

Getting Started

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

In whatever type of school you teach, you will have the full backing of the largest teachers' union in the UK. Support is provided to new teachers through the NASUWT's network of Representatives and Regional Centres, details of which can be found towards the back of this guide.

Below is an overview of the types of schools in England in which you may teach as a newly qualified teacher.

The overwhelming majority of pupils in England go to state-funded schools.

The Framework for State Schools

There are several categories of state-funded schools:

- academies;
- free schools;
- community;
- foundation;
- trust;
- voluntary aided;
- voluntary controlled;
- city technology colleges (CTCs)/city colleges for the technology of the arts (CCTAs);
- university technology colleges (UTCs);
- studio schools.

There are also different categories of state-funded special schools:

- community special;
- foundation special;
- special schools and units;
- special academies;
- special free schools.

Academies

Academies are independent state-funded schools. They have no direct link with local authorities. Academies can be established by a range of bodies and sponsors, including private providers, universities and charities, or an existing school can convert to academy status.

Teachers are employed under the academy's terms and conditions but many follow the conditions of service which operate in community and foundation schools.

Academy chains/multi-academy trusts (MATs)

Some academy schools are part of a chain or cluster with a central sponsor which is the employer. These chains or multi-academy trusts will have their own terms and conditions of employment which may differ from maintained schools. The NASUWT endeavours to work with these employers to achieve the best terms and conditions for our members.

Free schools

Free schools are another form of academy. They have no direct link with local authorities. Free schools can be established by a range of bodies and sponsors, including private providers, universities and charities. In free schools, the proprietor is the employer. Teachers are employed under the free school's own conditions of service.

Community schools

Community schools have a direct link with the local authority. The local authority is the employer. Teachers are employed under the provisions of the national School Teachers' Pay and Conditions Document (STPCD).

Foundation schools

Foundation schools are linked to the local authority, but the governing body employs the staff. Teachers are employed under the national provisions of the STPCD.

Please turn over...

Trust schools

Trust schools are state-funded foundation schools that are sponsored by a charitable trust, such as a local business, community group or educational charity. The trust employs the school's staff. Teachers are employed under the national provisions of the STPCD.

Voluntary aided schools

Voluntary aided schools are funded by the state with some of the building costs funded by the foundation or trust that owns the school buildings. The governing body is the employer of the staff. Teachers are employed on the school's conditions of service, but must follow the STPCD.

Voluntary controlled schools

Voluntary controlled schools are funded by the state. The local authority employs the staff. Teachers are employed under the national provisions of the STPCD.

City technology colleges (CTCs)/city colleges for the technology of the arts (CCTAs)

CTCs/CCTAs are independent, non-fee-paying schools for pupils aged 11-18 years old. They employ staff directly. Teachers are employed on the college's conditions of service.

University technology colleges (UTCs)

These schools are independent non-fee-paying schools that offer technical and vocational education to secondary pupils. They are sponsored by local businesses and further/higher education institutions. They employ staff directly. Teachers are employed on the UTC's conditions of service.

Studio schools

These schools deliver mainstream qualifications through project-based learning. They employ staff directly. Teachers are employed on the studio school's conditions of service.

Special schools and units

These schools and units are maintained by the local authority and the local authority employs the staff under the provisions of the STPCD.

Special academies

Special academies are independent state-funded schools. They have no direct link with local authorities. They employ staff directly. Teachers are employed under the academy's conditions of service, but most follow the STPCD.

Special free schools

Special free schools are another form of state-funded academy. They employ staff directly. Teachers are employed under the free school's conditions of service.

Independent schools

There are other types of school that are private schools not funded by the state.

Independent schools (including independent special schools)

Independent schools are not funded by the state and obtain their finances from fees paid by parents and income from investments. They employ staff directly, on contracts specific to the school.

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

www.nasuwt.org.uk/NewTeachers

Finding Your First Teaching Post

Dos and Don'ts

Finding a first teaching post can be difficult for newly qualified teachers. As well as free seminars to prepare new teachers, the NASUWT offers advice for new teachers to assist in the search for their first post.

Finding a Vacancy

Do:

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

Don't:

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

Making an Application

Do:

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

Don't:

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

Finding Your First Teaching Post

The Interview

Do:

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

Don't:

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

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

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

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

www.nasuwt.org.uk/FindingYourFirstTeachingPost

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



“ As a Union the NASUWT is in constant contact with its members – I feel very much aware of my rights as a teacher.

Secondary School Newly Qualified Teacher



Appointment

After the Interview

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

This should include:

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

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

If you have been unsuccessful, always ask for a debriefing to enable you to use this information to support your next application. If you are unhappy about any aspect of the appointment process, including if you believe you have been discriminated against, contact the NASUWT for advice.

Fitness to Teach

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

The Equality Act 2010 places a duty on employers, when making a decision regarding whether a teacher is fit to teach, to take into account any reasonable adjustments to assist the teacher in carrying out their duties.

The Equality Act 2010 also prohibits employers from asking potential employees questions relating to their health before a job offer is made.

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

Teachers with a Disability

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

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

Visiting Your New Workplace

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

Please turn over...

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

Appointment Checklist

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

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

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

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

www.nasuw.org.uk/BeingAppointed

Registration

The National College for Teaching and Leadership

The National College for Teaching and Leadership (NCTL) is responsible for:

- the supply and retention of the teaching workforce;
- the quality of the teaching workforce;
- the regulation of teacher conduct.

The NCTL holds a record of teachers who have been awarded Qualified Teacher Status (QTS), those that have passed induction and those that have been prohibited from teaching.

The NCTL undertakes a regulatory function for all teachers and instructors in all maintained schools, non-maintained special schools, academies, free schools, sixth-form colleges and independent schools.

The NCTL also provides support to school-led licensed providers of leadership development, encourages school-to-school support networks and will provide support to the development of teaching schools.

There is no compulsory requirement for newly qualified teachers to register with the NCTL.

Newly qualified teachers, however, may wish to register as it may enable them to gain ongoing advice and support. There is no fee for registering.

More information can be obtained from the Department for Education (DfE) website: www.education.gov.uk.

The Disclosure and Barring Service

The Disclosure and Barring Service (DBS) helps employers in England and Wales to prevent unsuitable people from working with vulnerable groups including children. The DBS therefore has a number of responsibilities, including processing requests for criminal record checks, deciding whether it is appropriate for an individual to be placed on or removed from a barred list and maintaining the DBS children's barred list.

With regard to newly qualified teachers, the employer will give you a form to complete and return to them, along with certain documents proving your identity, which may include a passport, driving licence and/or a birth certificate.

There are two types of disclosure certificate: Standard and Enhanced.

For teachers, an Enhanced Disclosure (ED) is required for those seeking employment and voluntary work where that work is connected with children under the age of 18 and vulnerable adults. The ED contains details of any convictions, as well as cautions, warnings and reprimands, held at a national level by the police. It also contains non-conviction information, held in local police records, that a chief police officer considers may be relevant to the post for which an application is being made.

The ED includes a check against the national list of persons barred from working with children held by the Secretary of State for Education.

The application fee for an ED is currently £44 for teachers in England. The payment of the fee is legally the responsibility of the applicant. However, in practice, many employers pay the fee on behalf of the applicant.

If a member believes that the information revealed in a DBS disclosure is factually inaccurate, the matter can be raised either through the DBS disputes procedure or directly with the Chief Constable of the relevant police force. Members with concerns in this regard should seek advice from the NASUWT.

If you have a criminal conviction and are concerned about its nature and potential impact on any job application, contact the NASUWT for advice.

A criminal conviction does not always automatically mean you cannot teach. It will depend on its relevance to your employment.

Disqualification by Association

Following a DfE review of the interpretation of the Childcare Act 2006, it was recommended that elements of the legislation aimed at childcare providers would also apply to teachers in primary schools. This introduced a risk of disqualification by association, which means that a person residing or employed in a teacher's home who has an unspent conviction may result in the teacher being disqualified from teaching. Further statutory guidance (February 2015) confirms: **'Employees cannot be required to disclose spent cautions and convictions relating to individuals who live or are employed in the same household as them'** (Page 11 of the statutory guidance).

Further information and guidance is available on the NASUWT website.

www.nasuwt.org.uk/Registration

Induction

One of the NASUWT's central aims is to ensure that all newly qualified teachers have the best and the most effective start to their career and the Union has developed a number of strategies to support new teachers.

The NASUWT is committed to ensuring that all new teachers have a statutory right to high-quality support and induction, including access to early professional development.

Access to guaranteed employment for new teachers is a prerequisite for ensuring that new teachers get off to the best possible start in their careers and the Union is campaigning for this to be a contractual entitlement.

The NASUWT also understands that for most newly qualified teachers, the actual process of developing skills and abilities through the induction process is of key importance.

Newly qualified teachers will face many challenges during the induction year. To meet the standards required to pass induction, newly qualified teachers will have to show that they have the ability and commitment to build on the professional skills, talents and expertise that were developed during teacher training. However, it is important that newly qualified teachers remember that they have significant rights in this process. Ensuring that you access these rights is essential in getting the most out of your induction period.

Below are the key rights that newly qualified teachers in England should expect to receive when going through the induction period:

- the right to a 10% reduction in timetabled teaching time. (This is in addition to the guaranteed 10% planning, preparation and assessment (PPA) time that is every teacher's contractual entitlement.);
- the right not to teach outside the age range or subject for which they have been trained;
- the right to access and experience the planning procedures used by other teachers;
- the right to an induction tutor or mentor;
- the right not to teach routinely classes or individual children with particularly or especially challenging discipline problems;
- the right to teach the same class(es) on a regular basis;
- the right to receive regular feedback and support on your progress;
- the right to a comprehensive programme of support during their induction period;
- the right to receive early warning of any perceived problems or difficulties with their progress;
- the right to be treated as a professional.

If you feel that you are not getting access to the key rights and appropriate support that would allow you to be successful in induction, you should contact the NASUWT.

Please turn over...

Failure to complete the induction period satisfactorily means that the newly qualified teacher is no longer eligible to be employed as a teacher in a maintained school or non-maintained special school.

The newly qualified teacher must be dismissed, unless an appeal is pending, in which case the employer may continue to employ the newly qualified teacher on restricted duties pending the outcome of the appeal.

If you believe you are in danger of failing your induction period, or you have been told that you are likely to fail your induction period, you should contact the NASUWT for advice immediately.

Continuing Support from the NASUWT

The ongoing need to ensure high-quality induction support for new teachers remains critically important. This will require attention by national policy makers and by schools to ensure that all new teachers have a secure induction entitlement. It also requires action by schools to ensure that experienced teachers are able to undertake their role effectively where they are deployed to coach and mentor new teachers.

If members experience any difficulties during their induction programme, they should contact the NASUWT immediately. Delay in doing so can hinder the resolution of problems.

Induction should be a supportive not punitive process.

The NASUWT also offers a wide range of professional advice and support for newly qualified teachers undertaking induction.

This includes:

- guidance on the Professional Standards for newly qualified teachers, which can be found on the NASUWT website www.nasuwt.org.uk/NewTeachers;
- free professional development seminars to all new teacher members before they enter the classroom;
- 'Preparing for your First Teaching Post' seminars, which offer important information about the induction process, as well as other areas of professional practice;
- follow-up seminars for new teachers throughout the induction year.

Further information about registering for the seminars is available in this Guide.

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

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

www.nasuwt.org.uk/InductionPeriod

Your Salary

Salary

The School Teachers' Pay and Conditions Document (STPCD) contains the pay and working-conditions provisions for the majority of teachers in England and Wales.

Teachers employed in independent schools or academies (including technical academies, university technical colleges (UTCs), studio and free schools) may be on terms and conditions that differ to those in the STPCD. However, many academy schools have opted to adopt terms and conditions similar to those in the STPCD.

All teachers should check whether or not the STPCD provisions apply to them and should request a copy of their school's pay and appraisal/performance management policies.

If there is any doubt which provisions apply, members should contact the NASUWT for advice.

The NASUWT has provided extensive advice for members and for schools on pay structure and pay progression. All the information and advice can be found on the NASUWT website at www.nasuwt.org.uk/Pay.

Teachers' Pension Scheme (TPS)

Teachers in England and Wales are entered automatically into the TPS, the occupational pension scheme for teachers, by their employer if the employer is:

- a school maintained by a local authority;
- an academy;
- a further or higher education establishment;
- an independent school that has been accepted into the Scheme.

You are entitled, if you wish, to opt out and make your own pension arrangements.

However, the NASUWT strongly recommends that teachers remain in the TPS.

The Scheme is contracted out of the State Second Pension (S2P) and guaranteed to pay benefits at least as good as those the state would pay.

Further details of the Scheme can be obtained from the TPS website at www.teacherspensions.co.uk.

The NASUWT provides members with regular updates on pensions.

Details of the campaign and the latest information on pensions are available on the NASUWT website at www.nasuwt.org.uk/PensionsEngland



I feel safer standing up for myself professionally knowing that NASUWT backs me!

Special School Newly Qualified Teacher



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

Primary School Newly Qualified Teacher



Observation of Teaching Practice

Why Observations are Important

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

The Department for Education (DfE) states that new teachers should be observed at 'regular intervals' and that such observations will help with the effective assessment of new teachers' teaching practice.

Before the Observation

The objectives of each observation should be agreed between the new 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 Teachers' 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. You should also keep notes of any discussions.

Whilst the DfE states that observations of new teachers can be undertaken by the induction tutor or another suitable person holding QTS, the NASUWT considers the induction tutor and/or teaching staff with appropriate seniority to be the appropriate people to be undertaking newly qualified teacher observations.

If the person undertaking the observation is to differ from what would normally be expected, this should be discussed between the new teacher and induction tutor prior to the observation, and the principles of why a different person is undertaking the observation should be agreed upon.

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

After the Observation

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

Although there is no specification regarding how often observations should take place, the NASUWT suggests that, in general, three observations a term would be adequate within the induction period.

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

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

In these circumstances, new teachers should always keep the NASUWT informed and updated so the Union can advise and support.

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

Additionally, if observations of teaching practice are to be beneficial to the development of new 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 written and local feedback should be positive and constructive and should point out what new teachers are doing well, as well as areas which need to be developed.

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, new teachers should make sure they keep their own records.

The NASUWT's Induction Planner is an essential resource to assist with such record keeping.

www.nasuwt.org.uk/NewTeachers

Staying Safe

Assaults

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

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

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

Child Protection

You should be provided, on appointment, with the school's child protection policy. Any action that you take should comply with the policy.

If a pupil confides in you that they are being abused or if you suspect abuse, you must not keep the information to yourself or promise the child confidentiality. Report your concerns to the designated child protection officer within the school. Do not attempt to question a child as this could jeopardise any future investigation. Leave questioning and investigation to other professionals.

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

Ensure that you have the school's policy for addressing bullying behaviour. Bullying may be underpinned by unacceptable attitudes that lead to harassment on racist, sexist, ageist, homophobic, religious or disability grounds.

Contact with Pupils

Physical Contact

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

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

There may be occasions where physical contact is acceptable:

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

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

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

Searches

School staff are able to search a pupil for any item banned under the school rules, with the pupil's consent. Staff authorised by the headteacher now have a statutory power to search pupils without consent where they suspect they have certain prohibited items, and school staff can seize any banned or prohibited item found as a result of the search. Teachers, however, cannot be required to conduct searches by their employer.

The NASUWT strongly advises teachers not to undertake searches as they are liable to put themselves at an increased risk of assault and accusation. Searches should only be carried out by staff specifically employed to do so or by the headteacher.

Staying Safe

Meetings with Pupils

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

Relationships with Pupils

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

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

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

The Sexual Offences (Amendment) Act 2000 introduced what is known as the 'abuse of trust' legislation, making it unlawful for a person to engage in sexual activity with a person under 18, where they are in a position of trust in relation to that younger person, even where the young person has consented to the relationship. This clearly covers teachers with regard to pupils at their school, including those over 16 years of age.

The Sexual Offences Act 2003 extended this legislation even further. It introduced an offence of 'grooming' and raised the penalties for offences. This means that convicted persons can now expect much longer custodial sentences. Acceptance of a caution under the Sexual Offences Act also means automatic placement on the Sex Offenders' Register. It is also likely to result in the imposition of a bar by the Disclosure and Barring Service from working with children and/or vulnerable adults in any capacity, not only teaching.

Supporting members

Stress

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

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

Please turn over...

Stress may lead to behavioural changes such as:

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

Personal relationships can also suffer.

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

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

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

Voice care

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

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

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

Use and Abuse of Technology

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

You may use a variety of social networking sites, e.g. Pinterest, Facebook, Twitter and YouTube. The NASUWT advises all new teachers to review carefully all internet sites where they have recorded any personal information that could be accessed either by students or employers to ensure that it is appropriate. Performing an internet search with your own name and a few keywords can sometimes yield surprising results. Does it reveal anything you would not want a student or prospective employer to see? If you experience difficulty removing your link to internet content, the NASUWT is able to provide advice and support; contact the NASUWT on 03330 145550.

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.
- 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 and can be downloaded free from the NASUWT's 'New Teachers' web page.

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

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

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

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

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

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

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

Supply Teaching

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

It is important that newly qualified teachers are aware of the five-year time limit that they presently have to complete induction once they start undertaking supply work.

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.

Some supply agencies are run by offshore umbrella companies who exploit loopholes in order to maximise profits by suppressing and neglecting staff wages and welfare, prioritising profit over education. Choosing a reputable supply agency can mitigate the risks of being exploited.

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

Schools employing supply teachers directly have the ability to set individual terms and conditions for the supply teachers they employ.

If you are employed by an agency, you are entitled to equal access to collective facilities and amenities such as a staff room, childcare facilities, parking and use of canteen/kitchen facilities and to receive information on any vacancies that arise.

Once you have been working for 12 weeks with the same employer (e.g. school, local authority or academy sponsor), you should receive the same entitlement to basic pay, terms and conditions as the teachers directly employed at the school.

Further information is available on the NASUWT website at www.nasuwt.org.uk/PayPensionsandConditions/AgencyWorkersRegulations.

Supply teachers are not entitled to join the occupational scheme for maternity, paternity, adoption and pension rights and the related pay entitlements. However, they remain entitled to receive the statutory leave and pay entitlements for maternity, paternity and adoption.

Teachers will also be automatically enrolled in a qualifying workplace pension scheme such as the National Employment Savings Trust (NEST), although they are entitled to opt out. Further details are available at www.nasuwt.org.uk/Supply.

See Tips for Supply Teachers overleaf

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;
- 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.

The NASUWT offers specific support to supply teachers. This includes seminars for supply teacher members.

Supply Advisor

The NASUWT's 'Supply Advisor' website allows supply teachers to effectively rate the quality of supply agencies in the UK.

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

www.nasuwt.org.uk/Supply

About the NASUWT

The NASUWT is the largest teachers' union in the UK. No other union represents teachers in all parts of the UK. This is one of many factors that makes the NASUWT the trade union for all newly qualified teachers.

Cross-sector Representation

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

Democratic

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

Politically Independent

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

First-class Representation

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

Focused on Equality

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

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

Campaigning to Deliver Change

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

Communication

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

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

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

Practical Advice and Guidance

The NASUWT produces excellent practical advice and guidance. All NASUWT publications can be accessed via the Union's website. Printed copies can be ordered online.

Training and Information

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

Benevolence Assistance

Sometimes teachers experience financial hardship. Any NASUWT member who is experiencing hardship and wishes to make an application to the Benevolent Fund should contact the NASUWT.

Confidential Advice

The NASUWT provides all members with confidential advice on issues of concern relating to their employment. The NASUWT offers confidential advice and support and will only act in accordance with your wishes.

The NASUWT on Twitter



You can follow the NASUWT for further general Union news, events and policy on [twitter.com/@nasuwt](https://twitter.com/nasuwt).

You can also follow the NASUWT General Secretary on [twitter.com/@Chris_K_NASUWT](https://twitter.com/Chris_K_NASUWT).

The NASUWT on Facebook



The NASUWT Facebook page is another source of useful information.

The NASUWT also has designated Facebook sites for new teachers and for other groups of members.

To find out more, visit www.facebook.com/nasuwt.

How to Contact the NASUWT

Workplace Representatives and Contacts

The NASUWT is a member-led organisation whereby the initial support for members will come from serving teachers who undertake elected roles for the Union on a voluntary basis. The NASUWT has a network of teachers undertaking the role of Workplace Representative or contact in the majority of schools. Workplace Representatives or 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 national districts.

Members can find the contact details for their Local Association Secretary or their National Executive Member on the NASUWT website at www.nasuwt.org.uk or by contacting the appropriate Regional Centre (details below).

National Headquarters and the Regional Centres

The NASUWT has its UK Headquarters in Birmingham.

It has National Centres in Northern Ireland, Scotland and Wales.

NASUWT Headquarters

Hillscourt Education Centre, Rose Hill, Rednal, Birmingham B45 8RS

Tel: 03330 145550

E-mail: advice@mail.nasuwt.org.uk

Across England, there is a network of Regional Centres.

There are highly trained professional staff within each of the Union's Centres to provide support and guidance for members, Workplace Representatives, contacts and Local Associations.

Member Support Advice (MSA) Team – the most useful number in your contact list

The NASUWT is committed to providing the highest quality service to members and as part of this commitment members can contact the Member Support Advice (MSA) Team.

The MSA Team provides advice, support and information on employment issues by phone and e-mail.

Calls to the MSA are free from landlines and mobiles with inclusive minute-call packages.

The team operates between 8am and 6.30pm on weekdays.

Tel: 03330 145550 or e-mail: advice@mail.nasuwt.org.uk

Regional Centres in England

Eastern Regional Centre

(Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Luton, Norfolk, Peterborough, Southend, Suffolk, Thurrock)

East Midlands Regional Centre

(Derby, Derbyshire, Leicester, Leicestershire, Lincolnshire, Northamptonshire, Nottingham, Nottinghamshire, Rutland)

Greater London Regional Centre

(Barking & Dagenham, Barnet, Bexley, Brent, Bromley, Camden, City of London, Croydon, Ealing, Enfield, Greenwich, Hackney, Hammersmith & Fulham, Haringey, Harrow, Havering, Hillingdon, Hounslow, Islington, Kensington & Chelsea, Kingston, Lambeth, Lewisham, Merton, Newham, Redbridge, Richmond, Southwark, Sutton, Tower Hamlets, Waltham Forest, Wandsworth, Westminster)

North East Regional Centre

(Co. Durham, Darlington, Gateshead, Hartlepool, Middlesbrough, Newcastle, North Tyneside, Northumberland, Redcar & Cleveland, South Tyneside, Stockton-on-Tees, Sunderland)

North West Regional Centre

(Blackburn with Darwen, Blackpool, Bolton, Bury, Cheshire, Cumbria, Halton, Isle of Man, Knowsley, Lancashire, Liverpool, Manchester, Oldham, Rochdale, Salford, Sefton, St. Helens & Newton, Stockport, Tameside, Trafford, Warrington, Wigan, Wirral)

South East Regional Centre

(Bracknell Forest, Brighton & Hove, Buckinghamshire, East Sussex, Guernsey, Hampshire, Isle of Wight, Jersey, Kent, Medway Towns, Milton Keynes, Oxfordshire, Portsmouth, Reading, Slough, Southampton, Surrey, West Berkshire, West Sussex, Windsor & Maidenhead, Wokingham)

South West Regional Centre

(Bath & North East Somerset, Bournemouth, Bristol, Cornwall, Devon, Dorset, Gloucestershire, Isles of Scilly, North Somerset, Plymouth, Poole, Somerset, South Gloucestershire, Swindon, Torbay, Wiltshire)

West Midlands Regional Centre

(Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford & Wrekin, Walsall, Warwickshire, Wolverhampton, Worcestershire)

Yorkshire & Humberside Regional Centre

(Barnsley, Bradford, Calderdale, Doncaster, East Riding of Yorkshire, Kingston-upon-Hull, Kirklees, Leeds, North East Lincolnshire, North Lincolnshire, North Yorkshire, Rotherham, Sheffield, Wakefield, York)

Benefits and Services

Additional Support and Advice

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

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

Other Services

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

In addition to the website, look out for the monthly Benefits and Services eZine that is sent to all members who have supplied the Union with their e-mail address. If you are not receiving the eZine, simply call the Membership Team on 03330 145550 (select option 2) and supply your e-mail address or e-mail your membership number to membership@mail.nasuwt.org.uk.

Non-employment-related Issues

NASUWT members have access to a number of legal services:

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

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

Free Personal Accident Cover

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

Free Insurance Cover for Cash and Personal Belongings

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

Free Malicious Damage to Car Insurance

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

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

Further details of the free insurance cover provided can be obtained from the NASUWT Membership Team on 03330 145550 (select option 2) or on the Union's website.

Just some of the benefits available to NASUWT members



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

ARE YOU A STUDENT TEACHER QUALIFYING IN 2016?

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

The largest teachers' union in the UK offers the following:

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

**The best new teacher offer in the UK
...FREE until 2018***

GUARANTEED!

**Join the NASUWT today. Quick and easy, no hassle.
03330 145550 or online: www.nasuwat.org.uk**

NASUWT
The Teachers' Union

*All newly qualified teacher members qualifying in 2016 who agree to pay their future subscriptions by direct debit will receive FREE NASUWT membership until 31 December 2017, followed by a 50% reduction in 2018.

NASUWT

The Teachers' Union

03330 145550 or online: www.nasuwat.org.uk