetings</i></p> <p><i>Seeks advice/clarification/guidance</i></p> <p><i>Understands role of, briefs, involves and effectively deploys support staff</i></p> <p><i>Engages positively and professionally with mentor etc</i></p> <p><i>Reflects upon, reviews and amends practice, with impact upon learning, as a result of support and review</i></p> <p><i>Develops appropriate relationship with parents/carers, ensure communication and feedback (e.g written reports/parents' meetings is timely, accurate and constructive</i></p>	<p><i>Regular review and focussed discussions with assigned mentor</i></p> <p><i>Use of internal expertise /links with other school (LA can facilitate)</i></p> <p><i>Opportunities to observe/work alongside colleagues in own <b>and other schools</b></i></p> <p><i>Coaching and mentoring activity (e.g Plan, Do, Review sessions)</i></p> <p><i>Access to a range of CPD (e.g LA Benjamin Curtis offer and Teaching School Alliance Offer)</i></p> <p><i>Developmental feedback/forward planning following direct observations of teaching/other monitoring activities e.g book scrutiny, planning scrutiny, learning walk, discussion with pupils</i></p> <p><i>Briefing on school policies, systems and procedures</i></p> <p><i>Support from subject leaders/ co-ordinators</i></p> <p><i>The NQT also undertakes personal study/research and is proactive in seeking advice and support</i></p>