



EBOR ACADEMY TRUST



## OUR CORE OFFER FOR **NEWLY QUALIFIED TEACHERS**

- Professional development opportunities in response to appraisal, need or interest
- Dedicated training days, residential, cross phase and subject specific
- Opportunities to engage in evidence based research
- Opportunities to observe and team teach
- Weekly meetings with school based induction tutor
- Half termly appraisal and feedback sessions
- Support from Ebor NQT Lead

# PLEDGES TO OUR NQTs

## Working together to improve your practice

### Core provision offer

- 2 day residential – school based visits, observing and sharing practice and opportunities for reflection on own practice
- 1 day cross phase (Primary-Secondary) school based professional development including Evidence Based Learning workshop
- ½ day evidence based Research Project presentation to school and Trust staff
- 1 day Behaviour Management/ SEND professional development (led by Ebor Academy Specialists)
- 4 days covering English and Maths professional development (led by Ebor Academy Specialists)
- 1 ½ days covering Science and IT professional development (led by Ebor Academy Specialists).

### School based development

- Induction Support to provide familiarisation with school systems and processes - eg. planning, assessment,

data systems, IT,

- Opportunities to engage in Evidence Based research within own practice
- Opportunities to observe and Team Teach with colleagues from own school and across Trust schools
- Opportunities to observe and Team Teach with colleagues from own phase and cross phase
- Bespoke opportunities for professional development to meet personal targets.

### Quality assurance and support

- School based Induction Tutor
- Colleague "Buddy" in own school
- Weekly meeting with Induction Tutor
- Joint appraisal from Ebor NQT Lead and Induction Tutor
- Half termly appraisal and feedback from Induction Tutor and/ or Headteacher/SLT
- Ebor NQT Lead support.

### Expectations of schools employing NQTs

- Provide an experienced member of staff as an Induction Tutor
- Half termly appraisals with feedback from Induction Tutors/SLT
- Legally required appraisal documents to be completed and shared with Ebor NQT Lead termly
- Release time for NQTs to attend Core Provision and School Based Development professional development
- Provide NQTs with general support around classroom practice and professional development
- Provide targeted and specific support if necessary in response to appraisal and feedback or other observational systems
- Request higher level Ebor NQT Lead support if necessary for ongoing causes for concern
- Liaising with Ebor NQT Lead regularly regarding general progress.



# A fulfilling career in teaching



You came into teaching to make a difference to children's lives and it is our duty – and our pleasure – to support you every step of the way.

We want to help you become the best teacher you can be.

The privilege and satisfaction of this profession brings with it great responsibility. It is only right, then, that we outline the pledges necessary on both sides to achieve success.

Ebor Academy Trust, together with our colleagues at the EborHope Teaching Schools Alliance, is committed to providing the means to do your job well and set foundations for a fulfilling career. There has never been a better time to be in education. I wish you well on your journey.

**RICHARD LUDLOW**

Chief Executive and Executive Headteacher

## Expectations of Induction tutors

- Weekly meeting with NQT to discuss general support and guidance
- Half termly appraisals with feedback
- Completion of legally required paperwork at the end of each term
- Completion of other associated paperwork to be shared with Ebor NQT Lead
- Targeted support where necessary in response to appraisals
- Direct NQTs to appropriate professional development opportunities
- Attendance at NQT Induction Meeting
- Knowledge of relevant paperwork and deadlines
- Liaising with Ebor NQT Lead regularly regarding general progress and attendance on Core Provision days.

## Expectation of NQTs

- Attendance at all Core Provision days.
- Organise and attend all weekly meetings with Induction Tutor
- Organise school based professional development opportunities in response to appraisal, need or interest.
- Seek advice and guidance from Induction Tutor, colleagues and "buddy" if needed
- Prepare and present planning and appraisal paperwork for formal appraisals.
- Liaise with Ebor NQT Lead.



# Our stories



■ I think ultimately, being an Ebor NQT has made me a better teacher.

The training from academy specialists, who are excellent practitioners and experts in their fields, has been invaluable. Not only to work with them during training sessions, but to also have opportunities to Team Teach with them and share best practice. This advanced further with the residential trip, where we got to see some fantastic teaching and learning. I left with so many ideas which have now enriched my classroom.

Within Ebor, the support network has been incredible. I have found my NQT year very challenging, but sessions where I am surrounded by my peers and the NQT support team have helped alleviate any anxieties and reinforced the message that I was doing a good job. I am very grateful for all the opportunities being an Ebor NQT has afforded me.

**Alex Chamberlain**

■ Ebor is a tight-knit family of people wanting to improve education.

Starting the year as an NQT, I was apprehensive about how I would perform as a qualified teacher. The support from my school, the trust and the NQT programme all helped to settle these concerns.

The growth I have experienced in my own practice is huge. I have spent one-to-one time with academy specialists, picking their brains about how I can improve and sharing resources I have gone on to use in my class. Having the chance to go on a residential, in a completely different environment, allowed me to question my own teaching and areas in which I can develop.

The best thing about Ebor is they don't allow you to become stagnant, they push you to constantly improve your teaching because they know this will have a beneficial effect on the pupils.

**Nick Goodacre**

■ As an Ebor NQT, I have had support throughout the year to continue to develop my practice, and discuss both successes and problems with fellow NQTs and experienced teachers.

The sessions have been based on topics relevant to us and content has been tailored to our specific needs and requests, which has led to useful discussions with specialists.

Half-termly observations are supportive, rather than judgemental, and have allowed me to keep focussed, while also giving me freedom to try out new ideas.

I have also received excellent support from the academy maths and literacy specialists, who used their experience to help analyse my data, and provided resources for SATs preparation.

Throughout the year, help from the team has been easy to access and really supportive.

**Ellie Lord**



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[www.eborhope-tsa.org](http://www.eborhope-tsa.org)

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