

Getting Started

The NASUWT is committed to protecting the interests of all probationer teacher members.

In whatever type of school you teach, you will have the full backing of the NASUWT.

Support is provided to probationer teachers through the NASUWT's network of lay representatives and the professional staff in the NASUWT Scotland National Centre.

Below is a brief overview of the types of schools in Scotland in which you may teach as a probationer teacher.

Terms and Conditions

In Scotland, local authorities are responsible for the provision of education in their area.

The terms and conditions of employment and pay scales for teachers employed in local authority schools are contained within the Scottish Negotiating Committee for Teachers (SNCT) Handbook, which can be found at www.snct.org.uk.

Types of Schools

There are two main school categories:

State schools

State schools are maintained and controlled by the local authority and funded by the state. Within the state school sector there is also provision for some Special Schools.

Although the majority of education for those children with Additional Support Needs (ASN) takes place in mainstream schools, there are a number of Special Schools that deal with children with very specific or severe ASN.

Independent schools

Independent schools are self-governing.

For an overview of the variety of ways in which the NASUWT supports probationer teachers, including a guide to the induction process, the free professional development seminars and the interactive networking between new teachers that the Union facilitates, use the web link below.

www.nasuwt.org.uk/NewTeachers



“As a Union the NASUWT is in constant contact with its members – I feel very much aware of my rights as a teacher and feel reassured about a number of issues which have concerned me.

Secondary School Probationer Teacher”

Finding Your First Teaching Post

Dos and Don'ts

Finding a first teaching position in a competitive market can be difficult for probationer teachers. As well as free seminars to prepare new teachers, the NASUWT offers advice on what new teachers initially should do in their search for a job. In this section is key guidance to help new teachers.

Finding a Vacancy

Do:

- start looking for a job as soon as possible and definitely by the Spring term of your induction year;
- find out about any 'pool' systems operated by local authorities where new teachers are appointed to the local authority and subsequently allocated to schools as vacancies are reported;
- find out if the local authority operates a recruitment database whereby they receive application forms and hold them on file to match against suitable vacancies when they arise;
- use the internet to seek jobs. Consider websites such as **www.myjobscotland.gov.uk**. There are also other website resources such as the Times Educational Supplement Scotland (TESS) job-finding service at **www.tess.co.uk**;
- consult the NASUWT online resource for advice on compiling your letter of application and curriculum vitae (CV);
- consider supply teaching as an option if a permanent placement is unavailable;
- look at the teaching jobs sections of all the local authorities' own websites.

Don't:

- always wait for a post to be advertised before applying. Speculative applications can be successful if they are received at the appropriate time or if they make such an impression that the school keeps your application on file;
- forget that many local authorities produce job vacancy bulletins that you can request;
- rely only on job searches to identify posts. You can identify vacancies through contacts. Friends and course tutors may have contacts who inform them of vacancies that arise. Be alert to job vacancies from contacts you may make during your teaching practice placements;
- be disheartened if you are still seeking a post into the Summer term of your probation year.

Making an Application

Do:

- take careful note of guidance on the appointments procedure and follow the employers' instructions;
- prepare a rough draft of the application first;
- ensure that your knowledge, experience and skills are matched to each criterion on the person specification when you write your supporting statement;
- make sure that your application is clear and easy to read;
- unless you are applying online, use a good-quality black pen, as your form may need to be photocopied;
- word process your supporting statement and attach it as a separate document;
- check carefully your spelling and grammar;
- ask someone to check the application before you submit it;
- keep a copy of your application. You will need to remember what you said when preparing for an interview and it can be referred to when completing other applications;
- write a supporting letter unless stated otherwise. This will provide you with an opportunity to set yourself apart from other candidates. The letter is an opportunity to get your personality across, but should be concise.

Don't:

- send a CV unless you are asked to, but if you are asked to send in a CV, check the NASUWT's guide to CV writing in the Union's 'Finding your First Teaching Post' website resource www.nasuwt.org.uk/FindingYourFirstTeachingPost;
- just copy a previous application form for every job, as it may not be specifically targeted at your new audience;
- include anything in your application that you cannot back up with evidence in an interview;
- miss the closing date;
- omit any questions on the application form or criteria on the person specification;
- make negative statements about yourself or your experience;
- waffle or provide irrelevant information;
- treat online applications any differently to hard-copy applications, in terms of the spelling, grammar and structure of your application.

The Interview

Do:

- gain as much intelligence about the school as you can before the interview. If it is feasible, visit the school prior to the interview. Request the opportunity to do so. Most schools have a website. Check it out. Make reference to the information from your visit or the website in your responses;
- think about questions that you may be asked and prepare key points you want to make when answering;
- think about your body language and use of eye contact with the person asking you the question;
- ask for further clarification if you do not understand the question asked;
- decide whether you are prepared to accept the post if offered during the course of the interview. This may be the final question asked. If you do not wish to take up the post, tell them so;
- be prepared to ask the panel questions you have prepared beforehand at the end of the interview. Make sure that they are well-considered and don't ask questions for the sake of it, particularly if your question has been covered during the interview. If it has, say so;
- prepare by rereading your application form and developing examples of situations where you have demonstrated your skills and competencies.

Don't:

- sit down in the interview room until invited to do so, unless it is immediately obvious where the candidate is required to sit;
- be afraid to use a pen and paper to jot down key points before answering questions;
- speak too quickly, even if it is normal for you to do so;
- be panicked into making an ill-considered reply if you are asked an unexpected question. It is reasonable to take a few moments to consider your reply before answering;
- just give 'yes' or 'no' answers. Give appropriate examples to illustrate and support your answers;
- be afraid to use gestures to emphasise a point or 'talk with your hands' if it is normal for you;
- be panicked into repeating yourself or rambling on to fill a silence when you have finished giving an answer.

The NASUWT provides a comprehensive online guide, **Finding Your First Teaching Post**.

Visit the website to help you plan your job-seeking strategy.

The web resources include links to local authority websites that hold teacher vacancies.

www.nasuw.org.uk/FindingYourFirstTeachingPost

I feel safer communicating honestly at work and standing up for myself knowing that NASUWT backs me!

Special School Probationer Teacher



Appointment

After the Interview

New teachers need to ensure that when taking up a first teaching position they get access to the essential and, if possible, the desirable information that will support integration into the school.

If you are unsuccessful, always ask for a debriefing to enable you to use this information to support your next application.

If you are unhappy about any aspect of the appointment process and/or believe you have been discriminated against, contact the NASUWT for advice.

Following a successful interview, you should receive a formal written offer of the post that sets out the conditions of appointment. This should include:

- the nature of the contract, i.e. standard or temporary;
- the date of commencement;
- the starting salary;
- the definition of the post. (This may be in the form of an accompanying job description. If this is not included, it should be issued shortly after you take up the post.)

Either before or shortly after you commence, you should receive a copy of your conditions of employment, which should only be signed if it complies with the definition of the post that you were offered. If you are unsure, you should take advice from the NASUWT.

Fitness to Teach

It is important that you are able to meet the medical fitness requirements of teaching. The responsibility for determining medical fitness rests with your employer, who may require you to undergo a medical examination before, or shortly after, taking up your appointment.

However, the Equality Act 2010 places a duty on employers, when making a decision regarding whether a teacher is fit to teach, to take into account any reasonable adjustments to assist the teacher in carrying out their duties. The Equality Act 2010 also prohibits employers from asking potential employees any questions relating to their health before a job offer is made.

If the report of the medical officer is unfavourable, contact the NASUWT to receive advice on formulating an appeal.

Teachers with a Disability

A disability should not automatically prevent a teacher from teaching. Under the Equality Act 2010, it is the responsibility of the employer to make reasonable adjustments to the working environment to accommodate employees who have declared that they have a disability.

If you believe that you may have been refused employment or have faced discrimination on the grounds of disability, contact the NASUWT.

Visiting Your New Workplace

If your new employer does not automatically invite you to visit your new workplace before taking up your post, take the initiative. Contact the school and ask when would be convenient. This visit will give you a feel for the school and make your first day of term a lot easier. This is a valuable opportunity to meet pupils and prospective colleagues.

You may wish to make contact with the Workplace Representative/contact in the school, who will be pleased to provide you with advice and information.

Appointment Checklist

The type of school a new teacher teaches in may influence the type of information available. However, new teachers should make sure that they have access to the essential items in the checklist below and should endeavour to obtain the desirable items if possible. If you are experiencing any difficulties acquiring this information, contact your NASUWT Workplace Representative/contact or the NASUWT Scotland Centre.

Essential	Desirable
• A letter of appointment. • A copy of your conditions of employment, including salary. • A job description. • A contract of employment.	• Details of the school's induction programme. • A staff handbook. • A copy of the school's pupil behaviour policy. • The school's collective agreements and personnel policies, including: • pay; • equal opportunities; • health and safety; • staff grievance, disciplinary and capability procedures; • sickness absence; • appraisal/performance management; • leave of absence.

This list is not exhaustive and the Workplace Representative/contact at your school, or the NASUWT Scotland Centre, will be happy to advise you about the employer's policies.

Visit the Being Appointed page within the NASUWT's Finding Your First Teaching Post web resource giving the important information new teachers need once appointed into a teaching position.

www.nasuwt.org.uk/BeingAppointed

Registration

General Teaching Council Scotland

In Scotland, if you want to teach, the law requires you to be registered with the General Teaching Council for Scotland (GTCS).

The requirement to register applies to full-time, part-time and supply teachers.

The GTCS's key function is regulatory. It maintains a register of teachers, regulates entry to the profession and governs the profession through its disciplinary and competence procedures.

The GTCS cannot provide you with any of the membership services, representation or legal support offered by the NASUWT.

To register with the GTCS, you must pay an annual fee which may be deducted at source if you are in employment. To find out more about the GTCS, including when you need to register and how the fees should be paid, go online at www.gtcs.org.uk.

Criminal Record Checks

The Protecting Vulnerable Groups Scheme (PVG Scheme) delivers on the provisions outlined in the Protection of Vulnerable Groups (PVG) (Scotland) Act 2007, which can be downloaded in full from www.legislation.gov.uk/asp/2007/14/contents.

The PVG Scheme is managed and delivered by Disclosure Scotland, which, as an agency of the Scottish Government, takes on additional responsibilities. This includes making decisions on behalf of Scottish Ministers about who should be barred from working with vulnerable groups.

Membership of the PVG Scheme is a requirement for anyone applying to register with the GTCS. Membership of the PVG Scheme is granted where there is no information available to suggest that someone is unsuitable to work with vulnerable groups.

The GTCS has its own professional vetting process which is broader and considers an applicant's fitness to work as a teacher. This means a teacher could be a member of the PVG Scheme but refused GTCS registration.

If you have a criminal conviction and are concerned about its nature and potential impact on any job application, you should contact the NASUWT for advice. A criminal conviction does not always automatically mean you cannot teach. It will depend on its relevance to your employment.

For more information regarding GTCS registration or the PVG Scheme, please contact the NASUWT Scotland Centre. The GTCS website is also a useful source of information (www.gtcs.org.uk).

www.nasuwt.org.uk/Registration

A woman with curly hair, wearing a light blue sweater, is sitting at a desk and talking to a young girl with long brown hair, wearing a pink shirt. The girl is resting her chin on her hand and smiling. In the background, another person is visible, and there are shelves with various items.

I feel very well supported by the NASUWT. Lots of professional development courses available. Lots of care for probationer teachers.

Primary School Probationer Teacher

Induction

All eligible probationer teachers in Scotland have a guaranteed one-year training place (195 days).

Eligibility will normally be restricted to those students graduating from a Scottish Higher Education Institution with a teaching qualification, whose training has been publicly funded. This includes students from other parts of the UK and other parts of the EU, provided they have been assessed by the Student Awards Agency for Scotland (SAAS) as a home fees student. Please contact your university directly if you require any further information on eligibility.

Another option available to probationers is that they complete 270 days' probation in order to achieve the Standard for Full Registration (SFR).

It should be noted that this can take considerably longer, depending on job availability.

In all cases, the teacher will remain on the probation salary point until SFR is achieved.

Below are the key rights that probationer teachers should expect to receive when going through the Teacher Induction Scheme (TIS):

- **no more than 18.5 hours (0.82 full time equivalent) of timetabled teaching time per week;**
- **the opportunity to undertake continuing professional development (CPD) to inform practice;**
- **access to and experience of the planning procedures used by other teachers;**
- **an induction tutor or mentor;**
- **not to teach routinely classes or individual children with particularly or especially challenging discipline problems without support;**
- **to teach the same class(es) on a regular basis;**
- **to receive regular feedback and support on your progress;**
- **a comprehensive programme of support during your induction period;**
- **to receive early warning of any perceived problems or difficulties with your progress;**
- **to be treated as a professional.**

At the end of the TIS, probationer teachers will be eligible to apply for full registration as a teacher with the GTCS. To achieve this, they will have to meet the requirements of the SFR.

The SFR and the TIS together serve to ensure that those entering this challenging and rewarding profession will be given the very best start to their career.

If members experience any difficulties during their probation period, you should contact the NASUWT Scotland Centre for advice straightaway. Likewise, if you feel that you are not getting access to your key rights and appropriate support that would allow you to get through your induction period, you should contact the NASUWT Scotland Centre.

Continuing Support from the NASUWT

The ongoing need to ensure high-quality induction support for new teachers remains critically important.

This will require attention by national policy makers and by schools to ensure that all new teachers have a secure probation entitlement, including professional time, an entitlement to professional development and collaboration with experienced teachers in other schools.

If members experience any difficulties during their induction programme, they should contact the NASUWT immediately. Delay in doing so can hinder the resolution of problems. Probation is meant to be a supportive not punitive process.

The NASUWT also offers an abundance of professional advice and support for probationer teachers undertaking induction.

The NASUWT also provides free professional development seminars to all new teacher members before they enter the classroom.

The NASUWT's Preparing for Your First Teaching Post seminars offer important information about the induction process and other areas of professional practice.

Further information on the induction process is available in the NASUWT's Induction Planner.

All newly qualified teacher members of the NASUWT will receive this before the start of the academic year.

www.nasuwt.org.uk/InductionPeriod

Your Salary

Salary

Your conditions of service in a local authority school are derived from three basic sources:

- the Scottish Negotiating Committee for Teachers (SNCT) negotiates the national terms and conditions for teachers and is a tripartite negotiating forum with teacher unions, the Convention of Scottish Local Authorities (COSLA) and the Scottish Government;
- Local Negotiating Committees for Teachers (LNCTs) negotiate local policies relating to teachers, such as disciplinary or grievance procedures, as well as special leave and transfer policies;
- each school should have a school negotiating forum through which agreements specifically about the 'collective time' element of working time are reached.

Conditions of service for teachers in Scotland are contained in the SNCT Handbook, which is accessible online at www.snct.org.uk. This is also available on the NASUWT website at www.nasuwt.org.uk/ScotlandConditions.

Salary Scales – Classroom Teachers 2016	Main Grade Scale – Maintained Schools
Spine Point	Main Pay Scale April 2016
0 (Probationer)	£22,416
1	£26,895
2	£28,491
3	£30,111
4	£31,860
5	£33,876
6	£35,763

Teachers' Pensions

The teachers' pension scheme in Scotland – the Scottish Teachers' Pension Scheme (STPS) – is run by the Scottish Public Pensions Agency (SPPA). The Scheme is also known as the Scottish Teachers' Superannuation Scheme (STSS).

All local authority teachers will automatically be enrolled as a member of the Scheme. Membership of the STSS is not compulsory.

However, the NASUWT strongly advises members not to opt out of the STPS. Any member who considers opting out should take independent financial advice before doing so.

If you have opted out, you will automatically be opted back in every three years by your employer, provided you are still in recognisable service.

If you do not wish to pay into the STPS, the onus will be on you to inform your employer.

Further information on the STPS is available in the SPPA members' guide at www.sppa.gov.uk/scot_teachers.

Useful Contacts

Scottish Public Pensions Agency
(SPPA)

01896 893000
<http://sppa.gov.uk>

NASUWT Scotland

0131 226 8480
rc-scotland@mail.nasuwt.org.uk

Wesleyan

0800 358 0325
<http://wesleyan.co.uk/professions/teachers>

The Pensions Advisory Service (TPAS)

0300 123 1047
www.pensionadvisoryservice.org.uk

Pensions Ombudsman Service

020 7630 2200
www.pensions-ombudsman.org.uk

Before seeking assistance from TPAS, or making a complaint to the Pensions Ombudsman Service, members are advised to contact the NASUWT first for a discussion.

Protecting pensions.

For details on pensions and the NASUWT campaign, go to

www.nasuwt.org.uk/ScotlandPensions

Observation of Teaching Practice

Why Observations are Important

Observations of probationer teachers' teaching practice during the induction period, if utilised correctly by the school, can be an effective aid to probationer teachers' development and progress towards meeting the Standard for Full Registration (SFR).

The GTCS states that probationer teachers should be observed at 'regular intervals' and suggests that once every three weeks is appropriate and that such observations will help with the effective assessment of probationer teachers' teaching practice.

Before the Observation

The objectives of each observation should be agreed between the probationer teacher and the induction mentor/supporter prior to the observation taking place.

Each observation should highlight strengths and areas for further development within a specified aspect of the SFR.

If your first observation is not following this path, you should arrange a discussion with your induction tutor/mentor.

Most problems can be ironed out informally. However, if a problem persists, you may want to discuss the matter with your headteacher and you should also keep notes of any discussions.

The observation should be undertaken by the induction mentor/supporter.

Again, if the person undertaking the observation is to differ from the norm, this should be discussed between the probationer teacher and induction mentor/supporter prior to the observation, and the principles of why a different person is undertaking the observation should be agreed upon.

If probationer teachers have concerns about the range of people observing their practice and these concerns cannot be resolved in the school, they should speak to the NASUWT as soon as possible.

After the Observation

The NASUWT adheres to the principle that a probationer teacher's teaching practice should be observed at intervals throughout the induction period.

If, however, probationer teachers believe they are being over-observed, they should talk to their induction tutor/supporter in the first instance.

If the issue persists, consider having a conversation with the headteacher.

In these circumstances, probationer teachers should always keep the NASUWT informed and updated so we can assist.

The NASUWT is clear that over-observations of probationer teachers is counter-productive and will not aid the developmental process that induction is intended to be.

Additionally, if observations of teaching practice are to be beneficial to the development of probationer teachers, the objectives of observations should be agreed in advance and every observation should be followed by a discussion and feedback to analyse the lessons observed.

The ensuing discussion and feedback should be positive and constructive and should point out what probationer teachers are doing well, but also where the school can help probationer teachers in areas where improvement may be needed.

A brief written record should be made after every observation. This should cover the agreed development objectives, indicate where further development is needed and where objectives should be revised in light of the observation.

If the school does not have a formal process for recording discussion post-observation, probationer teachers should make sure they keep their own records.

The NASUWT's Induction Planner can prove an essential resource with such record keeping.

www.nasuwt.org.uk/NewTeachers

Staying Safe

Assaults

Teachers do an excellent job in maintaining discipline in schools, but in a small minority of cases problems arise. The NASUWT recommends that the following steps are taken by members if they are assaulted at work by a pupil, parent or member of the public on the school premises:

- summon assistance;
- ask for the NASUWT Workplace Representative/contact to be informed and for an opportunity to speak to him/her.
- ask for the headteacher to be informed and that the incident is reported to the police. If necessary, and after taking the Union's advice, make a statement to the police and obtain a crime number;
- request that an ambulance be called, if appropriate, particularly if you have suffered a blow to the head. At the very least, you should be allowed to leave the premises to seek medical advice;
- do not attempt to carry on teaching your lesson or carry out other duties. Request either to be allowed to go home or to sit quietly away from pupils;
- contact the NASUWT Scotland Centre as soon as practicable;
- as soon as you feel able, write down what you can remember of the incident and the circumstances that led up to it. Do not submit a written report to anyone until you have consulted the NASUWT;
- as soon as possible after the event, note the names of witnesses and, if possible, obtain for your own reference written statements from any members of staff who witnessed the incident;
- ensure that, at the earliest opportunity, the incident is recorded in the accident book, preferably by yourself or your Workplace Representative. Obtain a copy of what is recorded for your own records. Check its accuracy, if it has been entered by anyone other than yourself.

If you have suffered an injury arising from an assault or accident at or on the way to/from work and you feel that your employer exposed you to an unnecessary and foreseeable risk of personal injury which could have been avoided, telephone the **NASUWT free legal advice line on 0808 100 2221**.

Child Protection

You should be provided, on appointment, with the school's child protection policy. Any action you take should comply with the policy. If a pupil confides in you that they are being abused or if you suspect abuse, you must not keep the information to yourself or promise the child confidentiality. You should report your concerns to the designated child protection officer within the school. Do not attempt to question a child as this could jeopardise any future investigation. Leave questioning and investigation to other professionals.

If an allegation of child abuse, which arises from your employment, is made against you by a pupil, parent or others, contact the NASUWT immediately. The NASUWT will provide professional and legal support as appropriate

Contact with Pupils

Physical Contact

A pupil, parent or observer may misconstrue physical contact. You should avoid making gratuitous physical contact

with pupils. Any form of physical punishment of pupils is unlawful, as is any form of physical response to misbehaviour, unless it is by way of restraint.

There may be occasions where physical contact is acceptable:

- when a distressed pupil needs comfort such as a caring parent might give. However, you should use your discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time;
- the nature of the subject being taught. Examples may be demonstrating a piece of equipment or apparatus or demonstrating a move or exercise in PE. You should be careful that such contact could not be misinterpreted;
- in an emergency, where you need to administer first aid. Wherever possible, ensure that another adult is present;
- teachers have a legal right to use 'reasonable' force where it is necessary to physically restrain a pupil to prevent him/her from inflicting injury to others, or self-injury, damaging property or causing disorder. In such situations, only the minimum of force necessary should be used. It is essential that you consult the school's policy on physical contact with pupils and the use of restraint before you begin teaching. Teachers should be trained in acceptable forms of restraint.

Teachers should be aware that there is no legal definition of 'reasonable force'. Government guidance says force will be reasonable 'if it is proportionate to the consequences it is intended to prevent'. It is therefore a question of judgement on the part of the person using the force.

Government guidance does state that employers should fully support a staff member if they have exercised their statutory right to use reasonable force. The NASUWT welcomes this principle but is concerned that the guidance implies that management will always accept that the member of school staff exercised their judgement correctly and used an appropriate level of force, which in practice is often not the case. The NASUWT advises teachers that they should not presume that they will always receive such support from the school and should ensure that they contact the NASUWT as soon as an incident occurs.

Searches

The NASUWT strongly advises teachers not to undertake searches as they are liable to put themselves at an increased risk of assault and accusation. Such searches should only be carried out by staff specifically employed to do so or, by the headteacher. There should be a school policy regarding screening and weapon searching.

Meetings with Pupils

Private one-to-one meetings with individual pupils may leave you vulnerable to allegations of inappropriate conduct. It is important that you are aware of and follow your school's policy on such meetings. There will be occasions when a confidential interview or a one-to-one meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access by someone outside or with the door open. Another adult or pupil should be present nearby. Where such conditions cannot apply, ensure that another member of staff knows that the interview is taking place. Meetings with individual pupils away from school premises should be exceptional and only be arranged with the specific approval of the headteacher.

Staying Safe

Relationships with Pupils

You should ensure that your relationships with pupils are appropriate to the age and gender of the pupils and take care that your language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when dealing with adolescent boys and girls.

You should also refrain from engaging with pupils outside of school using electronic means of communication such as text messaging, instant messaging or social networking sites such as Facebook, as this may also leave you vulnerable to allegations of inappropriate conduct.

If you are concerned that a pupil is becoming attracted to you or is developing an inappropriate attachment, you should report the situation to a senior member of staff and seek advice from the NASUWT.

The Sexual Offences (Amendment) Act 2000 introduced what is known as the 'abuse of trust' legislation, making it unlawful for a person to engage in sexual activity with a person under 18 where they are in a position of trust in relation to that younger person, even where the young person has consented to the relationship. This clearly covers teachers with regard to pupils at their school.

The Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005 creates the new 'grooming' offence. This offence is intended to catch those who develop relationships with young people under 16 in order to gain their trust and persuade them into vulnerable situations where they can be sexually assaulted. Sexual activity does not have to take place for an offence to occur. The offence is complete when the person meets or sets out to meet the child with the intention of engaging in unlawful sexual activity. This Act was further enhanced by the Sexual Offences (Scotland) Act 2009 which included a clearer definition of consent in order to reduce the evidential requirements in certain circumstances. If a caution is accepted under this Act, it is likely to result in the imposition of a bar by the Disclosure and Barring Service from working with children and/or vulnerable adults in any capacity, not only teaching.

Supporting members

Stress

NASUWT research indicates that two thirds of teachers suffer with some form of work-related stress. Although most teachers experience pressure on a daily basis and some of this pressure can be good for people, even enjoyable, the pressure must be proportionate to the needs of the situation, the time limits and the individual's capacity to cope and control. This capacity varies according to the individual. Long-term pressure can lead to stress, which can be the cause of mental or physical illness.

Possible symptoms of stress include exhaustion, headaches, increased pulse rate, sweating, and pains in the back, shoulders or neck. It can bring about illnesses such as heart disease or stroke, high blood pressure, digestive disorders, skin problems, infections, asthma and even cancer. Teachers suffering from stress may also be more susceptible to infections such as colds and flu.

Stress may lead to behavioural changes such as:

- anxiety;
- panic attacks;
- fatigue;
- sleeplessness;
- becoming withdrawn;
- depression;
- mood swings;
- irritability;
- neglect of personal appearance;
- frequent absences;
- aggression;
- unwillingness to accept advice or co-operate with others;
- increased use of cigarettes, coffee, alcohol and other drugs;
- overworking;
- difficulty in maintaining concentration.

Personal relationships can also suffer.

The employer has a legal duty to protect the health and safety of employees at work. This includes protection against the effects of stress.

Employers should identify the causes of work-related stress, assess the risks and take preventive action before illness occurs.

Contact the NASUWT for support and advice or visit the website for information on the NASUWT 'Wellbeing at Work' online survey.

Voice care

An essential and sensitive instrument in your teaching toolbox is your voice. Extreme stress such as shouting or aggressive clearing of the throat can cause instant and sometimes prolonged effects including hoarseness and a sore throat. Teaching is widely recognised as one of the professions most likely to result in voice problems, which is why the NASUWT provides voice care training to members and this is why the NASUWT include voice care training as part of the seminars for newly qualified teachers. If you have not yet attended one of our NQT seminars, here are a few simple steps you can take to help protect your voice:

- Avoid shouting to get attention. Don't raise your voice over noise: it increases tension in the vocal folds. Develop techniques, other than shouting, to get attention, e.g. a nod to the board where you have written a consequence if the talking doesn't stop, etc.
- Pace your speaking at a manageable rate. Pause and take a breath. Too fast a pace may result in increased tension on the vocal folds.
- Practise good posture. Slouching prevents effective use of the diaphragm. Standing up straight and looking forward greatly reduces vocal strain.
- Keep hydrated by drinking plenty of water and avoid drinks that may be an irritant or too acidic.
- Consider seeking medical advice if symptoms persist.

NASUWT members wishing to apply for legal assistance in relation to accidents at work, accidents during travel between home and work, work-related disease or disability, or assault by pupils, parents or intruders should phone 0808 100 2221.

Use and Abuse of Technology

Developments in technology have led to significant improvements in support for learning and in the working practices of teachers and other members of the school workforce. However, there is growing evidence of the abuse of technology, by pupils, parents and employers. In some circumstances, the manner in which technology is used is increasing workload. It is also providing a vehicle for prejudice-related bullying and harassment of staff and for false allegations to be made against them. The inappropriate use of e-mails, texts and internet sites is called cyberbullying. This has a devastating effect on teachers' health, wellbeing, confidence, self-esteem and, in some cases, their career progression as a result of employers trawling websites for information.

You may use a variety of social networking sites, e.g. Pinterest, Facebook, Twitter and YouTube. The NASUWT advises all new teachers to review carefully all internet sites where they have recorded any personal information that could be accessed either by students or employers to ensure that it is appropriate.

What you can do to Protect Yourself

- Check your school behaviour policy or procedures on acceptable use of technology to ensure that it covers school staff.
- Keep personal phone numbers private and do not use your own mobile phones to contact pupils or parents.
- If you use social networking sites, avoid 'friending' pupils or parents or adding them to your contact lists. You may be giving them access to your personal activity and information and allowing them to contact you inappropriately. They may also be giving you access to inappropriate information.
- Do not post information about yourself publicly that you would not want employers, colleagues, pupils or parents to see.
- Keep passwords secret and protect access to your computer accounts.
- Always restrict access to your personal internet accounts and set privacy levels.
- Avoid retaliating to or personally engaging with cyberbullying incidents.
- Inform the appropriate person in authority in the school of any incidents at the earliest opportunity.
- Keep a record of all incidents (including dates, times, witnesses and feelings experienced). Many of the incidents may appear trivial in isolation, so it is important to establish if there is a pattern over time.

Use Social Networking Sites Safely

The NASUWT has worked with Childnet International to support the production of guidance for newly qualified teachers and trainee teachers on using social networking sites safely. The guidance will help new teachers understand the e-safety issues within the school environment specifically.

The Use and Abuse of E-mails

E-mails are used regularly as a method of communication in schools and used appropriately can make a positive difference to working practices.

However, in too many schools, teachers are reporting that e-mails are adding to their workload, intruding into their personal time and causing them stress.

The NASUWT has carried out extensive research into the abuse of e-mails which has highlighted poor practice.

Full details of the NASUWT research can be found on www.nasuwt.org.uk/Emails.

Teachers need to be aware of the following information:

- schools should have a clear protocol for the use of e-mails and the school's e-mail account. Check if the school has a protocol;
- the contents of e-mails on a school's e-mail account are not totally private. These are often monitored by school management and any e-mails can be accessed by them;
- the school e-mail account should never be used for personal e-mails between staff or for communication – for example, with other union members on union business;
- teachers should have a personal e-mail account and that e-mail address should not be used for school-related matters or shared with pupils or parents;
- when using the school e-mail account, care should be taken to ensure that what is included in an e-mail is written in a professional manner.

There should be no expectation by the school that teachers will read or reply to e-mails during teaching time, during the evenings, at weekends, during holiday periods or while on sick leave.

Some schools have an expectation that teachers will use e-mails to communicate with parents or support pupils with homework. There should be no expectation that teachers will do this in their own time.

If you work in a school where e-mails are:

- sent, for example, with read receipts which are designed to create an expectation of a response in a particular timescale;
- regularly sent during the evening, weekends or holiday periods;
- sent when you are on sick leave;
- intruding on your personal life;
- causing you pressure and stress;
- adding to your workload;

contact should be made with the NASUWT Scotland Centre for advice and support.

www.nasuwt.org.uk/WhatsNew/Campaigns/StopCyberbullying

Supply Teaching

Probationers undertaking the flexible route will make up their required 270 days on supply teaching.

This information on supply teaching will also be relevant to those teachers having just completed their probationer year on the induction scheme and seeking employment.

In Scotland, all supply teachers are employed directly by the local authority.

The nationally negotiated terms and conditions of service for teachers working in local authority schools are contained in the Scottish Negotiating Committee for Teachers (SNCT) Handbook.

It is vital to note that there are two tiers of supply teaching and there are distinctions between the two with regard to pay and terms and conditions.

The two types of supply employment are 'Short-term Supply', which is covering two days or fewer in any one school, or for anything greater than two days, a 'Fixed-Term Temporary Contract'.

Short-Term Supply:	Two days or fewer
	Point 1 of Payscale
	Can teach the whole pupil day
	Automatic 10% payment for actual teaching hours

Fixed-Term Temporary Contract:	Any engagement greater than two days
	Pay, terms and conditions same as all teachers

This is covered in the SNCT Handbook which can be found at the following link: www.snct.org.uk.

See over for tips for Supply Teachers

Tips for Supply Teachers

Before taking up supply work:

- establish the rate of pay you will receive for a full day or half day;
- check when you get paid (weekly, fortnightly or monthly) and how you will be paid;
- clarify the sick-pay entitlements;
- ensure that appropriate deductions will be made by the employer for national insurance and tax.

When you start your supply work, request:

- a tour or a map of the school to help you find classrooms, the staff room and toilets;
- relevant policies such as the school's disciplinary, grievance and health and safety policies;
- a timetable with timing of sessions, breaks and lunch periods;
- the emergency contacts and telephone numbers/procedures;
- details of registration procedures, fire drills and security arrangements;
- a named person to whom you can go for advice and support;
- information on who has management responsibility for you;
- details of training days and, if you are expected to attend, check you will be paid;
- information about the pupils you are going to teach, e.g. do any have medical conditions or special educational needs?

Remember:

However short the placement, ask the school for a reference or testimonial to support you in obtaining another job.

Keep a record of the supply work you have undertaken for any employer – it is helpful for you to have your own record for identifying service accrual and any continuity of service with employers.

The NASUWT provides a range of conferences, events and continuing professional development opportunities for supply teachers. Further details are available on the NASUWT Conferences and Events webpage at www.nasuwt.org.uk/ConferencesAndEvents.

For further advice on supply teaching and to download a free copy of the
NASUWT *Know Your Rights* leaflet for supply teachers, go to

www.nasuwt.org.uk/Supply

About the NASUWT

The NASUWT is the fastest growing teachers' union in Scotland and the largest in the UK. This is one of many factors that makes the NASUWT the trade union for all probationer teachers.

Cross-sector Representation

The NASUWT has members in all sectors, from early years to further education, and represents teachers in all roles, including school leaders.

Democratic

The NASUWT's membership determines policy, which is implemented by those elected to represent them and professional staff.

Politically Independent

The NASUWT is political but not party political. It does not affiliate to any political party. The Union's aim is to serve the best interests of teachers no matter what party forms the government at national or local level. The NASUWT is deeply committed to working to influence the education policy of the government and employers to secure the best working conditions for all teachers and school leaders to enable them to work effectively to raise standards.

First-class Representation

The NASUWT provides first-class legal and professional services through a high-quality network of local officers, national and regional professional staff and specialist legal advisers.

Focused on Equality

The NASUWT is committed to pursuing fair and equitable conditions of service for all members.

The Union leads the fight in championing equality. The Union also recognises that not only are teachers and school leaders entitled to work in a fair and just environment, free from discrimination, but they also play an essential role in challenging discrimination, inequality and intolerance. The NASUWT has therefore produced advice and information to members in respect of a wide range of equality issues. Many of these publications are designed to provide practical advice to ensure that equality is embedded in all areas of school life. To access all NASUWT equalities publications and to find out more about the NASUWT's equalities policies, visit the Union's website at www.nasuwt.org.uk.

Campaigning to Deliver Change

The NASUWT is a campaigning union and has secured improvements to teachers' conditions of service, dealing with violent and disruptive pupils and reducing excessive workload and bureaucracy, amongst many other campaigns that have positively affected teachers' working lives. The NASUWT is the teachers' union that is 'Standing up for Standards' and protecting teachers through judicious use of the Union's continuing programme of industrial action. Find out more in the industrial action section of the website at www.nasuwt.org.uk/IndustrialAction.

Communication

The NASUWT believes that good communication between the Union and its members is vital. The NASUWT sends:

Please turn over...

- information on key issues direct to every member's home throughout the year;
- a copy of *Teaching Today*, the NASUWT journal, to every member's home at least five times a year;
- regular reports, advice and guidance to members, representatives/contacts in schools to keep them fully up to date on current issues and negotiations.

The NASUWT website is also a vital source of information. Visit www.nasuwt.org.uk.

Practical Advice and Guidance

The NASUWT produces excellent practical advice and guidance. All NASUWT publications can be accessed via the Union's website. Printed copies can be ordered online or on request from 0131 226 8480 or email: rc-scotland@mail.nasuwt.org.uk.

Training and Information

The NASUWT offers an extensive programme of trade union and professional courses. They can be found on the website. The NASUWT also holds numerous conferences and seminars throughout the year. These are featured on the NASUWT website.

Benevolence Assistance

Sometimes teachers experience financial hardship. Members are eligible to apply to the NASUWT Benevolent Fund if they are or have been subscribing members of the NASUWT. Dependants of a member or former member of the NASUWT may also be eligible for support. Any NASUWT member who is experiencing hardship and wishes to make an application to the Benevolent Fund should contact the NASUWT Scotland Centre.

Confidential Advice

The NASUWT provides all members with confidential advice on issues of concern relating to their employment. If you have a problem at work, you can discuss this with your NASUWT Local Secretary, National Executive Member or the NASUWT Scotland Centre professional staff. The NASUWT offers confidential advice and support and will only act in accordance with your wishes.

The NASUWT on Twitter



You can follow the NASUWT for further general Union news, events and policy on twitter.com/@nasuwt. You can also follow the NASUWT General Secretary on twitter.com/@Chris_K_NASUWT.

The NASUWT on Facebook



The NASUWT Facebook page is another source of useful information. The NASUWT also has designated Facebook sites for new teachers and for other groups of members. To find out more, visit www.facebook.com/nasuwt.

How to Contact the NASUWT

Workplace Representatives and Contacts

The NASUWT is a member-led organisation whereby the initial support for members will come from serving teachers who undertake elected roles for the Union on a voluntary basis. The NASUWT has a network of teachers undertaking the role of Workplace Representative/contact in the majority of schools. Workplace Representatives/contacts should ideally be the first people that members approach when they have a workplace issue.

Local Associations

All members are automatically part of an NASUWT Local Association which covers the area in which they teach.

Local Associations are run by serving teachers who have been elected by the membership in a specific area. Local Associations are a vital source of support for members.

National Executive Members are elected from the NASUWT membership to provide advice, guidance and support to the Local Associations within their area.

Members can find the contact details for their Local Association Secretary or their National Executive Members on the NASUWT website at www.nasuwt.org.uk or by contacting the NASUWT Scotland Centre.

The Scotland Centre

The NASUWT Scotland National Centre is in Edinburgh.

There are highly trained professional staff within the Centre to provide support and guidance for members, Workplace Representatives, contacts and Local Associations.

NASUWT Scotland National Centre

35 Young Street North Lane

Edinburgh

EH2 4JD

Tel: 0131 226 8480

E-mail: rc-scotland@mail.nasuwt.org.uk

There is also a 24-hour advice line for members in Scotland.

The contact number is: 0808 100 2221.



“

I appreciate being valued as a professional and being treated like a professional. The NASUWT puts on lots of events that empower us individually and collectively.

Secondary School Probationer Teacher

”

Benefits and Services

Additional Support and Advice

The NASUWT understands that members may occasionally need additional confidential support and advice in specialist areas. In order to provide this advice, the NASUWT supports several organisations to provide the following services to members:

- | | | |
|--------------------------------|----------------------|---------------|
| • 24-hour counselling service: | Teacher Support Line | 08000 562 561 |
| • FREE debt advice: | Payplan | 0800 716 239 |

Other Services

Members of the NASUWT can take advantage of the wide range of offers, discounts, benefits and services available from nearly 150 different companies. In addition to the financial and insurance services from long-term partner companies such as Wesleyan for Teachers and Endsleigh, the Benefits and Services website at www.nasuwtbenefits.co.uk (password p2016) gives you access to savings from a complete range of lifestyle benefits that should enable you to recover each year the cost of your NASUWT subscription.

In addition to the website, look out for the twice monthly Benefits and Services eZine that is sent to all members who have supplied the Union with their e-mail address. If you are not receiving the eZine, simply call the Membership Team on 03330 145550 and supply your e-mail address or e-mail your membership number to membership@mail.nasuwt.org.uk.

Non-employment-related Issues

NASUWT members have access to a number of legal services:

- 30 minutes' free non-employment legal advice;
- non-employment personal injury claims for members and their dependants;
- hassle-free conveyancing;
- free will writing.

NASUWT members can access the above services by telephoning 0808 100 2221.

Free Personal Accident Cover

The NASUWT provides free personal accident cover in the event that a member suffers a fatal injury or loss of limbs or eyes due to an accident at work. Cover includes accidents incurred whilst travelling to and from work.

Free Insurance Cover for Cash and Personal Belongings

The NASUWT provides free insurance cover for cash and personal belongings stolen from school or lost through fire. Cover includes losses incurred whilst on official school visits. Members completing the payment of their subscription by 31 January each year or, alternatively, who pay their subscription by direct debit, benefit from increased levels of insurance cover.

Free Malicious Damage to Car Insurance

The NASUWT provides free insurance cover in the event that members' cars are subject to malicious damage whilst on school premises.

This cover is only available to members who complete the payment of their subscription by 31 January each year or, alternatively, who pay their subscription by direct debit.

Further details of the free insurance cover provided can be obtained from 03330 145550, e-mail: advice@mail.nasuwt.org.uk or on the NASUWT's website.

Just some of the benefits available to NASUWT members



For your benefits go to www.nasuwtbenefits.co.uk (password D2016)

ARE YOU A STUDENT TEACHER QUALIFYING IN 2016?

Do you want an unrivalled package of **FREE
professional support and advice?**

The NASUWT in Scotland offers the following:

- **Finding your First Teaching Post** – a comprehensive online resource to assist you in obtaining your first teaching position: www.nasuwt.org.uk/FindingYourFirstTeachingPost.
- **Starting Out** – a quick guide to essential information you need on appointment, including salary, conditions of service and registration.
- **A personal Induction Planner** – to guide and support you through the key milestones of induction – unique and only available through the NASUWT.
- **A programme of free professional seminars** – before you take up your first post and throughout your first year.
- **Local networks of serving teachers** – only a phone call away, providing advice and support.
- **A National Centre in Edinburgh** – with professional staff to provide legal and professional advice and representation.
- **First-class advice and information** – to your home, online and in your workplace.

**The best new teacher offer in Scotland
...FREE until 2018***

GUARANTEED!

Join the NASUWT today.

Quick and easy, no hassle. online: www.nasuwt.org.uk



www.nasuwt.org.uk