# Professional Development for Newly Qualified Teachers

The successful completion of the Induction period should in no sense be regarded as the end of the need for professional development. All teachers, at all stages in their careers, have a continuing need for opportunities to update their subject knowledge and classroom skills and to continue to exchange ideas and learn from best practice.

NQTs are at the beginning of a continuing process of career–long learning and development to enable them to support and extend pupils’ learning and play a part in raising standards across all our schools.

**Ideas for further professional development:**

* special educational needs – time with school SENCO to develop knowledge of the SEN system (school specific) – differentiation.
* vocational education – time with curriculum co-ordinator to explore what is offered eg work experience, GNVQ etc – opportunities for pupils.
* career/citizenship/P.S.H.C.E – How these are covered in the school – role of form tutor in these aspects.
* exams – setting/marking/grading. Investigate regulations for public exams – qualifications framework.
* local authority based training opportunities/ How to apply
* further work on tutoring and pastoral responsibilities – communication with parents. Home/school agreements.
* subject specific assessments. Time with Head of Department – cross-moderation work etc
* professionalism of a teacher/rights/responsibilities (the changes from “Student to teacher”)
* Role model
* literacy/numeracy strategies – further work with co-ordinators, key skills (inc ICT)
* behaviour/management of pupils/preventative approaches to disruption
* working with pupils off-site – school regulations – health & safety etc.
* sixth form – aspects of KS5 teaching and learning
* child protection issues
* primary/secondary liaison/transfer issues
* stress/time management/prioritising
* contribute to curriculum development through subject leadership
* further inset training to increase subject knowledge/address weaknesses
* begin to offer contributions towards the School Improvement Plan
* encourage more parental participation/volunteer help
* provide more detailed information about curriculum coverage to parents
* keep more detailed assessment notes to contribute to end of year reports
* begin to work with external services – be more aware of the wider context
* work with pupils off site/visits – be aware of visit guidelines etc
* be aware of responsibilities - “in loco parentis”
* pre-school/nursery/reception induction

# Continuous Professional Development

A checklist of some questions you may ask, during your third term to help you identify a programme of continuous professional development during year 2.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Yes** | **No** | **Don’t Know** |
|  |  |  |  |  |
| 1 | Have you read the School Improvement Plan? |  |  |  |
|  |  |  |  |  |
| 2 | Do you know who to contact to find out about professional development |  |  |  |
|  | * in school?
 |  |  |  |
|  | * in the LA?
 |  |  |  |
|  |  |  |  |  |
| 3 | When a professional development activity is suggested do you take it up? |  |  |  |
|  |  |  |  |  |
| 4 | Before a professional development activity do you clarify |  |  |  |
|  | * your objectives?
 |  |  |  |
|  | * likely outcomes?
 |  |  |  |
|  |  |  |  |  |
| 5 | Do you review your experience of the activity with a member of staff |  |  |  |
|  |  |  |  |  |
| 6 | Are you aware of all the relevant professional development activities taking place in your school? |  |  |  |
|  |  |  |  |  |
| 7 | Are you aware of the relevant professional development activities taking place |  |  |  |
|  | * locally?
 |  |  |  |
|  | * regionally?
 |  |  |  |
|  | * nationally?
 |  |  |  |