



Induction Planner



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FREE SEMINARS

In addition to the comprehensive package of advice, guidance and professional services, the NASUWT provides free seminars for newly qualified teachers who are about to start their first teaching post.

These seminars provide interactive and informative sessions to:

- inform new teachers about their key rights and what to expect during their first year of induction;
- provide ideas about how to deal with the first day in the classroom;
- build skills and knowledge around behaviour management in the classroom.

The seminars take place during July/August and are free to any new teachers who join the NASUWT.

Early booking is recommended as places are highly sought-after and allocated on a first-come, first-served basis.

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Induction

All newly qualified teachers are required to complete a period of probation to show that they meet the Standard for Full Registration (SFR).

This is to ensure that all new teachers are able to meet the demands and responsibilities of teaching.

Using the Induction Checklist

There are three termly checklists in this booklet that aim to help probationers meet the SFR.

These are to support you in undertaking the required self-reflection on your practice within your first term, and, at the same time, to assist you in planning for your further development throughout the rest of the academic year.

The checklists incorporate space for notes, recording things to do and logging progress and development.

The checklists are part of the extensive support that the NASUWT offers to probationers to ensure that you have the best possible start to your challenging but very rewarding career.

NB: These checklists are not intended to be used as a substitute for the General Teaching Council for Scotland (GTCS) required documentation.

General Teaching Council for Scotland website: www.gtcs.org.uk

Before you start

As a probationer, it is important for you to be as prepared as possible before you start your induction year.

Reflect on the list below to make sure that you have done everything you can to get ready for your induction.

1. Have you reviewed comments from the Initial Teacher Education (ITE) profile?
2. Are you familiar with the SFR requirements as set out in the GTCS guidance note? (See page 7.)
3. Have you obtained a copy of the local authority Probation Information Pack?
4. Have you familiarised yourself with the four capacities of Curriculum for Excellence (CfE) and how the new curriculum is being implemented in your school? Probationers can find out more information about CfE on the Learning and Teaching Scotland website www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/index.asp.
5. Check that you know how much time you are supposed to have for induction activities (See page 8).
6. Do you know where to get hold of school policies (e.g. pupil behaviour, equality and child protection policies)? (See page 8.)

Points to consider:

- What do you feel your strengths and areas for development are?
- What are the characteristics of a successful probationer?
- What can you do to ensure that you have appropriate support?

Standard for Full Registration (SFR)

It is important for new teachers to set out on their probation period with an understanding of the development they are expected to undertake during probation in order to meet the SFR. The SFR sets out the qualities and capabilities expected during the probation period and provides a professional standard against which decisions can be made on whether to grant full registration.

The probationary experience should result in professional development in all three key elements of the SFR:

- professional knowledge and understanding;
- professional skills and abilities;
- professional values and personal commitment.

Professional knowledge and understanding

This involves:

- curriculum;
- education systems and professional responsibilities;
- principles and perspectives.

Professional skills and abilities

This involves:

- teaching and learning;
- classroom organisation and management;
- assessment of pupils;
- professional reflection and communication.

Professional values and personal commitment

To meet these criteria you must show:

- a commitment to social justice and inclusion in your day-to-day practice;
- that you take responsibility for your professional learning and developments;
- that you value, respect and are an active partner in the communities in which you work.

'Achieving the Standard for Full Registration' –
www.gtcs.org.uk/Standards/Standard-full-registration.aspx.

Preparing for induction

Time for induction activities

In recognition of the additional time probationer teachers require, they have a right to approximately 20% reduction in timetabled teaching.

This time can be used in a variety of ways that will support probationer teachers through the induction period, including meeting the supporter/mentor, lesson planning, observing other teachers or undertaking appropriate continuing professional development (CPD), as well as other activities.

School policies

You should have been provided with a copy of all the key school policies.

If not, speak to your supporter/mentor.

The policies will cover behaviour, restraint, use of IT, equality and child protection, to name a few.

It is important that you work within these policies.

What to watch out for

Allocation of classes with demanding behavioural issues

As probationers, you should not be required to teach, on a day-to-day basis, classes with acute or especially demanding discipline problems.

If you are asked to teach such a class on a day-to-day basis, then you should raise your concerns with your induction supporter/mentor and the NASUWT. The school should make arrangements for you to teach another class.

You should expect the school to provide you with appropriate training, access to supporters/mentors, opportunities to observe experienced colleagues manage difficult behaviour, and opportunities to discuss strategies and approaches to behaviour management.

Your induction programme should also cover equal opportunities and behaviour management issues.

You may need to pay particular attention to behaviour that is related to a pupil's disability and to issues relating to racial discrimination and behaviour management.

Undertaking management responsibilities

There should be no expectation that you will be given or made to accept management responsibilities, and your headteacher cannot insist that you do so.

Successful completion of the induction year must be your priority and this should not be jeopardised by work or responsibility overload.

However, there is nothing to stop you from accepting management responsibilities if you choose to do so. The NASUWT does, however, advise against this.

If you are offered such positions, and this can include being asked to co-ordinate a subject area, you should contact the NASUWT.

Roles and responsibilities

There are a number of people who are fundamental to the induction experience. Each has their own unique role and set of responsibilities.

The Probationer

As a probationer, there is an expectation that you develop the skills and capabilities outlined in the SFR. You should use your Initial Professional Development Plan, your Interim Professional Development Plan, your weekly meetings with your supporter/mentor and your classroom observations to support your development as a teacher.

Probationers should also be open to continuing professional development (CPD) opportunities that arise during the probationary year. There is also an expectation that probationers regularly update their CPD portfolio and undertake the process of self-reflection on your learning and development with the supporter/mentor teacher and others.

The NASUWT would also advise probationers to note critical incidents and evidence to raise with their supporter/mentor in the first instance.

Supporter/mentor

The supporter/mentor is the key person who will provide probationers with advice and guidance during the probationary year.

The supporter/mentor is expected to provide you with a supportive and challenging site for open discussion.

The supporter/mentor will monitor your progression through weekly meetings and by observing your classroom practice on a monthly basis.

The supporter/mentor will also monitor the effectiveness of the school's support programme for you and liaise with the local authority induction co-ordinator and the CPD co-ordinator about providing important professional development opportunities for you.

Headteacher

The headteacher should work closely with the supporter/mentor and local authority to make sure that all arrangements are in place to ensure that you are accommodated as a probationer in the school.

The headteacher should also ensure that there is time within the school timetable for you and your supporter/mentor to meet on a weekly basis.

Roles and responsibilities

The headteacher also has a role along with the supporter/mentor in completing the Interim and Final Profiles, including making a recommendation to the GTCS on whether a probationer has met the SFR.

The School's role

The school should provide a probationer with a probation pack that includes the school's aims and mission statement, the school's policies and administrative procedures, the school's induction programme, health and safety information and information relating to extra-curricular activities.

Probationers should also ensure that they obtain a copy of their job description from the school.

Local Authority Probation Manager

Most local authorities have a designated member of staff – the local authority probation manager – who is responsible for organising teachers' professional development and for checking that your Interim and Final Online Profiles have been completed before you submit them to the General Teaching Council for Scotland (GTCS).

Contact details for your Local Authority Probationer Manager can be found at the following link: www.in2teaching.org.uk/teacher-induction-scheme/local-authority-probation-managers.aspx.

The General Teaching Council for Scotland (GTCS)

The GTCS is the independent regulatory body whose role is to ensure that Scotland's high standards of education are maintained and developed.

Amongst other activities, the GTCS is responsible for the process of converting provisional registration into full registration.

Your rights and entitlements

Probationers face many challenges during their induction year. Many different demands will be made on you.

To meet the standards required to pass your induction, you will have to show that you have the ability and the commitment to build on the professional skills, talents and expertise that you developed during your teacher training.

One of the first concerns you may have is whether you will be able to handle the wide range of responsibilities that all teachers have to manage on a daily basis to meet the learning needs of the youngsters they teach. Becoming aware of these responsibilities and how to meet them is an important part of your induction programme. However, just as important is the level of support and guidance you receive in order to help you meet these challenges.

As a probationer, you have significant rights, which are designed to ensure you get the most from your induction period.

Knowing your rights, as well as your responsibilities, is essential if your induction period is to be productive and provide you with a firm foundation on which to build your future career.

1. **The right to approximately 20% reduction in timetabled teaching time in recognition of the additional support new teachers need.** The time can be used for planning, observing other teachers, meeting your supporter/mentor, attending training events or any other activity designed to help you with your induction programme.

NB: Those following the alternative route will not have this entitlement.

2. **The right not to teach more than 0.45 full-time equivalent (FTE) outside the subject for which you have been trained.** The purpose of induction is to allow you to build upon the skills and expertise you gained during your initial teacher training. This is not possible if you are required to teach, on a regular basis, subjects beyond the scope of your training. Your timetable should be equivalent to a maximum of 0.82 FTE of a full-time teacher's timetable. Where this is not possible, at least 0.55 FTE should be spent in the allocated subject.

Your rights and entitlements

3. **The right to access and experience the planning procedures used by other teachers.** Induction is designed to help you become familiar with the day-to-day responsibilities and demands placed on qualified teachers. Therefore, in planning and assessing the work of the pupils you teach, it is important that you are given the opportunity to use the established policies and procedures in place within your school. There is no reason or justification for schools to increase your planning and assessment workload simply because you are a probationer.
4. **The right to an induction supporter/mentor or mentor.** Your induction supporter/mentor should be a relatively senior and experienced teacher who will have considerable contact with you during the course of your probationer period. This is the colleague with whom you can discuss your progress as well as any difficulties you are having, and with whom you can plan out the activities and experiences you will need in order to meet the Standard for Full Registration (SFR).
5. **The right not to routinely teach classes or individual children with particularly or especially challenging discipline problems.** All teachers need time to develop the skills required to manage behaviour appropriately. However, in allocating groups of pupils for you to teach, your school must ensure that you are not expected to teach, on a routine basis, pupils or groups of pupils with particularly challenging behavioural problems.
6. **The right to teach the same class(es) on a regular basis.** An essential skill for a qualified teacher is the ability to establish an effective and productive working relationship with groups of pupils. By teaching the same class(es) on a regular timetabled basis, you will have the opportunity to consolidate and develop further these essential skills.
7. **The right to receive support and regular feedback** on your progress. It is important that you are aware of how well you are progressing during your induction period. To make sure you have the opportunity to reflect on your own practice, and identify where you are making good progress and the areas you need to focus on in order to help you to work towards the SFR, you are entitled to two reviews a year: interim profile/final profile. Regular meetings with your supporter/mentor are an essential part of ensuring a positive outcome.

Your rights and entitlements

8. **The right to a comprehensive programme of support during your induction period.** To ensure that you get the most from your induction, you are entitled to a structured and comprehensive programme of support devised in collaboration with your supporter/mentor/headteacher and employing authority. The programme should, among other things, indicate when you will have opportunities to meet with your induction supporter/mentor to discuss your progress, include a timetable of lesson observations as well as a guide to the range of support activities that are available to help you in your work towards the SFR. See GTCS guidelines for full details.
9. **The right to receive early warning of any perceived problems or difficulties with your progress.** Judgements formed by your induction supporter/mentor, your line manager or your headteacher must be communicated to you on a regular and timely basis. As your induction period progresses, you should be in no doubt as to the view of these key staff on your developing progress: this should be clearly indicated on your unit profile. Problems or difficulties are far more likely to be resolved if they are dealt with as early as possible.
10. **The right to be treated as a professional.** As a teacher, you have a wide range of professional rights and responsibilities. Key among these is the right to be actively involved in your own professional development. This is just as important during your induction as it is in any other period of your career. Of course, you have a responsibility to take full account of the advice you are given by experienced colleagues, but it is important to remember that induction is something done with you and not to you. Your views and opinions on your own induction period are very important and should always be respected and considered seriously by the colleagues involved in supporting you during your induction.

Completing the induction period

All probationers in Scotland are required to complete a period of induction to show that they meet the Standard for Full Registration (SFR). This is to ensure that all new teachers are able to meet the demands and responsibilities of teaching.

There are two ways in which new teachers can complete their induction period: the Teacher Induction Scheme and the Flexible Route.

The Teacher Induction Scheme (TIS)

The General Teaching Council for Scotland (GTCS) and the Scottish Government Education Department are responsible for the TIS.

The TIS provides a guaranteed one-year training place (190 teaching days) of probation for all eligible probationers.

The Scheme is not compulsory, but it allows probationer teachers to be considered for full registration within one school year (190 teaching days), rather than the route that normally requires at least 270 teaching days.

Local authorities will employ probationers on a training contract for the period of the TIS.

Eligibility for the TIS

Eligibility is normally 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 the EU, provided they have been assessed by the Student Awards Agency for Scotland (SAAS) as a Home Fees Student. Students who pay overseas or full fees over £1,820 are not in publicly funded places and are, therefore, not eligible to join the Scheme.

If a student fails to qualify at the end of a session, entry can be delayed until the following school session, provided the appropriate qualification and eligibility criteria are then met.

The TIS serves to ensure that those entering this challenging and rewarding profession are given the very best start to their career.

Completing the induction period

The Teacher Induction Scheme (TIS) provides:

- a guaranteed one-year training post;
- a maximum class-contact commitment of 0.82 full-time equivalent (FTE);
- dedicated time set aside for professional development;
- access to an experienced teacher as a nominated probationer supporter/mentor;
- a consistently high-quality probation experience; and
- a good salary that compares well with other professions.

At the end of the TIS probationary period, teachers will be eligible to apply for full registration with the GTCS, if they have met the SFR.

The GTCS monitors the quality of the service to ensure consistency of teaching experience for all probationers. It also provides guidance to local authorities and schools on probationers' support and assessment. If a probationer does not achieve the SFR, the GTCS will advise them on the aspects of their professional development that require improvement and will give a timescale in which the SFR must be achieved. If the SFR is not achieved by the end of this period, then the probationer may lose their provisional registration.

Salary

A probationer's salary is paid over the length of the school session. The current annual salary for probationers is £22,416.

Should the post qualify for Scottish Distant Island Allowance (SDIA), the local authority will ensure payment. The current SDIA payment levels can be obtained from the Scottish Negotiating Committee for Teachers (SNCT) website at www.snct.org.uk.

Registration

Students join the TIS by completing the GTCS Application for Registration form.

On this form they are asked to list the following information:

- five local authorities, in order of preference, in which they would be willing to work;
- whether they are qualified and approved to work in denominational schools;
- whether they are fluent and qualified to teach in Gaelic; and
- whether they have any disability that might need to be taken into account for placement.

Completing the induction period

On completion of the form, provisional registration is given and the 'matching system' comes into effect. No further application forms or interviews should be required.

It is the local authority's responsibility to allocate probationers to schools within their area and to provide and monitor support, training and development activities.

You will express five choices for your local authority Employer, ranked in order of your preference. You can be placed anywhere in any of the authorities you have selected. Please take this into consideration, especially if selecting large rural authorities, as it is extremely unlikely you will be able to change your school once allocated. The majority of probationers will receive their first or second choice.

Any extenuating circumstances that prohibit them joining the TIS at the beginning of the school session would be considered on an individual case-by-case basis by the Scottish Government, the GTCS and a local authority representative to allow the teacher to delay until the following year. However, in the meantime, provisional registration would allow them to carry out supply work.

The Preference Waiver Payment Scheme

The Preference Waiver Payment Scheme is for newly qualified teachers who are prepared to waive their local authority preferences and have been offered a payment for doing so.

The Preference Waiver Payment is £6,000 for primary and £8,000 for secondary and is made by the local authority with whom the newly qualified teacher is placed. The payment is in three instalments and subject to Income Tax and National Insurance contributions.

This Scheme has been introduced to counter the fact that many posts in more remote areas remain unfilled at the end of the matching process. The intention is to benefit both the probationer, by offering a financial incentive, and the education service across Scotland, by ensuring that all areas can attract newly qualified teachers.

If after opting for the Preference Waiver Payment Scheme and having been allocated a local authority, the probationer decides they do not wish to work there, there is no process for reallocation. At this point, the only option available would be to use the Flexible Route to gain full registration.

Completing the induction period

The Flexible Route

The Flexible Route is one whereby probationers must complete 270 teaching days of 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.

The Flexible Route is a way to complete the probationary service requirement for probationers who:

- have decided to opt out of the TIS;
- are not eligible to join the TIS;
- cannot commit to a full-time post;
- want to complete their probation somewhere other than a Scottish state school.

Probationers on the Flexible Route will often have different:

- amounts of teaching experience;
- lengths of probation service to undertake;
- employment opportunities in their area;
- support networks available to them.

Although there are specific elements of the probation process that must be completed by all probationers on the Flexible Route, not all probationers are able to complete their probation service in a structured way.

Completing induction on the Flexible Route

Long-term placements

For a probationer completing all or the majority of their probation in one school, probationary service should follow a structured process. Each element will act as a building block in developing their Continuing Professional Development Portfolio and be used to prove that they are meeting the SFR.

Short-term placements

Teaching opportunities can differ greatly, depending on how a probationer undertakes their teaching service. They may not be able to complete their full probationary requirement in a structured way.

However, they would still be required to complete each of the elements of the probation process.

Although the probationer may be working irregularly, and in different schools, they may still have access to a support network that will offer advice and guidance throughout their probation service.

Planning is a critical professional responsibility for all teachers.

Notes

Don't forget

Check the Top Tips on page 43.

Your rights and entitlements on page 12.

Term one

The information on pages 27-28 sets the context for the checklist.

As a probationer, it is important for you to undertake self-reflection on your practice.

Use the checklist on the following pages to reflect on activities that you should have undertaken within your first term, either individually or with your supporter/mentor.

Use the tick boxes to review whether you have received all the appropriate information and support during your first term of induction.

If you think there are areas of your induction where you need more support and information, have a conversation with your supporter/mentor in the first instance, but you should also seek advice from the NASUWT.

Throughout the term

You should be regularly meeting with your supporter/mentor (page 10) to discuss progress, air any concerns and seek advice.

You should have your schedule of weekly meetings. From August to December, a total of five lesson observations should be carried out. These should be planned in advance of the observation and should contain key focal criteria from the SFR.

The NASUWT advice is that at least once a week you should update your induction portfolio with records of meetings, observations, discussions and all other relevant activities and information. (Pages 39, 40, 41.)

A new teachers introduction portfolio is the method by which new teachers gather evidence and information that will support them within assessment meetings.

For advice on how to structure your induction portfolio speak to your supporter/mentor in the first instance.

Starting out

1. Familiarise yourself with SFR requirements, as set out in the GTCS guidance note 'Achieving the Standard for Full Registration' as can be found at the following link: www.in2teaching.org.uk/teacher-induction-scheme/tis-how-to-meet-the-sfr.aspx. ☐
2. Review comments from the ITE profile and discuss them with your supporter/mentor. ☐
3. Make sure you have the basic information to begin induction. This is normally distributed at your local authority induction meeting and may include a job description, timetable and other relevant school documentation. ☐
4. Meet with your supporter/mentor to jointly determine your initial professional development plan. (See page 10.) ☐
5. Obtain a copy of the local authority probation information pack. This is normally distributed at the induction meeting. ☐
6. Ensure the local authority has provided you with a programme of continuing professional development (CPD) opportunities. ☐
7. Make sure you know the arrangements for your monitoring and evaluation and have a schedule of weekly meetings with your supporter/mentor. ☐
8. Start to compile your induction portfolio. ☐
9. Obtain your class list(s), become familiar with the layout of the school and be aware of the needs of the pupils in your class. ☐
10. Obtain copies of school policies, e.g. discipline and homework. ☐
11. Familiarise yourself with the four capacities of Curriculum for Excellence and how the new curriculum is being implemented in your school. ☐

Points to consider

- The first key task on beginning induction should have been to meet and discuss with your supporter/mentor all the information you will need for your first few weeks of induction, including your timetable.
- Those on the induction scheme have a maximum of 0.8 class contact, with the remaining 0.2 deducted for planning, meetings and CPD. NB: This does not apply for those on the flexible route. (See page 18.)
- Are there any issues you will need to raise with your supporter/mentor at your first meeting?
- Have you established any areas for development and are there any immediate barriers you can identify?
- Do you know who to turn to if you have an immediate problem?
- Have you thought about organising a seating plan for your class(es)?
- Have you considered and developed your immediate strategies to deal with behaviour management?

By the end of October

You should have had at least one classroom visit by now and should have received detailed feedback identifying your strengths and areas for development.

Points to consider:

- Have you received information about your strengths as well as areas to be developed?
- Are there any areas where you can demonstrate that you are clearly meeting the SFR?
- What are the key areas that have been identified for future development?
- Make sure that you set realistic goals for the rest of the term.

Make sure you seek advice if you need help on any of the following:

- Behaviour issues.
- Additional Support Needs (ASN).
- Lesson planning.
- Advice and support about your subject or a particular curriculum area.

The end of the first term

1. You should be clear on what will be entered in the Interim Report – normally completed in December. ☐
2. One of your weekly meetings with your supporter/mentor should be more formal and also include an independent observer and the headteacher. At this stage you should agree your Interim Report that will then guide your development from January to June. ☐
3. You should be aware of your current progress and whether you are likely to meet the SFR. ☐
4. You should be clear on your goals for the next term. ☐
5. Your induction portfolio should be up to date. ☐

Points to consider:

- What evidence do you have that you are meeting the SFR?
- How much progress have you made? Are there any areas you are concerned about?
- Were the goals set at the beginning of term realistic and achievable? If not, what can you do to ensure that the ones set now take account of this?

If you have any serious concerns, contact the NASUWT for advice.

It is imperative that you contact the NASUWT if a cause for concern is raised in your Interim Report.

Notes

The Initial Professional Development Plan

The Initial Professional Development Action Plan is drawn up through discussion with your supporter/mentor and possibly your headteacher. The plan will be based around the ITE profile that will have been completed and issued to you at the end of your teacher training. The Initial Professional Development Action Plan is concerned with what occurs from the start of the induction programme through to the end of the first term.

Meeting with your supporter/mentor

To enable you to successfully complete your induction period, it is important that you have regular feedback on your progress and areas of further development. You should be provided with a schedule of weekly meetings from your supporter/mentor.

These weekly meetings should largely concentrate on a two-way discussion between you and your supporter/mentor about how you can reach the targets and implement the actions identified within your Initial Professional Development Action Plan. All probationers should be provided with a list of meeting dates and a summary of actions from each meeting that will be reviewed at the next meeting.

If your supporter/mentor does not meet with you, then you should raise this with them. You should speak to the headteacher if this is not resolved since they are responsible for ensuring that you are receiving appropriate training and support. If this does not result in satisfactory changes being made, then you should contact the NASUWT for advice and support.

Relationship with your supporter/mentor

The relationship between you and your supporter/mentor is a professional one and you should be able to get objective and appropriate support even if you do not like your supporter/mentor or you have differences of opinion. However, if your relationship with them is having an impact on your ability to demonstrate that you are going to be able to meet the SFR, then it is vital that steps are taken to address the situation. You should discuss the issue with the NASUWT. It may be appropriate to raise your concerns with your supporter/mentor, or it may be more appropriate to take up the concerns with the headteacher. Whatever you do, it is vital that you take action as soon as any problems become apparent. Remember that your ability to successfully complete induction may depend on you taking action at this stage.

It is important to remember that if the situation is allowed to continue without being challenged, it will seriously affect your ability to complete induction successfully.

Lesson observation

Classroom observations will normally take place on a monthly basis. The limited focus of the observations should be agreed at the weekly meetings with your supporter/mentor and linked to actions identified in your Initial Professional Development Action Plan. Probationers should be provided with the dates and times for observed sessions and your strengths and areas for development.

Dissatisfaction with your induction programme

If you have concerns about any aspect of your induction programme, e.g. you are not getting time for induction activities, you are not being observed, you cannot get meetings with your supporter/mentor, you are being asked to teach classes of pupils with severe behavioural problems and you are not receiving any additional support, your supporter/mentor is not making objective judgements about your performance, or your induction programme does not include monitoring, assessment or support in areas that are specified in the SFR, then you should take immediate action.

If you do not act, then you may find that a problem escalates or that it becomes more difficult to address. Remember that failing to address a problem could ultimately affect your chances of passing induction and therefore your future career as a teacher.

The precise action that you need to take will depend on the problem but, as a general guide, you should raise any concerns that you have with the NASUWT for advice on how to proceed. Depending on the outcome of these discussions, you may then need to speak to your supporter/mentor or the headteacher.

If you cannot speak to your supporter/mentor or the headteacher, or if you have spoken to them and they have not taken appropriate action, then you may need to consider using the school's internal formal procedures for raising professional concerns. You should seek the advice and support of the NASUWT before doing this.

If the school's internal procedures have been exhausted or if this option is inappropriate, then you should raise your concerns with the local authority. Again, you should seek advice and support from the NASUWT before doing this.

Term two

Please read the information on page 32 to set the context for the checklist.

During the first half of the term

1. Ensure that everything is going well, you have had your formal interim review meeting and the Interim Report has been completed. (Page 32.) ☐
2. Ensure that you have your next set of 12 weekly meetings with your supporter/mentor arranged. ☐
3. Ensure that you are aware when your observations are taking place between January and June, including which observation will be undertaken by an independent observer. ☐
4. You should continue to self-review against the requirements of the SFR. ☐
5. You should have considered what can be added to your induction portfolio. ☐

Points to consider:

- How can you ensure that you meet the goals set? What obstacles stand in your way? What can you do to remove these obstacles? Who can you turn to for advice and guidance?
- When observing a more experienced teacher, consider focusing on aspects of the lesson such as starting the lesson and plenaries, or how the teacher uses a variety of different techniques to hold their pupils' attention. Look for whether the teacher at the outset explains in simple terms the outcomes and experiences. What are the similarities with and differences from your own teaching styles?
- If you feel more confident with your supporter/mentor and have developed a rapport, consider ways in which you might experiment with new ideas. What might these be?

Term two

By mid-February

1. You should have been given detailed feedback on class visits. ☐
2. You should have confirmed the focus for class visits for the rest of the term. ☐
3. You should have discussed goals for the next half of the term. ☐
4. You should have self-reviewed against the requirements of the SFR. ☐
5. You should have spent time looking at pupil progress and pupil management. ☐

Points to consider

- How close are you to meeting the goals for this term?
- As you reach the halfway mark of your induction period, reflect on the highs and lows so far – what are they?
- If you have not done so already, why not arrange to observe a lesson delivered by a teacher in a completely different subject or year group to your own. Investigate whether it may be possible to observe teaching in another school. What might be most useful?
- Are there any professional development opportunities that you feel are necessary to support your progress and development? What has been helpful so far?

Term two

By the end of term two

1. You will have continued to have weekly meetings with your supporter/mentor to review your progress. ☐
2. You will have been given detailed feedback on your progress. ☐
3. You should be aware of your current progress and whether you are likely to meet the requirements of the SFR. ☐

Points to consider

- Are you on course to meet the requirements of the SFR? What more can you do to meet them?
- Do you know how much progress you have made? What more do you need to do?
- Were the goals you set at the beginning of the term realistic and achievable? If not, what can you do to ensure that the ones you identify now take account of this?

Interim Profile/Report

Towards the end of your first term, one of your weekly meetings should be more formal and should include your supporter/mentor, your headteacher and an independent observer. Within this meeting, you should have agreed your Interim Profile/Report. This report will then guide your development from January to June.

The Interim Professional Development Plan

Your Interim Professional Development Plan should be drawn up in the meeting where you agreed your Interim Profile/Report at the end of your first term of induction. The Interim Professional Development Plan should guide your professional development for the spring and summer terms.

The crucial point within your second term of induction is to make sure that you do not leave any issues you have until too late. Your supporter/mentor should be working with you to establish achievable targets to meet the objectives within the SFR, arranging a programme of support and advice as appropriate. You should have new dates for your weekly meetings for the spring and summer terms, which should be the forum to plan your continued development.

By this stage, there should be no problems with the structure of your induction programme. If there are still problems, they are now extremely urgent and may affect your ability to pass your induction. The NASUWT should be involved to help deal with the matter on your behalf.

Is everything progressing well?

If you feel that your progress is not satisfactory or if you have been advised of this by the school, then you should contact the NASUWT. Intervention as early as possible is likely to be much more effective than leaving it until later, when there is less time for the school to offer you more support.

If you are not making satisfactory progress, early action must be taken to make the necessary improvements. This should happen as soon as possible and should be done in consultation with you. It should not be delayed until after a formal review meeting.

You should be given clear information about what the concerns are and how you will be supported to address them.

Term three

Please read the information on page 36-37 to set the context for the checklist.

At the start of the term

1. You will continue to have weekly meetings with your supporter/mentor. ☐
2. Discuss goals for the term and begin to reflect on what will be needed for completion of your Final Profile. ☐
3. Self-review against the requirements of the SFR. ☐
4. Arrange to observe a more experienced teacher. ☐
5. Plan for the classroom visits and agree their focus. One of the visits this term may be by an independent observer. ☐

Points to consider

- What are your remaining goals for this term and what can you do to be certain that they will be achieved? Are there elements of the SFR that you feel you may not be able to meet without further help? Have you identified who will be able to help?
- When your teaching is being observed, try to ensure that you showcase how much you have learned this year. How might you do this?
- You may wish to consider observing an experienced teacher who, if practicable, will arrange a reciprocal observation programme to facilitate professional dialogue about pedagogical methodologies. Who might be appropriate? This should be mutually beneficial, so do not be afraid to ask! What would you seek to gain from this experience?

Term three

By half term

1. You should have received detailed feedback on your latest classroom visits. ☐
2. You should have received and developed as appropriate the final goals for your probation period. ☐
3. You should have discussed activities for the next half of the term. ☐
4. You should have self-reviewed against the requirements of the SFR and ensured that there is focus on meeting any remaining elements that need to be developed. ☐
5. You should have reviewed your induction portfolio to ensure that it is up to date. ☐

Points to consider

- Have you got the evidence you need for the completion of the Final Profile? This is where your induction portfolio will be particularly valuable. It should ensure that you have all the evidence you need to show that you have met the SFR, organised in an easily accessible way.
- What are the final points you need to focus on in order to achieve the SFR?
- What are your strengths as a teacher now that you have almost completed your probationary period?
- What went less well this year? Can you identify why?
- Start to focus on your plans for next year. How flexible can you be in your search for employment? Familiarise yourself with the process for application to substantive and supply posts in each relevant area.

By the end of the final term

1. You should have been given detailed feedback on your classroom visits. ☐
2. You will have had a formal review meeting with input from your supporter/mentor, an independent observer and the headteacher. This meeting will review your progress, identify and agree your areas of strength and weakness and action appropriate professional learning and development. Your Final Profile for the GTCS will also have to be completed at this point. (See page 36.) ☐

Points to consider

- Make sure that you give yourself the opportunity to reflect on your achievements.
- There are three possible outcomes:
 - (i) recommended for full registration;
 - (ii) recommended for extension of probation period;
 - (iii) recommended that provisional registration be cancelled.
- - (i) Happily, the vast majority of probationers reach SFR with little or no difficulty. You will receive confirmation of full registration in June.
 - (ii) If you are recommended for an extended probation period, you must contact your local probation support co-ordinator immediately, as well as the NASUWT.
 - (iii) If provisional registration is to be withdrawn, there is an appeals procedure and it is vital you contact the NASUWT for advice.

Final Profile Report

The Final Report should be agreed within a more formal review meeting between you, your supporter/mentor, an independent observer and your headteacher. This meeting and completion of the Final Report should take place within May of your probation year. The Final Report is then sent to the GTCS with a recommendation for the probationer.

The Final Report should include:

- as much information as possible about your development during the probation year and how you have met the SFR;
- a record of the supporter/mentor meetings that have taken place during the probation year, including meeting dates and the focus of the meetings, as well as the actions emanating from the meetings;
- a record of the classroom observations that have taken place, including the date and times of sessions, the class and level of study of the group, the focus of the observation and the strengths and areas of development observed;
- an overview of the CPD undertaken during the probation year.

Your headteacher and supporter/mentor will need to complete the parts of the Final Report that provide an overview of the probationer's strengths and areas for the future development within the context of the SFR. There should be no surprises within the identified areas for development.

If there is any aspect that you disagree with, we recommend you get in touch with the NASUWT so that we can advise you on your case specifically.

Signing off the profile is not necessarily acceptance of and agreement with all the content.

The end of the induction period

On completion of the Final Report, the headteacher will tick one of the recommendation boxes on the report.

The options are:

- recommended for full registration;
- recommended for extension of probation period;
- recommended that provisional registration be cancelled.

The majority of probationers reach the SFR with no difficulty and will, jointly with their supporter/mentor and headteacher, complete a Final Development Action Plan to detail the focus of professional development for the year beyond probation.

If, however, you are recommended to the GTCS for a period of probation extension or it is recommended that your provisional registration is withdrawn, you should contact the NASUWT immediately for advice on the next steps that you need to take.

Meetings log

Record the dates, times and purpose of meetings relating to your induction.

Date	Time	With	Purpose

Observations log

Date	Time	Group/ Class	Observer	Observer's judgement	Your view

Record of professional development

Date	Focus	Action taken as a result of participation

Don't forget

Contact the NASUWT if you are experiencing any problems. See page 56.

Top tips – Planning

All teachers need to plan for the learning needs of pupils by identifying the key skills, knowledge and understanding that their pupils need to develop.

However, spending excessive amounts of time writing long, detailed plans does not lead to better learning outcomes for pupils and can have a detrimental effect on teachers' workload.

To ensure that your planning is effective and does not place undue and unnecessary workload burdens on you, you should:

- use your school's existing planning arrangements for your long, medium and short-term planning, as you do not need to use specifically designed planning templates simply because you are a probationer;
- where possible, avoid starting your planning from scratch by making use of existing plans which you can adapt to meet the needs of the class or group you teach;
- recognise that your plans are primarily for your own purposes and for supporting dialogue and discussion with other professionals;
- ensure that the time you spend planning is focused on planning activities that will have a direct impact on teaching and learning;
- wherever possible, look to plan in collaboration with other colleagues so that you can share professional expertise and reduce unnecessary duplication of effort between you;
- make effective use of ICT in order to share plans and adapt existing material.

Most schools have policies on lesson planning. If you feel that the planning requirements in your school are excessive, you should seek advice from your supporter/mentor teacher and from the NASUWT.

For more information, go to www.nasuwt.org.uk.

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 supporter/mentor 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 supporter/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 supporter/mentor.

Again, if the person undertaking the observation is to differ from the norm, this should be discussed between the probationer teacher and induction supporter/mentor 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 supporter/mentor in the first instance.

Top tips – Observation of teaching practice

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.

This Induction Planner can provide an essential resource with such record keeping.

Top tips – Assessment

Ongoing assessment of pupils' work is an integral feature of effective teaching practice. Effective and appropriate assessment practices involve teachers being given the scope to make appropriate use of their professional judgement to shape approaches to curriculum content and assessment to meet learning needs.

However, many school-level arrangements for formative assessment or assessment for learning are unnecessarily bureaucratic and time-consuming. Assessment undertaken on this basis is of limited use to parents or pupils in identifying and working towards future learning goals, adds to teachers' and headteachers' workload burdens and distracts them from focusing on activities directly related to supporting pupils' achievement and progress.

Try to make your assessment practice as effective as possible by:

- familiarising yourself with the expectations in your school about assessment, through discussion with your induction supporter/mentor and by consulting the school's assessment policy;
- recognising that it is not possible or desirable to record every aspect of progress for every pupil for whom you are responsible;
- as far as possible, focusing your assessment activities on targeted areas of pupils' learning rather than trying to assess all aspects of progress and achievement at the same time;
- making use of the work that's already in pupils' exercise books, or notes of pupils' spoken contributions in class, without use of specific assessment activities or portfolios of pupils' work; and
- engaging in professional dialogue with colleagues about approaches to planning and ways that your planning can be made more effective and streamlined:
 - consult Assessment is for Learning website for key tips and ideas
 - www.ltscotland.org.uk/learningteachingandassessment/assessment/index.asp

It may be the case, however, that the assessment policy in your school is ineffective and creates excessive burdens for you and your colleagues. In these circumstances, advice should be sought from the NASUWT.

For more information, go to www.nasuwt.org.uk.

Taking control in your classroom

All teachers new to the profession worry about the misbehaviour of some children and young people in schools. Teachers may worry that some of the pupils they teach may be out of control and that they will not have the means to bring them back into line. There are some simple rules that will help maintain discipline and order in the classroom, most of the time.

1. Set boundaries

All children and young people like order and good discipline; they know where they stand and they understand what is required of them. From the outset, you need to tell them your expectations of them and also what they can expect from you. Spend some time in the first meeting with them setting out your personal behaviour policy. Develop a simple five-point Code of Conduct that has been negotiated with them. They will be much more likely to follow something they have had a hand in developing rather than one that has been imposed on them. This works for all ages – up to and including Year 11 students.

2. Use positive language

Tell pupils what you do want them to do, not what you don't want them to do! The message is, 'This is the way we behave in my classroom', not 'This is what you must not do'. Long lists of what pupils shouldn't be doing are negative and encourage young people to break rules. The message they get is that teachers are more concerned with poor behaviour than with appropriate behaviour. The use of the word 'thanks!' following an instruction is much more powerful than 'please'.

3. Encourage pupils when they make mistakes

We all make mistakes – it is how we learn. Young people are embarrassed if they get the answer wrong; they think they have to be perfect all the time. Fear of failing at learning is the major motivator for misbehaviour (Rudolf Dreikurs). Allow your pupils to learn together and find answers to problems together. Two people getting an answer wrong, or indeed right, is better than one person alone getting it wrong or right.

4. **Be persistently consistent**

Tell your class(es) what your rewards and sanctions will be. Keep your sanctions doable and commensurate with rules that have been flouted. Children and young people recognise fairness and prefer to be treated as the individuals they are, rather than as just part of a difficult group. Reward appropriate behaviour regularly – a smile, a stamp on their work, a word of encouragement, leading, possibly, to postcards home, will recognise pupils' efforts to be good learners and will help them to know how well they are doing.

5. **Learn to be assertive**

Both your body language and your verbal language needs to show that you are assertive: neither weak nor aggressive. Sarcastic teachers do not get the best learners; kind-but-firm teachers do. There is a big difference between engaging in banter with pupils you know well and putting pupils down. The latter is never acceptable. Use a firm, clear tone of voice, rather than a 'raised' voice, as this can become shouting or, at worst, screeching.

6. **Set routines**

When pupils know and understand what will happen in a variety of different circumstances, they are safe to learn and free to get on with the process of learning. Good teachers create routines that allow for persistent consistency but not routines that become staid – lessons can be exciting but still have that underwritten set of boundaries.

7. **Dealing with anger**

It is impossible to deal with a very angry person – adult or child – when they are in a temper. The best thing to do is to remain calm and let the person know that you are going to help them, when they are ready, to resolve the problem. Try to keep control of your own emotions no matter what the other person may be feeling. If possible, thank the rest of the group for getting on with their work so that they do not become embroiled in a difficult situation but see that you have the situation contained.

8. **Use humour**

Remember your sense of humour and recognise that of your pupils. It is hard to be angry or aggressive with someone who makes you laugh.

9. Your classroom is like your home

When you welcome people into your home, you automatically make them feel welcome and help them to understand the 'rules' of your family. Do the same in your classroom. Keep it tidy but allow for the 'messiness' of learning. Know the difference between an exciting buzz of learning taking place and irritating chatter. Don't make rules for rules' sake.

10. Be happy

There is nothing more rewarding than teaching some of our most troubled and troublesome children, especially once we have broken through the reserve of their acting-out behaviour. Time and the motivation that you will be able to get through to them if you keep persevering is the solution.

For more information, go to www.naswt.org.uk.

Top tips – 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.

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 and 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.

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.

Top tips – Use and abuse of technology

Developments in technology have led to significant improvements in support for learning and in the working practices of teachers. 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. 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.

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. Keep passwords secret and protect access to your computer accounts.
- 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.
- 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 probationer 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;

Top tips – Use and abuse of technology

- 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 National Centre for advice and support.

www.nasuwat.org.uk/NewTeachers

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

Top tips – Additional Support Needs (ASN)

To complete your induction successfully, you need to be able to show that you plan effectively to meet the needs of pupils with ASN that you teach.

In consultation with the ASN staff you should:

- contribute to the preparation, implementation, monitoring and review of individual education plans (IEPs) or their equivalent;
- be familiar with the Education (Additional Support for Learning) (Scotland) Act 2004 and local authority policy;
- understand how support for pupils with ASN is organised and delivered in your school;
- speak to your mentor or headteacher about how ASN works within the school. This should include the school's procedures for ASN, including the preparation and implementation of IEPs or related plans, the role and contribution of other staff within the school, including teaching assistants and learning support assistants, and the opportunities for ASN-related training and professional development and how these can be accessed;
- ensure that you address equality matters through your work to support pupils with ASN;
- be familiar with disability legislation and understand the difference between ASN and disabilities. For example, not all pupils with a disability have ASN. Similarly, not all pupils with ASN have a disability. You should ensure that you distinguish between behaviour that is linked to a pupil's disability and general poor behaviour.

For more information, go to www.naswt.org.uk.

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 National 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.**



Tel: 0131 226 8480

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

Website: www.nasuwt.org.uk