

The background is a vibrant, abstract composition of various geometric shapes and patterns. It includes concentric circles in blue, red, and green, some with solid centers and others as outlines. There are also solid circles in green, purple, and white. The shapes are primarily triangles and polygons in shades of orange, yellow, green, blue, and grey. Some areas feature diagonal stripes, while others have solid colors. Thin green lines connect some of the circles, creating a network-like structure. The overall style is modern and dynamic.

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.

DON'T MISS OUT

Register your interest in the seminars now.

- Website: www.nasuwt.org.uk/Seminars
- Contact: 029 2054 6080
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Induction

Newly qualified teachers are required to complete successfully a statutory period of induction in order to be employed in a maintained school or non-maintained special school.

Induction is an individual programme of professional development that involves newly qualified teachers being assessed against the Induction Standards, known as the Practising Teacher Standards.

Induction builds on the knowledge and skills gained in Initial Teacher Training (ITT).

Induction is intended to provide a structured system of support and is designed to ensure that you receive a high-quality, broad-based teaching experience during your first year of teaching. Induction is a means of ensuring that all teachers teach to high standards. It is a legal requirement in Wales that newly qualified teachers must hold Qualified Teacher Status (QTS) and are registered with the Education Workforce Council (EWC) in order to be employed as a teacher. An induction period cannot start unless the newly qualified teacher is registered with the EWC and holds QTS.

Using the Induction Planner

The Induction Planner is designed to be a practical tool to aid your induction.

The Planner is divided into the key stages of induction, highlights what you should expect at each stage and provides useful prompts for you to consider.

It contains all of the information you need about the induction process, your rights and entitlements, details of the Practising Teacher Standards you will need to meet, a copy of the assessment record which will be used by your employer to review and record your progress and how you can access advice and support.

For ease of reference, the Planner is organised on the basis of three terms. Some induction periods will not necessarily conform to term times but would still be in three broad phases and will still require the same process.

The Planner is part of the extensive support that the NASUWT offers to newly qualified teachers to ensure that you have the best possible start to what will be a challenging but very rewarding career.

The EWC website: www.ewc.wales

Don't forget

Your rights and entitlements on page 19.

Check the Top Tips on page 45.

Using the Induction Planner

Before you start:

1. Provide the school with your Qualified Teacher Status (QTS) certificate. ☐
2. Complete your Career Entry Profile (CEP) (see page 8). ☐
3. Provide your school with a copy of your CEP. ☐
4. Make sure you have a copy of your job description (see page 8). ☐
5. Make sure you have a copy of your timetable. ☐
6. Check that the timetable contains planning, preparation and assessment (PPA) time (see page 9) and induction time (see page 9). ☐
7. Check that your headteacher has completed the induction registration form and submitted it to the EWC and also submitted a copy to the appropriate body. You might want to ask your school-based induction mentor to check this for you. ☐
8. Familiarise yourself with the Practising Teacher Standards (see page 21). ☐

Points to consider

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

Using the Induction Planner

Qualified teacher status and induction

You can only start your induction if you have QTS and are registered with the EWC.

Career Entry Profile (CEP)

The CEP is a professional development tool that can be used to help you identify your professional development needs. The CEP focuses on three transition points: the end of initial teacher training (ITT); the start of induction; and towards the end of induction.

The CEP is intended to help you make links between your ITT, induction and your future development as a teacher. It is not an assessment tool, nor is it a record of progress or reference. You should not regard the CEP as a form to fill in, but should use it to help you review and clarify your achievements and your goals.

The CEP should help both you and the school to understand your strengths and experiences, but it is your responsibility to use it in planning and monitoring your individual professional development during your induction.

You should use the CEP to identify and respond to questions, to support your reflections on your development and progress and to guide the discussions that you have with your induction tutor/mentor about your progress and your support needs.

Job descriptions

It is important that you are not given a job description that makes unreasonable demands on you during your induction year. This applies if you are working full time or part time or if you are working in a permanent post or on long-term supply.

Whilst it may be hard to determine what is and is not reasonable, normally a newly qualified teacher should serve the induction period in a post that:

- does not demand teaching outside the age range and subject(s) for which the newly qualified teacher has been trained;
- does not present the newly qualified teacher on a day-to-day basis with acute or especially demanding discipline problems;
- involves regular teaching of the same class(es);
- involves similar planning, teaching and assessment processes to those in which teachers working in substantive posts in the school are engaged; and

Using the Induction Planner

- does not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

Time for induction activities

The School Teachers' Pay and Conditions Document (STPCD) places a statutory duty on headteachers to ensure that a newly qualified teacher's teaching time does not exceed 90% of the average teaching time for all classroom teachers in the school. This means that the school is obliged to give you this time for the purpose of induction activities.

This time should be used in whatever way is most appropriate to the needs of the individual and their school. This means that both the school and the individual newly qualified teacher have a role in identifying induction activities. However, in reality, the school will have the final say in determining which activities are undertaken and when.

Some schools may decide to allocate the time into one or two-day blocks across the year; others may follow a weekly half-day release pattern or distribute time in single periods across each week.

Some training needs may be better met through specific activities such as visits to other settings that last a whole day or longer. A school may, therefore, wish to identify a half-day session each week for such activities, or 'bank' the activities.

You should ensure that the 10% time for induction activities is not used for teaching duties or cover. Also ensure that you identify your training and support needs and that your induction tutor/mentor knows about these.

Planning, preparation and assessment (PPA) time

In addition to induction time, all teachers, including newly qualified teachers, have a statutory contractual entitlement to a minimum of 10% guaranteed PPA time.

This time is guaranteed and cannot be used for any other activity. It is the teacher's time to enable them to manage their work effectively to deliver high-quality teaching and learning. The teacher should determine the activities undertaken in PPA time.

Your induction time and PPA time should be identified specifically on your timetable.

Using the Induction Planner

Contact the NASUWT if you have any concerns about the provision of PPA time.

School policies

You should have been given a copy of, or know where to access, school policies. If not, speak to your induction tutor/mentor.

The policies will cover behaviour, restraint, use of IT, equality and child protection, to name but a few. It is important that you work within these policies.

How induction works

All newly qualified teachers are required to complete induction. This requirement applies to teachers who have obtained QTS following either a college or employment-based route into teaching.

There are a few instances where a teacher will not need to complete induction. These include circumstances where:

- you gained QTS before 1 April 2003;
- you are a qualified teacher from the European Economic Area (EEA) or Switzerland;
- you have successfully completed induction in England, Scotland, Northern Ireland, the Isle of Man, Jersey, Guernsey, Gibraltar or a Service Children's Education (SCE) school in Germany or Cyprus;
- teachers who have qualified outside the EEA/Switzerland and have met the specific requirement of also completing a period of professional experience comparable to an induction period in the country in which they qualified are exempt from the requirement to complete a period of induction in Wales.

Starting an induction programme

You do not have to start your induction straightaway after you have gained QTS. There is no time limit on when you must start your induction period. However, it is in your best interests to start your induction as soon as possible after you have completed QTS. You may find it more difficult to obtain a job if you have a long delay between completing QTS and starting induction.

Length of induction

The induction period for a full-time newly qualified teacher usually lasts for one academic year. One academic year translates to 380 sessions, where one session equals a morning or an afternoon session. Depending on how the school's terms are organised, this may mean that your induction lasts for 3, 4, 5 or 6 terms.

Length of induction – part-time working

If you work part time, then the induction period is calculated on a pro-rata basis so that you complete the same number of sessions (i.e. 380 sessions) as a full-time newly qualified teacher. This means that if you work 50% of a full-time contract, it will usually take two years for you to complete your induction. It is the joint responsibility of your induction tutor/mentor(s), headteacher and you to work out how long your induction period will last.

Completing induction in different schools

If a newly qualified teacher moves schools during induction, then the external induction mentor may remain the same, but this is down to the Education Workforce Council (EWC) to determine. The headteacher should inform the EWC that the newly qualified teacher has changed schools and the new school will need to complete a new induction registration form and submit this to the EWC within 10 working days of the newly qualified teacher starting in the new post.

Working as a supply teacher or on a short-term contract

All periods of employment of at least one school session must count towards induction. If a newly qualified teacher is working in mainly short-term supply positions, they will have the responsibility of logging all of these periods of employment with the EWC.

Newly qualified teachers undertaking short-term supply work must accrue 380 school sessions before they are able to be assessed against the Practising Teacher Standards.

Newly qualified teachers undertaking short-term supply work will still be expected to collate evidence of their practice, and how it helps to meet the Practising Teacher Standards, within a portfolio. Newly qualified teachers should also ensure that the verification received by the teaching supply agency used for each period of teaching is in their portfolio of evidence.

There is an expectation that headteachers will provide the day-to-day support required by newly qualified teachers undertaking short-term supply work.

Once a newly qualified teacher undertaking short-term supply work has completed half of the amount of required school sessions (190), they need to submit interim evidence to the appropriate body (this should be the appropriate body under which the newly qualified teacher has undertaken the majority of their supply work).

How induction works

The EWC is required to provide written notification to the newly qualified teacher and the appropriate body once 190 school sessions have been completed.

On the completion of 380 school sessions, the newly qualified teacher should submit their portfolio of evidence to the external mentor for assessment against the Practising Teacher Standards as per normal.

Taking a break from induction

You can take a break during your induction.

If you take a break, you cannot teach in maintained schools or non-maintained special schools because you are required to continue with your induction if you work in a school where induction is available.

Maternity leave during induction

If you take a break in your induction that includes statutory maternity leave, then you have the choice of whether or not you want to extend your induction period. The choice of whether or not you want to extend the induction period rests with you.

If you do decide that you want to extend the induction period for the period of your maternity leave, then you need to apply to the appropriate body who must accept your request for an extension.

If you decide that you do not want to apply for an extension to your induction period, then you will be assessed on the same basis as any other newly qualified teacher.

Your final assessment should not be made until you have returned to work and have had the opportunity to decide whether or not you wish to apply for an extension.

If you want to apply for an extension then you can do so. If you do apply for an extension, then the extension must be granted. If you decide that you do not want an extension, then you have a right to be assessed on the same basis as any other newly qualified teacher.

The final assessment should not be made until you return to work and have had the opportunity to consider whether you wish to extend the induction.

What to watch out for

Allocation of classes with demanding behavioural issues

As a newly qualified teacher you should not be required to teach, on a day-to-day basis, classes with acute or especially demanding pupil indiscipline 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 tutor/mentor and the NASUWT. The school should make arrangements for you to teach another class.

The Practising Teacher Standards require you to demonstrate that you secure a standard of behaviour that enables pupils to learn, and that you pre-empt and deal with inappropriate behaviour in the context of the school's behaviour policy. This means that the school should be supporting you, as well as monitoring and assessing your performance, against this part of the Practising Teacher Standards.

You should expect the school to provide you with appropriate training, access to 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, for example, to a pupil's disability.

Undertaking management responsibilities

There should be no expectation that you will be given or 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, such as being asked to co-ordinate a subject area, you should contact the NASUWT for advice.

Induction placements

Induction can be undertaken in the following:

- maintained schools;
- maintained special schools;
- non-maintained special schools;
- maintained nursery schools where the school has a headteacher and the school can satisfactorily provide an opportunity to meet the Practising Teacher Standards;
- independent schools in Wales – if the school curriculum for primary pupils meets National Curriculum requirements and the curriculum at Key Stage 3 and Key Stage 4 includes all core and foundation subjects. The school must also have an agreement with either a local authority or the Independent Schools Council Teacher Induction Panel (ISCTIP) that they will act as the school's appropriate body. This must be arranged prior to the start of the induction period;
- further education colleges, including sixth-form colleges – a further education college can offer induction, provided that the local authority, acting as the appropriate body, has agreed that the college is in a position to provide newly qualified teachers with the range of experiences and support required to meet the Practising Teacher Standards. In particular, the Regulations make clear that newly qualified teachers must be offered the opportunity to experience first-hand practice within a school, must spend the equivalent of ten days teaching pupils of compulsory school age and every effort must be made to provide newly qualified teachers with an additional 20-25 days' experience in a school setting. Newly qualified teachers in further education colleges cannot be required to spend more than 10% of their total teaching time working with groups where the majority of learners are aged 19 or over and their induction mentors must be in possession of QTS;
- schools in special measures can offer induction if Estyn agrees in writing that the school has the ability to provide you with the necessary monitoring, support and assessment. The appropriate body is jointly responsible for ensuring that any necessary additional support is in place.

Posts suitable for induction

To be appropriate for induction, a post needs to enable a newly qualified teacher to meet, and demonstrate that you have met, the Practising Teacher Standards.

Induction placements

It is also important that the teaching responsibilities that you are given in your induction period meet the following criteria:

- match as closely as possible the age group and/or subject(s) for which you have been trained;
- do not exceed the normal demands of teaching (for example, you should not be expected, on a day-to-day basis, to cope with acute or particularly demanding discipline problems); and
- involve regular teaching of the same class(es).

You should not be offered a post in which these conditions do not apply.

Some posts will only be suitable if you are provided with additional support. This might apply if you, as a newly qualified teacher, are the only teacher of the subject in the school, or where the school is in 'special measures'. If you are going to need additional support, then the school and the appropriate body should identify and secure this support before you start the post. In some instances, circumstances may change once you have started your induction; for example, one or both of your induction tutors/mentors might leave or there may be other changes in the school's circumstances. In such instances, the headteacher has a responsibility to ensure that you do not suffer any disadvantage as a result of the changed circumstances. The headteacher, the external induction mentor and the appropriate body are also responsible for ensuring that you continue to have the opportunity to meet, and show that you are meeting, the Practising Teacher Standards, that there is continuity of assessment and support, and that you receive any additional support that is needed.

Induction cannot be undertaken in:

- pupil referral units;
- secure training centres;
- schools requiring special measures, unless an Estyn inspector certifies in writing that the school is suitable for providing induction;
- independent schools that do not meet the specified curriculum requirements or do not have an arrangement with an appropriate body;
- independent nursery schools and other early years settings (unless they are independent schools that meet the criteria for hosting induction or they are a maintained nursery school);
- outdoor centres and other educational settings that are not designated as schools;
- community or foundation special schools established in a hospital.

Induction placements

The newly qualified teacher

As a newly qualified teacher, you are responsible for ensuring that you are familiar with the Practising Teacher Standards and that you understand what they require you to do. You need to play an active role in the induction process.

The school should provide you with the necessary training and support to enable you to meet the standards, and you need to ensure that this is happening.

Identify and advise your school-based and external mentors about areas where you would like further support. Any issues and concerns should be raised as soon as you identify them.

You should also ensure you receive all your rights and entitlements.

The external induction mentor

The appropriate body has a responsibility to provide newly qualified teachers with an external mentor. External mentors will work with a group of newly qualified teachers across a region and will provide support, advice and coaching in order to enable newly qualified teachers to develop their practice and to gather evidence against the Practising Teacher Standards.

The external mentor must be somebody who is an experienced practitioner and they must have the skills to mentor and coach newly qualified teachers. The external mentor is expected to set newly qualified teachers' objectives, to observe newly qualified teachers once a term and assess newly qualified teachers' induction portfolios against the Practising Teacher Standards. External mentors are also expected to meet with the headteacher and the school-based mentor once a term to discuss a newly qualified teacher's progress.

External mentors also have a leading role in supporting newly qualified teachers undertaking the Masters in Educational Practice.

Internal school induction tutor/mentor

The internal school induction tutor/mentor will provide on-site support and guidance to newly qualified teachers throughout their induction. They will also observe new teachers practise at specified times and will meet the headteacher and the external mentor to assess new teachers' progress towards meeting the Practising Teacher Standards.

Roles and responsibilities

Headteacher

The headteacher must act on behalf of the school to ensure newly qualified teachers are provided with appropriate support when undertaking induction.

Headteachers need to appoint a school-based induction tutor/mentor for the newly qualified teacher and to work collaboratively with the external mentor.

Headteachers must undertake termly meetings with both induction mentors to discuss a newly qualified teacher's progress and they must ensure that newly qualified teachers receive the appropriate induction and PPA time.

The appropriate body

In maintained schools, the local authority will be the appropriate body¹. In the case of a non-maintained special school, the local authority in the area will perform this function.

In the case of an independent school, the appropriate body will be either the local authority in the area or the Independent Schools Council Teacher Induction Panel (ISCTIP).

The appropriate body is responsible, with the headteacher, for your training and supervision.

Taking account of the headteacher's recommendation, the appropriate body will decide whether you have met the Practising Teacher Standards.

If you have a concern about your induction and the school cannot, or will not, resolve the issue, then you should contact the appropriate body. You are strongly advised to seek advice from the NASUWT before doing so.

¹ The appropriate body has the main statutory quality assurance role in the induction process. In particular, it is responsible for ensuring that induction settings are aware and capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated tutor support and the reduced timetable. Appropriate bodies must also ensure that the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

Your rights and entitlements

As a newly qualified teacher you have significant rights, set out below, which are designed to ensure that you get the most from induction. Knowing your rights, as well as your responsibilities, is essential if your induction period is to be productive and give you a firm foundation on which to build your future career.

1. **The right to a 10% reduction in timetabled teaching time in recognition of the additional support new teachers need.** The time can be used for planning, observing other teachers, attending training events or any other activity designed to help you with your induction programme. This time allowance is in addition to the minimum guaranteed 10% PPA time to which teachers are entitled (see page 9).
2. **The right not to teach outside the age range or 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, an age group or subject beyond the scope of your training.
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 newly qualified teacher.
4. **The right to a school-based and external mentor.** These are the colleagues with whom you can discuss your progress and any difficulties you are having and with whom you can plan out the activities and experiences you will need in order to help you meet the Practising Teacher Standards.
5. **The right not to teach routinely 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 behaviour or discipline problems.

Your rights and entitlements

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 regular feedback and support on your progress.** It is important that you are aware of how well you are progressing during your induction period and 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 Practising Teacher Standards. Regular meetings with your induction tutor/mentor are an essential part of ensuring a positive outcome to the review.
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 induction tutor/mentor. The programme should, among other things, indicate when you will have opportunities to meet with your induction tutor/mentor to discuss your progress, a timetable of lesson observations and a guide to the range of support activities that can be made available to you to help you in your work towards the Practising Teacher Standards.
9. **The right to receive early warning of any perceived problems or difficulties with your progress.** Judgements formed by your induction tutor/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. 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 have an active involvement in your own professional development. This is just as important during your induction as it is at 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.

The Practising Teacher Standards

PRACTISING TEACHER STANDARDS

Teachers should meet the following Practising Teacher Standards (PTS) at the end of the induction period and continue to meet them throughout their teaching career.



Professional values and attributes

1. Appreciate the diverse needs of children and young people.
2. Value fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Have high expectations of children and young people in order to improve outcomes and well-being for all learners.
4. Value the importance of building positive relationships between home and school.
5. Value the active involvement of children and young people in their progress, development and well-being.
6. Value the active involvement of parents and carers in the progress, development and well-being of children and young people.
7. Value and celebrate the contribution children and young people make within their communities.
8. Appreciate and value the contribution that support staff and other professionals make to the learning, development and well-being of children and young people.
9. Be actively involved in professional networks and learning communities which share and test beliefs and understandings with colleagues and contribute to the wider development of the school and profession.
10. Value the improvement of practice through reflection and taking responsibility for continuing professional development.
11. Have high expectations with regard to Welsh-language development in the context of the bilingual nature of Wales.

Professional knowledge and understanding

- 12.** Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory framework within which they work.
- 13.** Understand the national education policy context in Wales and the Welsh Government's national priorities for education, including an understanding of the principles of the Cwricwlwm Cymreig and how it should inform and shape their practice.
- 14.** Use understanding of the expectations, organizational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach to inform their practice and planning.
- 15.** Understand the key factors that affect children and young people's learning and well-being.

A full overview of the Practising Teacher Standards can be found on the Welsh Assembly Government website at
<http://wales.gov.uk/consultations/education/profstandards/?lang=en>

Notes

Don't forget

Your rights and entitlements on page 19.

Check the Top Tips on page 45.

Starting out:

1. Meet with the external mentor (see page 17) that the appropriate body (see page 18) will have assigned to you. ☐
2. Meet with the internal school-based induction tutor/mentor (see page 17). ☐
3. Ensure you know the arrangements for your monitoring and assessment. ☐
4. Ensure you have a staff handbook, or equivalent, and all appropriate school policies and procedures. ☐

Points to consider

- Do you know where to get hold of resources for the first few days of teaching?
- 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 developed strategies to deal with behaviour management?

Before half term

1. Agree your observation timetable with the headteacher, the external mentor and the school-based induction tutor/mentor. ☐
2. Have a discussion with the external mentor about the Practising Teacher Standards and how to produce your portfolio and gather evidence in preparation for assessment against the Standards. ☐
3. Ensure that the external mentor has set you objectives which draw on your CEP, the Practising Teacher Standards and evidence from your teaching practice in the school to date so far. ☐

Points to consider

- Do not expect perfection at this stage: many things are new to you and you may feel unable to utilise some of the skills or methods you were using at the end of your last teaching practice.
- Consider how you can play to your strengths. What has been going well so far and why?
- Do not forget that as the weeks go by it will not feel as daunting. If you are able to, develop a rapport with your school-based and external induction tutor/mentor, then you will feel as if you are progressing together.
- Do not be afraid to seek out people with experience and ask their advice. Experience is important in teaching. The most successful newly qualified teachers draw on the experiences of other teachers to continue to move forward.
- Do not forget that pupils/students are influenced by external events outside of your control. Sometimes you will find that classes or groups do not behave as you might have expected.

Use the meetings and observation logs to keep a record of meetings with your school-based and external induction tutor/mentor and classroom observations (see pages 41 and 42).

Term one

By the end of the first term

1. You should be aware that the headteacher, the school-based induction tutor/mentor and the external mentor will be meeting to discuss your progress. ☐
2. Your teaching practice will have been observed for the first time by the external mentor. ☐
3. You will have your first coaching session with your external mentor, which should include a review of the evidence you have been gathering in your portfolio against the Practising Teacher Standards. ☐
4. Arrange a meeting with the special educational needs co-ordinator (SENCO). ☐

Points to consider

- What have you learned in the last half term? How do you feel now, compared to those first days?
- 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 Practising Teacher Standards?
- What are the key areas that have been identified for future development?
- Consider how you can set realistic targets.
- Have you identified who to turn to for advice if you need help on any of the following:
 - behaviour issues;
 - special educational needs (SEN);
 - lesson planning;
 - advice and support about your subject or a particular curriculum area;
 - working conditions and pay.

Meeting with your school-based and external mentor

All newly qualified teachers will be allocated an external mentor from the appropriate body (usually the local authority) and also a school-based induction tutor/mentor.

To enable you to complete successfully 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 meetings and an observation timetable from your external and school-based mentors.

Your induction tutor/mentor has an obligation to meet with you on a regular basis to provide support and give you feedback on your performance and progress. If your induction tutor/mentor does not meet with you, you should raise this with them. You should speak to the headteacher if this situation is not resolved, since s/he is 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 immediately for advice and support.

The induction assessment process

All newly qualified teachers are expected to produce a portfolio of evidence throughout the whole of the induction period. The portfolio should demonstrate the newly qualified teacher's progress against the Practising Teacher Standards. Newly qualified teachers must submit the portfolio to the external induction mentor at the end of the induction period for assessment and moderation. The assessment and moderation of the portfolio will provide part of the evidence that the appropriate body consider within the final assessment.

The portfolio should demonstrate how newly qualified teachers have met each of the Practising Teacher Standards; this should include evidence of observations of newly qualified teachers' teaching practice. There should be two observations undertaken by the newly qualified teacher's school-based induction tutor/mentor and three observations undertaken by the newly qualified teacher's external mentor throughout the induction year.

Therefore, the appropriate body will base the decision with regards to whether a newly qualified teacher has passed induction on written evidence received from the external induction mentor, written representations from the newly qualified teacher and the newly qualified teacher's portfolio of evidence.

Lesson observation

The objectives of each observation should be agreed between you and your induction mentor, prior to the observation taking place. Each observation should highlight your strengths and areas for further development within the Practising Teacher Standards. If your first observation is not following this path, you should arrange a discussion with your induction mentors. 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 the NASUWT informed.

Relationship with the induction mentors

The relationship between you and your school-based and external mentors is a professional one and you should be able to get objective and appropriate support. However, if your relationship with them is having an impact on your ability to demonstrate that you are meeting the Practising Teacher Standards, 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 induction tutor/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 appropriate action at this stage.

Observing a more experienced teacher or visiting a different educational context

All newly qualified teachers during induction are entitled to undertake this kind of activity and to use their induction time for this purpose. If you are refused time, you need to raise the issue with your induction tutor/mentor in the first instance. If you still have problems, contact the NASUWT.

Failure to provide feedback to newly qualified teachers

If you are not having observations with feedback, or regular progress meetings with your induction tutor/mentor, you should be raising your concerns urgently. You should initially try to deal with your concerns with your induction tutor/mentor, but if this does not help, you should try to talk to your headteacher. If no progress is made, you should seek advice from the NASUWT. You should also make a log or diary of times when your rights within the induction programme have not been met.

All issues should be relayed to the NASUWT so that it can attempt to deal with matters informally, and also so that it is aware of the situation in case these issues continue in the future.

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

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 one or both of your induction tutors/mentors, you are being asked to teach classes of pupils with severe behavioural problems and you are not receiving any additional support, your induction tutors/mentors are 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 Practising Teacher Standards, 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 completing induction successfully 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 induction tutor/mentor or the headteacher.

If you cannot speak to your induction tutors/mentors 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 appropriate body. Again, you should seek advice and support from the NASUWT before doing this.

Term one

Make sure that you log any concerns you have within your induction portfolio. This will provide a formal record that could be used as evidence later on.

Don't forget

Your rights and entitlements on page 19.

Check the Top Tips on page 45.

Term two

In the first half term

1. You will have the first observation of your teaching practice by your school-based induction tutor/mentor. ☐
2. The focus for classroom observation has been agreed. ☐
3. Targets for the half term have been set. ☐
4. You have self-reviewed against the Practising Teacher Standards. ☐

Points to consider

- How can you ensure that you meet the targets set at the end of last term? 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. What are the similarities with, and differences from, your own teaching styles?

Before the end of the second term

1. You should be aware that the headteacher, the school-based induction tutor/mentor and the external mentor will be meeting to discuss your progress. ☐
2. You will have a second observation of your teaching practice by your external induction mentor. ☐
3. You will need to have your second coaching session with your external mentor, including a review of the evidence that you have continued to gather in your portfolio against the Practising Teacher Standards. ☐
4. Arrange to observe a more experienced teacher. ☐

Points to consider

- How close are you to meeting the targets set for this term?
- As you reach the halfway mark of your induction year, reflect on the highs and lows of the year so far. What are these?
- How can you ensure that your observation takes account of the areas of the Practising Teacher Standards that you need to be working towards?
- 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?

Make sure assessment and observations meet the Practising Teacher Standards required to pass induction

The crucial point is to make sure that you do not leave raising any issues or concerns you have until too late. Your induction tutor/mentor should be working with you to establish achievable targets to meet the objectives, arranging a programme of support and advice as appropriate.

If problems are arising, it is important to discern the reasons why this may be. If the problems are linked to behaviour management, remember that as a newly qualified teacher you should not be required to teach, on a day-to-day basis, classes with acute or especially demanding discipline problems. Make sure you discuss any problems of this nature with your induction tutor/mentor.

No problems should be being raised with you for the first time at this stage of the process. If they are, you need to speak to the NASUWT urgently.

You should also keep notes of times when your rights as a newly qualified teacher relating to induction have not been upheld and what action you took to try to secure them.

By this stage, there should be no problems with the structure of your induction programme. If there are still problems, these are now extremely urgent and may affect your ability to pass your induction. The NASUWT should be contacted to support you.

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 help 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 assessment meeting.

Where you are deemed to be at risk of failing the induction period, you should be given clear information about what the concerns are and how you will be supported to address them. The external mentor should be someone who can make an informed and fair assessment of the evidence relevant to your case.

Don't forget

Your rights and entitlements on page 19.

Check the Top Tips on page 45.

Term three

In the first half term

1. The school-based induction tutor/mentor will have completed their second observation of your teaching practice. ☐
2. You should have been given detailed feedback on your latest classroom observation. ☐
3. This should have led to revision and development of the final targets for the last half term of your induction period. ☐
4. You should have self-reviewed against the Practising Teacher Standards. ☐
5. You should have arranged to observe a more experienced teacher. ☐

Points to consider

- What are your remaining targets for this term and what can you do to be certain that they will be met? Are there any requirements of the Practising Teacher Standards that you feel you may not be able to meet without further help? Have you identified who will be able to help?
- When agreeing a focus for the classroom observation, try to ensure that you showcase how much you have learned this year. How might you do this?
- If possible and appropriate, investigate the possibility of becoming involved in moderating assessments that other teachers have made. This could involve swapping exercise books/assessment papers with a teacher who would be able to discuss these issues with you.
- You may wish to consider observing a recently qualified teacher and, if practicable, arranging 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!

By the end of the final term

1. You should be aware that the headteacher and/or the school-based induction tutor/mentor and the external mentor will meet for the final time to discuss your progress. ☐
2. The external mentor will have completed their final observation of your teaching practice. ☐
3. You will have your final coaching session with the external induction mentor, which will include a review of the evidence you have gathered in your induction portfolio in preparation for assessment against the Practising Teacher Standards. ☐
4. The external mentor will undertake the initial assessment of your induction portfolio. ☐

Points to consider

- Make sure that you give yourself the opportunity to reflect on your achievements this year.
- Discuss your priorities and goals for the next year with your school-based and external mentor.
- Make sure you obtain a timetable for next year.
- For more information, go to www.nasuwt.org.uk/performance-management. Familiarise yourself with the teachers' appraisal/performance management arrangements.
- After completing your induction successfully, in the following year, you will follow the appraisal/performance management arrangements for all teachers in Wales. Familiarise yourself with the teachers' appraisal/performance management arrangements. For more information, go to www.nasuwt.org.uk/PayPensionsandConditions/Wales/Pay/PerformanceManagementinWales/NASUWT_009701.

The end of the induction period

At the completion of the induction period, the external induction mentor must inform the appropriate body in writing within ten working days of his/her recommendation.

The appropriate body will more than likely be the local authority, although it may be the ISCTIP if induction is being undertaken in an independent school. Within 20 working days of completing induction, the appropriate body must decide whether you have passed your induction, that you have failed your induction, or that your period of induction should be extended. Within three days of making its decision, the appropriate body should write to you, the headteacher, the governing body, your employer and the EWC to inform them of the decision.

Extending the induction programme

It is for the appropriate body or, on appeal, the EWC to decide whether a newly qualified teacher's induction period should be extended. Induction should only be extended in exceptional circumstances, such as unforeseen circumstances beyond the control of one or more of the parties involved with the induction process, or if there is insufficient evidence on which a decision can be based with regards to whether the Practising Teacher Standards have been met.

There may also be extensions provided during the induction process if a newly qualified teacher has been absent from work for 30 school days or more during the induction period. In most cases the induction period should be extended by the number of working days missed.

However, the newly qualified teacher and the appropriate body should discuss the individual circumstances before a decision is made on how long the extension will be for.

Failing induction

If you fail your induction, you will not be allowed to work as a qualified teacher in a school in the maintained sector or non-maintained special schools. You will have to be dismissed, unless an appeal is pending, and removed from the EWC's register.

If you appeal, your employer may still dismiss you, although they may continue to employ you, pending the outcome of the appeal. If they continue to employ you, it must be on more restricted duties.

If you are told that you may fail your induction and you have not already done so, contact the NASUWT as a matter of urgency. Do not leave making contact until decisions have been made. If you do, it may be too late to redeem the situation.

Education Workforce Council – Appeal

If a newly qualified teacher fails induction or has their induction extended by the appropriate body, the appropriate body must advise the newly qualified teacher of their right to appeal and the time limit for doing so.

Appeals must be lodged with the EWC, the appeal body, by the newly qualified teacher within 20 working days, beginning with the date the newly qualified teacher received the written notification of the appropriate body's decision.

The NASUWT will provide advice and support on lodging and making an appeal. Newly qualified teachers are strongly advised to seek the support of the NASUWT before lodging and progressing an appeal.

For more information, go to www.nasuw.org.uk/Induction.

Meetings log

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

Date	Time	Who with	Purpose

Observations log

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

Induction assessment record

Newly qualified teachers can access the Welsh Government's guidance on classroom observations and further guidance from the NASUWT on observation and assessment at:

www.nasuwt.org.uk/membersupport/NASUWTPublications/LessonObservation/NASUWT_009348.

Top tips – Planning

Planning is a critical professional responsibility for all teachers.

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.

It is important to recognise that there is no nationally prescribed approach to planning. In terms of inspection requirements, Estyn's Framework for School Inspection (available from www.estyn.gov.uk) makes clear that inspectors will look to assess pupils' achievement and the extent to which they enjoy their learning. Inspectors do not inspect planning and Estyn makes no stipulation about the way in which planning should be undertaken or recorded.

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 newly qualified teacher;
- 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 induction tutor/mentor and from the NASUWT.

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

Why observations are important

Observations of newly qualified teachers' teaching practice during the induction period, if utilised correctly by the school, can be an effective aid to newly qualified teachers' development and progress towards meeting the Practising Teacher Standards.

The Welsh Government states that newly qualified teachers' observation timetable should be agreed with the newly qualified teacher, external mentor, school-based mentor and headteacher in the first half term during the induction period.

Before the observation

The objectives of each observation should be agreed between the newly qualified teacher and the induction tutor/mentor prior to the observation taking place. Each observation should highlight your strengths and areas for further development within the Practising Teacher Standards.

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 Welsh Government states that the external mentor will discuss the Practising Teacher Standards with the newly qualified teacher and provide advice on how to evidence gather for the portfolio in preparation for assessment against the Practising Teacher Standards at the end of induction. Feedback from observations should form part of this gathering evidence. Again, if the person undertaking the observation is to differ from the norm, this should be discussed between the newly qualified teacher and the external mentor prior to the observation, and the principles of why a different person is undertaking the observation should be agreed upon. If newly qualified 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 would adhere to the principle that a newly qualified teacher's teaching practice should be observed at intervals throughout the induction period. Although there is no specification regarding how

Top tips – Observation of teaching practice

often observations should take place, the Union suggests that in general two observations a term would be adequate within the induction period. If, however, newly qualified teachers believe they are being over-observed, they should talk to their external/school-based mentor in the first instance. If the issue persists, consider having a conversation with the headteacher. In these circumstances, newly qualified teachers should always keep the NASUWT informed and updated so we can assist. The NASUWT is clear that over-observations of newly qualified 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 newly qualified 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 newly qualified teachers are doing well, but also where the school can help newly qualified teachers in areas where improvement may be needed.

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.

There are a number of important principles that should be reflected in all forms of school-based assessment.

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 tutor/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 is 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.

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 about ways in which these issues can be addressed.

For more information, go to www.nasuwat.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 do not 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 should not be doing are negative and encourage young people to break rules. The message they receive 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 achievable 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. Do not 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.nasuwat.org.uk.

Top tips – Supply teaching

Many newly qualified teachers undertake supply teaching, in some cases whilst looking for a post suitable in which to complete induction.

As a supply teacher, you may face specific challenges in your role, such as a frequent change of workplace and the differing procedures schools have in place.

It is important to remember that the terms and conditions that supply teachers are subject to are likely to be affected by who employs the supply teacher.

Supply teachers working directly for a local authority are employed under the School Teachers' Pay and Conditions Document (STPCD) national pay and conditions framework for teachers.

If you are employed by an agency and you have been working for 12 weeks with the same employer (e.g. school or local authority), you should receive the same entitlement to pay, terms and conditions as the teachers directly employed at the school.

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, maternity, paternity, adoption and pension scheme entitlements (these will largely depend on how you are employed as a supply teacher);
- ensure that appropriate deductions will be made by the employer for national insurance and tax. Supply teachers remain eligible to join any salary sacrifice schemes that the employer operates.

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, pupil behaviour and health and safety policies;
- a timetable with timing of sessions, breaks and lunch periods;
- the emergency contacts and telephone numbers/procedures;

Top tips – Supply teaching

- 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 or meetings 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) and any relevant school plans, policies and procedures.

Remember

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

As a supply teacher you have rights: in particular, you should not be expected to teach or supervise lessons for which you do not have relevant qualifications or experience.

If a supply teacher feels that they have not been treated fairly then they are advised to contact the NASUWT Workplace Representative or the NASUWT Wales National Centre. The contact details are in the NASUWT diary or on the Union's website at www.nasuwt.org.uk.

The NASUWT understands that supply teachers face certain unique issues within their employment; therefore, the Union continues to offer specific support to supply teachers. This includes seminars for supply teacher members.

The NASUWT's 'Supply Advisor' website allows supply teachers to effectively rate the quality of supply agencies in the UK. This will help to highlight bad employment practice from within supply agencies across the country. Rate the supply agencies you use now and in the future at www.supplyadvisor.co.uk.

Please remember to record on the NASUWT's membership database whether you are a supply teacher to ensure that you receive relevant information, including supply teacher bulletins.

You can access your membership details at www.nasuwt.org.uk/MyDetails.

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.

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 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. The NASUWT's annual social media survey indicates the level of abuse is increasing each year which is why we continue to campaign for schools to adopt a zero-tolerance policy whilst still promoting the positive benefits of technology.

You may use a variety of social networking sites, e.g. 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. Performing an internet search with your own name and a few keywords can sometimes yield surprising results. Does it reveal anything you wouldn't want a student or prospective employer to see? If you experience difficulty removing your link to internet content, the NASUWT will provide advice and support, so contact the NASUWT Wales National Centre.

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 phone 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.

Top tips – Use and abuse of technology

- 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 the school and any e-mails can be accessed;
- 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;

Top tips – Use and abuse of technology

- 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 Wales National Centre for advice and support.

www.nasuwt.org.uk/NewTeachers

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

Special educational needs (SEN)

To complete your induction successfully, you need to be able to show that you plan effectively to meet the needs of pupils with special educational needs (SEN) that you teach.

In consultation with the special educational needs co-ordinator (SENCO), you should:

- contribute to the preparation, implementation, monitoring and review of plans in place for individual pupils;
- be familiar with the Special Educational Needs Code of Practice for Wales;
- understand how support for pupils with SEN is organised and delivered in your school;
- speak to the SENCO about how special needs work within the school.

This should include the school's procedures for SEN, including the preparation and implementation of plans for individual pupils, the role and contribution of other staff within the school, including teaching assistants and learning support assistants, and the opportunities for SEN-related training and professional development and how these can be accessed:

- **ensure that you address equality matters** through your work to support pupils with SEN;
- **be familiar with disability legislation** and understand the difference between SEN and disabilities. For example, not all pupils with a disability have SEN. Similarly, not all pupils with SEN 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.nasuwt.org.uk.

Workplace Representatives

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 and represent the members in the Union's Districts across Wales.

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 Wales National Centre (details below).

NASUWT Wales Centre

NASUWT members in Wales are supported by the Union's NASUWT Wales National Centre. Across England, there is a network of regional centres.

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

NASUWT Wales Centre
Greenwood Close
Cardiff Gate Business Park
Cardiff CF23 8RD
Tel: 029 2054 6080

E-mail: rc-wales-cymru@mail.nasuwt.org.uk



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Website: www.nasuwt.org.uk