

AN INDUCTION GUIDE FOR YOUR SCHOOL

A GUIDE TO TEACHER INDUCTION IN ENGLAND AND WALES



2006/07 edition

A GUIDE TO TEACHER INDUCTION

A valuable resource

A message from Steve Sinnott, NUT General Secretary

New teachers are a valuable resource for your school. High quality support during the induction period is vital for newly qualified teachers, to ensure the best possible start to their teaching careers.

This guide contains:

- a guide to teacher induction;
- a checklist for NUT representatives;
- advice for induction tutors;
- advice for head teachers; and
- useful resources.

NUT representatives are asked to refer this guide to the school's induction tutor and to the head teacher.

Newly qualified NUT members have been sent, directly to their home addresses, copies of the booklet, *A Guide to Induction for NQTs*. Anyone who has not received a copy should visit the NUT website at www.teachers.org.uk for an online version.

One of the best guarantees of support for newly qualified teachers during induction is their membership of the NUT. By asking them to join, you are supporting them in their careers.



STEVE SINNOTT
General Secretary



A GUIDE TO TEACHER INDUCTION

1. Teachers awarded qualified teacher status (QTS) are required to complete induction, usually lasting one academic year, on taking up their first teaching posts in maintained schools in England or Wales.
2. In England, the statutory requirements and entitlements for this induction period are set out in Department for Education and Skills (DfES) Guidance Document 0458/2003, "The Induction Support Programme for Newly Qualified Teachers".
3. In Wales, the statutory requirements and entitlements for this induction period are set out in the Welsh Assembly Government (WAG) Circular 19/04 "Induction for Newly Qualified Teachers in Wales".

Teachers who are required to serve an induction period

4. All newly qualified teachers (NQTs), including peripatetic and supply teachers, serving in maintained schools in England and Wales, need to complete induction. However, there are a number of exceptions to this rule.
5. The following groups of teachers are not required to complete an induction period at any time:
 - teachers who obtained qualified teacher status (QTS) on or before 7 May 1999 (England only); on or before 1 April 2003 (Wales only);
 - teachers who have satisfactorily completed induction in the other countries of the UK, Gibraltar or the Service Children's Education School Induction Programme in Germany or Cyprus; and
 - those employed as instructors.
6. The following groups of teachers are not required to start induction immediately but will be required to complete it at some point:
 - supply teachers employed for less than one term (but see paragraph 18);
 - supply teachers employed for more than a term to cover for absent teachers only: the post must involve regular teaching of the same classes to be eligible for induction; and
 - those without QTS who are employed under special provision, such as those undertaking the Graduate, Registered and Teach First Programmes, although they must undertake induction once awarded QTS.
7. The following groups of teachers from outside the UK are not required to complete induction:
 - teachers from the European Economic Area (EEA); and
 - overseas-trained teachers from outside the EEA with at least two years' experience, who have obtained QTS and who have been assessed simultaneously as having met both the QTS and Induction Standards.
8. Overseas-qualified teachers may be employed as unqualified teachers for up to four years. At the end of the four year period, overseas-qualified teachers cannot continue to teach unless they have been awarded QTS, or are on a programme which leads to the award of QTS. It may be possible for experienced overseas-qualified teachers to be assessed against the QTS and Induction standards at the same time, which would mean that they would not be required to complete an induction period.

Schools which can provide induction

9. Schools which can provide induction are:
 - maintained schools;
 - non-maintained special schools;
 - sixth form colleges where, before induction begins, it has been agreed that the local authority will act as the Appropriate Body;
 - city technology colleges and city academies (England only);
 - independent schools where, before induction begins, it has been agreed that the local authority or Independent Schools Council Teacher Induction Panel will act as the Appropriate Body and where, for primary, the curriculum meets National Curriculum requirements or, for secondary, the curriculum includes all the core and foundation subjects; and
 - early years settings where there is a head teacher, the induction tutor has QTS and the induction programme will provide the NQT with opportunities to meet all of the QTS and Induction Standards.
10. In the case of sixth form colleges, no more than 10 per cent of the NQTs timetable should be teaching students aged 19 or over. Inductees should also spend the equivalent of at least ten school days teaching children of compulsory school age, although the DfES and WAG recommend that “every effort” should be made to provide 20 – 25 school days’ experience in a school setting. An NQT serving induction in a sixth form college must have an induction tutor who holds QTS.
11. Institutions that cannot provide induction include:
 - pupil referral units;
 - independent schools that do not meet the above requirements; and
 - schools in special measures, unless Her Majesty’s Inspectorate (HMI) states in writing that the school is suitable. However, if a school which is found to require special measures already has NQTs in post, their induction can be completed at the school;
 - early years centres which are not designated as nursery schools.
12. If schools cannot offer NQTs the necessary breadth of experience needed to meet the requirements, it must ensure that the NQTs are provided with appropriate additional support. For example, maintained nursery schools and early years centres designated as nursery schools may need to provide NQTs with some additional classroom experience at Key Stage 1. Similarly, NQTs working in special schools may need additional experience in mainstream schools.

The Appropriate Body

13. The Appropriate Body is the body which decides whether an NQT has met the Induction Standards. For all maintained schools, sixth form colleges and non-maintained special schools, the Appropriate Body is the local authority.
14. The Appropriate Body has overall responsibility for the quality assurance of induction arrangements. It is required to ensure that head teachers and governing bodies are aware of and are capable of meeting their responsibilities for monitoring, support and guidance and for undertaking “rigorous and fair” assessment of the NQT. The Appropriate Body can provide guidance, support and assistance to schools at their request. If an Appropriate Body does not believe a school is fulfilling its responsibilities, it must act immediately, well before the end of the induction period.

15. The Appropriate Body must identify a named contact for NQTs, with whom they can raise concerns about induction which have not been resolved with the school. This person should not be directly involved in supporting, monitoring or assessing the NQT.
16. Appropriate Bodies are required to inform the NQT, head teacher and General Teaching Council (GTC) of the outcome of induction. They must provide the GTC with lists of successful inductees, those who fail induction and those who have their induction period extended. For NQTs who fail, they must inform them of their right to appeal, contact details for the Appeal Body and the deadline for appeals.

Skills Tests – England

17. In England, teacher trainees who qualified since 1 May 2001 are required to pass literacy, numeracy and ICT skills tests in order to gain QTS. This means that induction can begin only when a teacher has passed all of the skills tests and been awarded QTS.

Skills Tests – Wales

18. In Wales, there is no requirement to take the skills tests in order to gain QTS and begin induction. The guidance states, however, that induction tutors should pay particular attention to whether NQTs are having any difficulties with literacy, numeracy or ICT. NQTs who were awarded QTS in Wales but take up teaching posts in England do not need to take the skills tests.

The induction period in England

19. Only teachers with QTS are eligible to begin induction. They must be employed for at least one term for this period to be counted towards induction. This may be on a full or part-time basis. The induction period for a part-time NQT is calculated pro rata, so that the same number of school sessions is covered as for a full-time NQT.
20. There is no time limit for starting induction. An NQT may take a break between the periods that make up induction but it is expected that induction will be completed within five years of starting it. If an NQT has not finished induction after five years, he or she may apply to the Appropriate Body for an extension.
21. The induction period is normally one academic year – this may be three, four or five terms, depending on the system operated by the school. If an NQT moves between schools operating different systems during their induction year, the induction period is one calendar year. The induction period can be extended before completion only if the NQT has been absent due to illness for 30 school days or more or because she has taken statutory maternity leave.
22. An NQT working as a supply teacher can take contracts of a term or more only if the head teacher agrees in advance that the period will count towards induction. If it becomes clear part way through a short-term supply engagement that the post will last another school term or more, the NQT and head teacher can agree that the remainder of the employment can count towards induction. The time already spent at the school, however, cannot be included retrospectively. With these provisos, NQTs employed on a supply basis must be treated in the same way as permanent employees for the purpose of induction.
23. **A supply teacher who qualified after 7 May 1999 and has done short-term supply work for more than a year and a term may be legally employed only if he or she is undergoing or has already served an induction period.**

24. In England, NQTs are not required to serve induction periods in respect of employment for less than a term. However, this applies for only a year and one term after first appointment as a supply teacher. From that point, subject to paragraph 21 below, the NQT cannot be employed without commencing induction.
25. In England, in exceptional circumstances, however, the local authority may be able to extend the NQT's entitlement to undertake short-term supply work for up to an additional 12 months – for example where:
- there is a shortage of inductable posts in the region;
 - there are personal circumstances which prevent the NQT from moving to an area to look for a suitable post; or
 - serious illness prevents the NQT from taking a post of at least one term.
- Such decisions are made on a case-by-case basis by local authorities.

The induction period in Wales

26. In Wales, newly qualified teachers are eligible to work as short-term supply teachers for a maximum of five years from the date of gaining Qualified Teacher Status in order to provide them with sufficient time to secure suitable posts in which to undertake their induction.
27. Appropriate Bodies, usually local authorities, are provided with discretionary powers to determine when a period of teaching that is not for a full term or two consecutive half terms can count as a term for the purposes of induction and to determine when a newly qualified teacher who has not completed three full terms of induction can be regarded as completing a full induction period.

Newly qualified teachers' entitlements

28. In Wales, WAG Circular 19/04 and, in England, DfES Guidance 0458/2003, set out what NQTs should expect to receive, as a minimum, during their induction year.

■ Job description

29. No NQT, regardless of how he or she is employed, should be given a job description which makes unreasonable demands. As defined by the WAG and DfES, an NQT should normally serve induction in a post which:
- does not require teaching outside the age range and subjects for which he or she has trained;
 - does not present the NQT with especially demanding discipline problems on a day-to-day basis – if an NQT is given a difficult class, he or she should also be given extra support;
 - involves regular teaching of the same classes;
 - involves planning, teaching and assessment similar to that undertaken by other teachers in the school; and
 - does not involve additional non-teaching responsibilities without appropriate support.

■ Advice

30. NQTs should be provided with advice on a wide range of matters, such as:
- the nature of their contract of employment, a list of duties and management arrangements for the school;
 - the timetable and support arrangements;

- names and contact details of induction tutors;
- a schedule for formal assessments and meetings;
- sickness and other absence arrangements;
- salary and pension arrangements; and
- all relevant school policies such as health and safety, equal opportunities, cover and behaviour policies.

■ Monitoring and support

31. NQTs should be provided with programmes of monitoring and support which are tailored to their individual needs and which will help them meet the requirements for satisfactory completion of induction. The programme should include:
 - support from a designated induction tutor;
 - observation of their teaching and feedback on it;
 - professional reviews of progress;
 - opportunities to observe experienced teachers; and
 - other targeted professional development activities.
32. The NQT should be observed at least once every six to eight weeks, including in his or her first month of employment. Observations should follow procedures and have a focus, which are agreed in advance. A brief written record should always be made which indicates where action should be taken;
33. Professional reviews of progress should take place between the induction tutor and NQT, every six to eight weeks. These meetings should be used to review and revise the NQT's objectives in the light of their current progress. A written record should be kept of the NQT's progress towards objectives, any new objectives and the support the school has or will provide to enable the NQT to meet his or her objectives;
34. NQTs should be given opportunities to observe experienced teachers in either their own schools or other schools where good practice has been identified.
35. Other targeted professional development activities to help the NQT to meet the Induction Standards may be those identified in the Career Entry and Development Profile (England) and the Career Entry Profile (Wales) as well as those arising from professional reviews throughout the year.

■ Timetable

36. All NQTs, under the Regulations, should have a timetable of no more than 90 per cent of normal average teaching time to allow their induction to take place, including those working on a supply or part-time basis. The time released by the reduced teaching load may be used in whatever ways are appropriate for individual NQTs and their schools. This time must be protected and not used simply as extra non-contact time.

■ Release time

37. Release time should be "distributed appropriately" throughout the year. The NUT believes that NQTs should be guaranteed induction release on a regular weekly basis so that they can plan both their teaching and induction time in advance. If release time is cancelled for unavoidable reasons, such as staff illness, it should be made up at some other time.
38. All teachers, including NQTs, are entitled to 10 per cent non-contact time for planning, preparation and assessment (PPA).

39. This PPA time must be provided in addition to the 10 per cent release time NQTs already have as part of their induction entitlements.

■ Registering concerns

40. If an NQT is not satisfied with the content or the delivery of the school's induction programme, he or she has the right and the responsibility to register concern. Internal procedures should first be used but if the concerns go beyond the school's systems and have not been address, the NQT is entitled to contact a named individual at the Appropriate Body.

■ Contracts

41. Despite the fact that the Government has told the NUT that fixed or short-term contracts for NQTs should be discouraged, there is still no entitlement for an NQT to be employed on a permanent contract. Currently, more than a third of NQTs are on temporary contracts. This is a long-standing concern of the Union, which believes that there is no excuse for fixed-term contracts as the induction arrangements override the Burgundy Book (Conditions of Service for School Teachers in England and Wales) and allow for the dismissal of teachers who do not satisfactorily complete induction. NQT members on temporary contracts are advised to seek advice from their regional office, or from NUT Cymru in Wales.

Assessment

42. NQTs must be assessed against and meet the End of Induction Standard (Wales) and Induction Standards (England) in order to complete satisfactorily their induction. These require an NQT to demonstrate that he or she has continued to meet the standards for the award of QTS consistently and independently. They focus on aspects of professional practice which can be developed only whilst working as a qualified teacher, over a sustained period of time.

43. The Professional Standards for Teachers Framework, which includes the Induction Standards, has been subject to revision. At the time of publication, the advice from the TDA was that the current Induction Standards are to be used for the assessment of NQTs in 2006/07 and that the revised Induction Standards will be used in schools from September 2007. Further information and guidance on the revisions to the Induction Standards will be made available on the TDA website www.tda.org.uk

44. In addition to the on-going assessment by the induction tutor which will take place as a result of observations, three formal summative assessment meetings should take place between the NQT and either the head teacher or induction tutor during the induction period. Usually, these assessment meetings are held at the end of each term. In schools with different termly patterns, the meetings should be held at equal intervals.

45. Usually:

- the first meeting will focus on how far the NQT is consistently meeting the QTS Standards and is beginning to meet the End of Induction Standard or Induction Standards;
- the second meeting will focus on the NQT's progress in meeting the End of Induction Standard or Induction Standards; and
- the final meeting will be used to determine whether the NQT has met all the requirements for induction. It should take place as late as possible in the third term.

46. The NQT should participate fully in assessment procedures and receive copies of all written records relating to their assessment.
47. Evidence required to inform the formal assessment meetings must include written reports from at least two observations and two progress review meetings that have taken place during that term. Other evidence could include the NQT's:
 - pupil assessment records;
 - lesson plans and evaluations;
 - self-assessment and professional development documentation; and
 - information about liaison with others, e.g. parents and other teachers.
48. It is more likely that a wider range of evidence will be used for weaker NQTs.
49. At the end of the induction period the head teacher is required to complete a formal recommendation of whether or not the NQT has met the End of Induction Standard (Wales only) or Induction Standards (England only).

The right to union representation

50. Although the DfES and WAG guidance does not define a right for NQTs to have union representation at any of the assessment meetings, the NUT expects most employers to agree to such representation, if it has been requested.

The role of the Appropriate Body

51. Appropriate Bodies may use their own assessment forms or those provided by the WAG and DfES. In either case, these must be completed after the first two summative assessment meetings and should clearly indicate whether an NQT is making satisfactory progress at that time. An assessment form should be signed by the head teacher, induction tutor and NQT and then sent to the Appropriate Body within ten working days of meetings. There is space for NQTs to make comments on these forms if they wish.
52. At the end of the induction period, the head teacher must recommend to the Appropriate Body whether or not the NQT has met all the requirements of the induction period. The Appropriate Body must then decide within twenty working days whether the NQT has achieved the required standards and must take into account the head teacher's recommendation.

Unsatisfactory progress

53. The vast majority of NQTs complete induction satisfactorily. In England, the DfES has estimated that fewer than one per cent of NQTs fail induction, a figure borne out by the NUT's own monitoring. If, however, an NQT is not making satisfactory progress, it is essential that early action is taken to support and advise the NQT to make the necessary improvements.
54. The head teacher must ensure that procedures are in place to give early warning of any difficulties the NQT is having and that this information is communicated quickly to the NQT and all those with responsibility for the NQT's induction. Action should not be delayed until a formal assessment meeting.
55. The termly assessment forms sent to the Appropriate Body should clearly indicate whether the NQT is at risk of failing. The report should give details of identified weaknesses, agreed objectives, support given and planned and the evidence used to inform the judgement, all of which the head teacher and Appropriate Body must assure themselves are fair and accurate.

56. At the same time, the head teacher should write to the NQT about the assessment and the consequences of failing to make the necessary improvements. The NUT believes that this letter should also inform the NQT of when the Appropriate Body's NQT Panel will meet and that the NQT is entitled to make written representation to the Panel within ten working days of the head teacher's recommendation. A copy of the summative assessment report should be attached to this letter. It is also advisable to send a copy of the letter to the Appropriate Body.
57. If the head teacher is not the induction tutor, he or she personally should observe the NQT teaching and review the evidence available. If the head teacher is also the induction tutor, he or she will need to involve a third party to show that their assessment is fair.
58. NQT members being judged as unsatisfactory are always advised to seek NUT representation at all meetings to discuss their future. In addition to any local agreement, the Employment Relations Act 1999 provides a statutory right for employees to be represented in grievance or disciplinary hearings. In this case, the assessment hearing would be tantamount to such a hearing.
59. The Appropriate Body may either extend the induction period or judge that the NQT has failed to complete satisfactorily induction. Extension is only granted in exceptional circumstances, such as for circumstances beyond the NQT's control or where there is insufficient evidence on which to base a decision.
60. If an NQT has failed the induction period and is appealing, the employer can dismiss him or her at that point or can continue to employ him or her pending the outcome of the appeal, subject to very stringent conditions. The NQT may not take responsibility for a class or teach a subject to a group of pupils which is not also taught that subject by a qualified and experienced teacher at the school. This means that, legally, the NQT must not have sole charge of a class but may team-teach with a suitable colleague. If the NQT's appeal subsequently fails, he or she must be dismissed within ten working days of the outcome of the hearing.
61. The employer of an NQT who has failed induction and does not intend to appeal must dismiss that NQT within ten working days from the date either when they gave notice of this intention or from the date when the deadline for appeal expired.
62. If, following an extension of the induction period, the school does not wish to continue to employ the teacher, this is not classed as dismissal following failure of induction. Employment would have to be terminated on other grounds, such as competence.
63. The head teacher may instigate a capability procedure at any stage before the end of the induction period if *"the NQT is not only likely to be incapable of completing an induction period at the school satisfactorily, but also that the education of the children under the NQT is, in the meantime, being seriously affected."* This may lead to the dismissal of the NQT before the end of the induction period. However, for as long as the NQT remains at the school, the induction procedure must continue in parallel with the capability procedure. In addition, if an NQT is dismissed on the grounds of capability before the end of an induction period, they may complete induction at another school.

Appeals procedure

64. The GTC in England and the GTCW in Wales is the Appeal Body for NQTs' induction and any decision it makes is final. Notice of appeals must be sent to the Appeal Body within 20 working days of the NQT receiving the decision, although the Appeal Body has the discretion to extend this time limit. The Appeal Body can either allow or dismiss the appeal or extend the induction period. The Appeal Body will send a copy of the NQT's notice of appeal to the head teacher who made the induction recommendation. The head teacher may also be asked to participate in the appeal process, often as part of the Appropriate Body's evidence to the Appeal Body.

A CHECKLIST FOR NUT REPRESENTATIVES

A source of support

This checklist of good practice is to be used by NUT representatives in cooperation with their newly qualified teacher colleagues in order to establish that their induction programme is appropriate and that proper levels of provision are being made for induction. For detailed information on the induction process, including issues relating to NQTs' statutory entitlements, NQTs employed on a supply basis and unsatisfactory progress, please refer to the earlier section of this guide.

If the answer to any of the questions 1-7 is 'no', NUT representatives should seek to discuss the matter with their head teachers. Where matters cannot be promptly or satisfactorily resolved, advice should be sought from the NUT regional office or, in Wales, NUT Cymru.

Induction checklist for NUT representatives

- Has every newly qualified colleague been assigned an induction tutor and provided with an agreed programme of monitoring and support, as required by DfES Guidance 0458/2003, "The Induction Support Programme for Newly Qualified Teachers" or Welsh Assembly Government (WAG) Circular 19/04 "Induction for Newly Qualified Teachers in Wales"?
- Do the arrangements in the school meet the Regulation that all teachers serving induction "do not teach for more than 90 per cent of the time a teacher at the school who does not receive points of responsibility would be expected to teach", in accordance with the "School Teachers' Pay and Conditions Document"? Is this in addition to 10 per cent PPA time?
- Do all newly qualified teachers and their induction tutors have easy access to a copy of the current WAG or DfES Guidance on Induction?
- Has each newly qualified teacher seen his or her job description? Is their teaching role within the age range and subjects for which they have been trained, as required by the DfES and WAG Guidance on Induction?
- Are all newly qualified colleagues receiving their salary on time and in accordance with their entitlements?
- The Appropriate Body, usually the local authority, is required to appoint a named individual with whom NQTs can raise issues about induction. Are all newly qualified teachers aware of that person?
- Are all newly qualified teachers on permanent contracts?

Matters of policy and practice

NUT representatives could establish whether every newly qualified teacher in their school has:

- all necessary keys, security codes and useful telephone numbers;
- a copy of the school handbook and sight of all the school's policies, with special reference to: the national curriculum; assessment; pupil behaviour; discipline; dress codes; harassment and bullying; child protection; directed time; equal opportunities; homework; marking; health and safety; special needs; and dealing with complaints;
- information on the school's development plan and a timetable showing opportunities for training and professional development;

- any schemes of work and information about any agreed daily/weekly/half-termly/termly class planning procedures;
- somewhere to keep personal belongings safely;
- an academic year diary showing key dates for the year; and
- been introduced to other members of staff, staff room etiquette and 'has their own mug'.

Do newly qualified teachers know:

- who to turn to for advice when there are difficulties in their class?
- about playtime duty arrangements – wet and dry – including the system for dealing with accidents, the location of medical boxes and the accident record book, and the names of the staff members trained as first aiders?
- the fire drill?
- when it is the turn of their class to use the hall/playground/field for PE; the arrangements for taking pupils swimming; and what they and the pupils should wear?
- what classroom support they can expect from the special needs co-ordinator (SENCO), any classroom assistants and other 'helpers'?
- the school's sickness and other absence arrangements?
- information about pupils' specific medical needs, and any special family/custody circumstances?
- about the access to computers and computer networks for pupils and staff?
- about radio and television programmes available including recording arrangements?
- the routine for staff meetings and the system for receiving daily/weekly updates?
- the dates, protocols and routines and dress codes for meetings with parents?

ADVICE FOR INDUCTION TUTORS

A helping hand

1. Induction tutors have a vital role in supporting newly qualified teachers. The role offers teachers opportunities to develop consultancy and managerial skills that will contribute positively to their professional and career development. In Wales it is expected that an induction tutor will have participated in the Induction Tutor Briefing programme.
2. The responsibilities of induction tutors are significant. The NUT believes that teachers appointed should receive additional salaries for enhanced responsibilities.
3. The induction tutor can be the head teacher. In the NUT's view, however, it is preferable for the role to be undertaken by a teacher other than the head teacher. This allows a proper separation between the support and assessment elements of the induction process.
4. Newly qualified teachers need:
 - support on taking up their first substantive teaching appointment;
 - a guided introduction to the teaching profession;
 - advice and mentoring which helps them develop their teaching and other professional skills; and
 - fair assessment procedures during their statutory induction period.
5. These needs are more likely to be met if induction tutors are given the support and opportunities outlined below.

Expectations of induction tutors

6. The DfES Guidance 0458/2003, "The Induction Support Programme for Newly Qualified Teachers" and the Welsh Assembly Government (WAG) Circular 19/04 "Induction for Newly Qualified Teachers in Wales" require head teachers to identify a member of staff as the induction tutor to provide day-to-day monitoring and support.
7. Under the terms of the statutory guidance, induction tutors are expected to:
 - provide, or co-ordinate, guidance on effective support for the newly qualified teacher's professional development;
 - make rigorous and fair judgements about the newly qualified teacher's performance in relation to the requirements for satisfactory completion of the induction period;
 - support the newly qualified teacher in using his or her Career Entry and Development Profile (in England) and Career Entry Profile (in Wales) as a basis for setting short-, medium- and long-term objectives for professional development;
 - agree with the newly qualified teacher a programme of monitoring, support and assessment tailored to the individual needs of the newly qualified teacher;
 - provide formative assessment and, in many cases, be involved in the summative assessment, by the head teacher, at the end of the induction period;

- ensure that records are kept of monitoring, support and formal assessment activities undertaken and their outcomes;
- agree in advance with the newly qualified teacher arrangements for his or her lessons to be observed;
- undertake most of the observations of the newly qualified teacher's teaching - such observation must take place at least once in any six to eight week period, including during the first four weeks in post;
- co-ordinate any observations by other people from within, or from outside the school, e.g. by teachers with particular specialisms;
- following observations, arrange for the newly qualified teacher to have a follow-up discussion with the observer to analyse lessons observed and then ensure that a brief written record is made on each occasion;
- at intervals throughout the induction period, and at least once in any six to eight week period, discuss with the newly qualified teacher his or her progress;
- where the induction tutor is not the head teacher, ensure that the head teacher observes the teaching of any newly qualified teacher considered to be at risk of failing;
- ensure that the newly qualified teacher is given opportunities to observe experienced teachers; and
- contribute to the planning and implementation of other professional development activities which focus on helping the newly qualified teacher to meet the induction standards.

8. The DfES and WAG guidance on induction includes the points set out below:

Induction tutors will wish to consider arrangements for the newly qualified teacher to:

- receive information about the school, the specific post and the arrangements for induction, in advance of the first day in post;
- receive information about their rights and responsibilities and those of others involved in the nature and purpose of assessment in the induction period;
- participate in the school's general induction arrangements for new staff;
- take part in any programme of staff training at the school, for example, on Key Stage 3, the National Literacy or Numeracy Strategies;
- know about any whole school policies, including those on child protection; management of behaviour; and health and safety;
- spend time with the school's special educational needs co-ordinator (SENCO) to focus on specific and general special educational needs (SEN) matters;
- receive, where appropriate, training, development or advice from professionals from outside the school, e.g. from other schools, local authorities, higher education institutions, diocesan authorities, professional bodies and subject associations; and
- attend external training events that are relevant to identified individual needs.

NUT advice

9. In order to meet these expectations, the NUT recommends that induction tutors:
 - are given a reduced teaching load to allow them to fulfil those responsibilities which can only be carried out during the teaching day;
 - receive suitable training, in particular with regard to the 'standards' and 'assessment' elements of the new induction arrangements; and
 - are given ongoing support and advice and opportunities to evaluate their role.
10. The WAG Circular on Induction states that an induction tutor should normally be responsible for no more than two NQTs and should be allocated protected time in which to support the NQT.
11. The DfES and WAG guidance on induction define the standards that must be achieved by newly qualified teachers if they are satisfactorily to complete their induction.
12. Without proper support, induction tutors are unlikely to be able properly to fulfil their responsibilities and the expectations of them under the terms of the DfES and WAG guidance.
13. Teachers appointed as induction tutors should therefore have a job description setting out their additional duties and responsibilities.
14. Induction tutors should each be given responsibility for a reasonable number of inductees taking into account the time and resources available and their teaching and other responsibilities.
15. Where induction tutors have not been able to fulfil their responsibilities adequately, such factors are likely to be highlighted during any appeal by newly qualified teachers who are deemed to have failed their induction.

NUT support for induction tutors

16. Information gathered by the NUT from local authorities suggests that, in a number of cases, the funding for induction is insufficient to cover both the reduced timetables for newly qualified teachers and the training and non-contact time needed by induction tutors.
17. Members who are appointed as induction tutors, but are not allocated appropriate training, support and opportunities to fulfil their role and meet their responsibilities, should, in consultation with their NUT representative, seek advice and support from their NUT regional office or, in Wales, from NUT Cymru.
18. The NUT will provide members acting as induction tutors with support and, where necessary, representation. This will apply in particular where induction tutors are drawn into appeals procedures where there is any suggestion that they have not adequately fulfilled their responsibilities or where they have not been supported in the ways outlined above.
19. The NUT has welcomed the new induction arrangements, provided they are implemented in a way which supports newly qualified teachers. Induction tutors are a key part of the induction arrangements and the NUT will give all the necessary support to members taking on this vital role.

ADVICE FOR HEAD TEACHERS

A leading role

1. Head teachers have a key role to play in the induction of newly qualified teachers (NQTs). They must ensure that newly qualified teachers are as well supported as possible and enable them to complete successfully their induction period. This guidance will help head teachers to be conversant with the legislation concerning the induction of newly qualified teachers. It explains the roles and responsibilities of head teachers in carrying out duties related to the induction period and offers advice on what to do in the event of difficulties.

The responsibility for induction arrangements

2. Every governing body or local authority, depending on who is the employer, is responsible, when making an appointment, for ensuring that the school can meet the statutory induction requirements. If a school cannot offer the NQT the necessary breadth of experience needed to meet the requirements, the head teacher is responsible for ensuring that the NQT is provided with appropriate additional support. For example, maintained nursery schools and early years centres designated as nursery schools may need to provide NQTs with some additional classroom experience at Key Stage 1. Similarly, NQTs working in special schools may need additional experience in a mainstream school.
3. If the head teacher or governing body does not feel able to offer an appropriate induction programme, even when support is available from the Appropriate Body, they should not appoint an NQT.

Financial matters

4. The Financing of Maintained Schools (England) Regulations allow local authorities to allocate funds to schools on the basis of the number of NQTs they employ. The DfES has indicated that the induction of NQTs would cost schools approximately £1,000 per teacher per term.
5. In Wales, funding is available for supply cover to release the NQT and induction tutor for their induction activities and to provide a reduced timetable for the NQT. This funding is available from the General Teaching Council for Wales and is £3,700 per NQT per year. The school may determine how this sum is used to meet both the NQT's and induction tutor's needs.

Head teachers' statutory responsibilities for induction

6. Head teachers, together with Appropriate Bodies, have statutory responsibility for the supervision and training of NQTs during their induction period. Both must ensure that the NQT has an appropriate induction programme as set out in the statutory guidance. The head teacher must also recommend to the Appropriate Body whether the NQT has successfully completed the induction period.
7. The head teacher must inform the Appropriate Body if an NQT who has not yet completed induction either joins or leaves the school, including NQTs employed on a supply basis for a term or more.

8. The head teacher should keep the governing body informed about induction arrangements and the results of any formal assessment meetings.
9. If an NQT has undertaken induction in more than one school, it is essential that the head teacher ensures that copies of records and reports are obtained from the NQT's previous school and then forwards copies of any summative assessment reports to the Appropriate Body. Similarly, if an NQT leaves the school before completing induction, the head teacher must retain copies of records and reports and forward these to the NQT's new school when requested. This has proved particularly important for head teachers where NQTs have moved schools to avoid failing induction.
10. If an NQT is employed on a part-time basis in more than one school or as a peripatetic teacher, one head teacher must take responsibility for liaising with the other schools to ensure that all the induction requirements are met.
11. The head teacher may not delegate these responsibilities but many of the tasks associated with them can be carried out by an induction tutor.

Supporting the induction tutor

12. Head teachers are required to identify a member of staff as the induction tutor. An induction tutor may be the NQT's line manager, a senior member of staff or other experienced colleague who has considerable contact with the NQT. The induction tutor could also be the head teacher. The NUT believes, however, that it is preferable for the role to be undertaken by someone else, to allow a proper separation between the support and assessment elements of the induction process.
13. These two functions of the induction tutor can be split between two or more teachers – in such cases, it is essential that responsibilities are clearly defined and monitored by the head teacher and that the induction tutor is fully prepared and supported in the role. The NUT believes that teachers appointed as induction tutors should, as a matter of course, have a job description which sets out their additional duties and responsibilities.
14. The role of the induction tutor offers teachers opportunities to develop consultancy and managerial skills that will contribute positively to their professional and career development. The role is a demanding one, however, and the induction tutor must have the necessary skills, expertise and knowledge to undertake the role.
15. Without proper support, induction tutors are unlikely to be able to fulfil their responsibilities and the expectations of them as set out in the statutory guidance properly. Where induction tutors have not been able to fulfil their responsibilities adequately, this is likely to be highlighted during any appeal an NQT deemed as having failed induction might make.
16. The NUT believes that teachers appointed as induction tutors should receive additional salaries for enhanced responsibilities and additional non-contact time in order for them to undertake their duties effectively, including any necessary training. They should be given on-going support and advice and opportunities to evaluate their role. It is unlikely in England that sufficient induction funding will be available to schools for these purposes. The NUT, however, believes that funding these provisions should be set against the longer-term funding "credit", where the NQT is on a below-average salary and the school is funded on the basis of "average salaries".

Newly qualified teachers' entitlements

17. Head teachers are required to ensure that NQTs receive all of their statutory induction entitlements, as set out in the statutory guidance. Full details are provided in the NUT guidance, "An Induction Guide For Your School", on the NUT's website, www.teachers.org.uk. These are summarised below.

No NQT, regardless of how they are employed, should be given a job description which makes unreasonable demands.

NQTs should be provided with advice and information on a wide range of matters, such as timetable, support arrangements, school policies and contract of employment.

NQTs should be provided with a programme of monitoring and support which is tailored to their individual needs and which will help them meet the requirements for satisfactory completion of the induction period.

NQTs should have a timetable of no more than 90 per cent of normal average teaching time to allow their induction to take place, including those working on a supply or part-time basis. Under the School Teachers' Pay and Conditions Document, head teachers are placed under a duty to ensure that NQTs' teaching time does not exceed 90 per cent of the time a teacher at the school who does not receive points of responsibility would expect to teach. This must be provided in addition to the 10 per cent PPA time to which all teachers are entitled.

The time released by the reduced teaching load may be used in whatever way is appropriate for individual NQTs. It should be "distributed appropriately" throughout the year. The NUT believes that NQTs should be guaranteed induction release on a regular weekly basis so that they can plan both their teaching and induction time in advance. If release time is cancelled for unavoidable reasons, such as staff illness, it should be made up at some other time.

18. NQTs who are not satisfied with the content and/or delivery of the school's induction programme have the right and also the responsibility to register their concerns. The head teacher should seek guidance from the Appropriate Body as soon as an NQT raises concerns in school, to ensure that it is discharging its responsibilities to the NQT properly.
19. It is a long-standing concern of the Union that there is still no entitlement for an NQT to be employed on a permanent contract. The NUT advises its head teacher members not to use temporary contracts for NQTs except for legitimate reasons such as sickness and maternity cover.

Unsatisfactory progress

20. The head teacher must ensure that procedures are in place to give early warning of any difficulties the NQT is having and that this information is communicated quickly to the NQT and all those with responsibility for the NQT's induction. Action should not be delayed until a formal assessment meeting.
21. The termly assessment forms sent to the Appropriate Body should clearly indicate whether the NQT is at risk of failing. The report should give details of identified weaknesses, agreed objectives, support given and planned and the evidence used to inform the judgement, all of which the head teacher and Appropriate Body must assure themselves are fair and accurate.

22. At the same time, the head teacher should write to the NQT about the assessment and the consequences of failing to make the necessary improvements. The NUT believes this letter should inform the NQT of the date when the Appropriate Body's NQT Panel will meet, and that the NQT is entitled to make written representation to the Panel within ten working days of the head teacher's recommendation. A copy of the summative assessment report should be attached to this letter. It is also advisable to send a copy of the letter to the Appropriate Body.
23. If the head teacher is not the induction tutor, he or she should observe the NQT teaching and review the evidence available. If the head teacher is also the induction tutor, they will need to involve a third party to show that their assessment is fair.
24. NQT members being judged as unsatisfactory are always advised to seek NUT representation at all meetings to discuss their future. In addition to any local agreement, the Employment Relations Act 1999 provides a statutory right for employees to be represented in grievance or disciplinary procedures. In this case, the assessment hearing would be tantamount to a grievance or disciplinary hearing.
25. The Appropriate Body may either extend the induction period or judge that the NQT has failed to complete satisfactorily induction. An extension is granted only in exceptional circumstances, such as for circumstances beyond the NQT's control or where there is insufficient evidence on which to base a decision – another reason why records must be kept scrupulously.
26. For additional information on this topic, please refer to the guidance on the NUT's website www.teachers.org.uk.

Appeals procedure

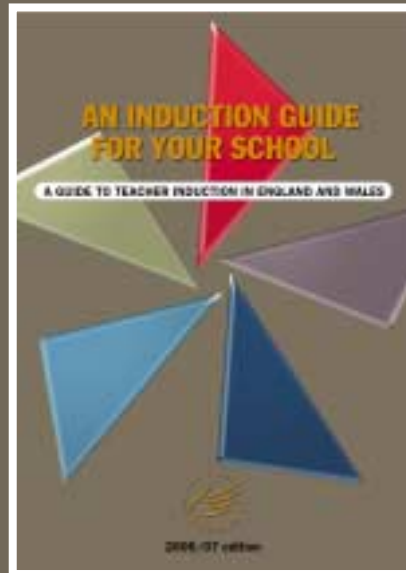
27. The GTC in England or the GTCW in Wales is the Appeal Body for NQTs' induction and any decision it makes is final. Notice of appeals must be sent to the Appeal Body within 20 working days of the NQT receiving the decision, although the Appeal Body has the discretion to extend this time limit. The Appeal Body can either allow or dismiss the appeal or extend the induction period. The Appeal Body will send a copy of the NQT's notice of appeal to the head teacher who made the induction recommendation. The head teacher may also be asked to participate in the appeal process, often as part of the Appropriate Body's evidence to the Appeal Body.
28. It is important to note that the working days referred to within the statutory guidance are not restricted to term time. Since documentation about appeals is usually sent during the summer holidays, it is essential that arrangements are agreed between the head teacher and Appropriate Body before the end of term, to ensure that preparation for the appeal can take place.

USEFUL RESOURCES

- DfES Guidance 0458/2003 "The Induction Support Programme for Newly Qualified Teachers", available by telephone (0845 6022260) or from the DfES website: www.teachernet.gov.uk
- Welsh Assembly Government (WAG) 19/04 "Induction for Newly Qualified Teachers in Wales", "Career Entry Profile" and "The Induction and Early Professional Development Handbook" available by telephone (02920 898688) or from www.new.wales.gov.uk/topics/educationandskills
- Information on teaching and induction in Wales can be obtained from the General Teaching Council for Wales (GTC(W)) at: General Teaching Council for Wales, 4th Floor, Southgate House, Wood Street, Cardiff, CF10 1EW. Telephone 02920 550350, fax: 02920 550360 or e-mail information@gtcw.org.uk. General information is also available on the website: www.gtcw.org.uk
- Enquiries to check whether an NQT has passed the QTS skills tests – GTC(E) Teacher Qualifications Helpdesk 0121 345 0140.
- Information about Golden Hellos and other incentives – Telephone the Teaching Information line on 0845 6000 991.
- Information about Teaching Grants in Wales – telephone the Welsh Assembly Government (02920 825111) and ask for the Teaching and Leadership Division.
- To obtain a DfES Teacher Reference Number in England, contact CAPITA by telephone (0845 6066 166), fax: (01325 745789) or e-mail tpmail@capita.co.uk. In Wales, contact the GTC for Wales as above.
- For information on assessment against the QTS and Induction Standards, by teachers who have qualified outside of the European Economic Area, contact UK NARIC on 01242 260010 or via www.naric.org.uk For further information, overseas trained teachers should contact the Training and Development Agency for Schools (TDA) on 01245 454321
- The Independent Schools Council Teacher Induction Panel (ISCTIP) can be contacted by telephone (020 7766 7044) or e-mail: wendy@isc.co.uk The ISCTIP website can be found at www.isis.org.uk
- For general information about the induction process, contact the TDA Continuing Professional Development team by telephoning 020 7023 8028.
- Training and Development Agency for Schools (TDA) material:
 - "Supporting Induction for Newly Qualified Teachers" pack;
 - "The Role of Induction Tutors";
 - "Career Entry and Development Profile";
 - "Induction Standards".

These are available from the TDA website www.tda.gov.uk or by telephoning 020 7023 8001.

It is important to remember that TDA guidance is non-statutory and should be used only if it is appropriate for the school.



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www.teachers.org.uk

