

Induction Planner

NASUWT

The Teachers' Union

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FREE SEMINARS

As part of the NASUWT's support for newly qualified teachers, the Union organises free seminars during the induction period. The timing of the seminars is designed to coincide with the key stages of induction.

Newly qualified teachers are encouraged to attend both seminars.

The seminars for 2013/14 will be held on:

Saturday 16 November 2013 at St Johns Hotel (Solihull, West Midlands)
and **Saturday 21 June 2014** at Hilton Metropole Hotel (Birmingham)

These seminars are free to members. They include:

- an overview of current issues in education;
- discussions on how the induction period is working for you;
- professional development workshops, including sessions on behaviour management.

Book your place by contacting the Conferences and Events Team

conferencesandevents@mail.nasuwt.org.uk

book online at: www.nasuwt.org.uk/Events

Induction

The majority of 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 in England. Any independent schools, academies and free schools can choose to deliver an induction programme to newly qualified teachers, as can further education colleges, as long as they meet certain specifications. These specifications are detailed within this guide.

The regulations that cover statutory induction apply regardless of the setting you are employed in. They also apply regardless of your route to attain Qualified Teacher Status (QTS). Whether you have trained at an initial teacher training institution or through Schools Direct, the same regulations apply.

Induction is an individual programme of professional development that involves being assessed against the Teachers' Standards at the end of the induction period. It is important to stress that the Teachers' Standards do not place any different expectations upon newly qualified teachers to those required when being awarded QTS. Induction and the assessment process within the induction programme is meant to build on and consolidate the knowledge and skills gained through teacher training and to place this skills development within the classroom setting. Induction, therefore, should not be about raising the bar for newly qualified teachers to levels of practice that are difficult to reach.

Induction is intended to provide a structured system of support, 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.

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.

The Planner contains all of the information you need about the induction process, your rights and entitlements and how you can access advice and

Introduction

support. Each section of the Planner has prompts for you to check and points to consider.

For ease of reference, the Planner is organised on the basis of three terms, which the majority of schools currently still operate within. However, it is important to emphasise that not all newly qualified teachers will work in schools which use the three-term structure. However, over whatever number of terms operating, the information in this Planner will be relevant and the induction period will have three broad phases.

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 your challenging but very rewarding career.

Using the induction planner

Before you start:

1. Provide the school with your newly qualified teacher status (QTS) certificate (you need to have passed the Skills Tests if you have completed a PGCE in England) (see page 9). ☐
2. Make sure you are provided with your induction start date. This will be determined by the appropriate body (see page 20) and agreed by both the headteacher and you. ☐
3. Ensure that you keep copies of the reports that were used to record your progress through your teacher training (this could have been, for example, the Career Entry and Development Profile (CEDP) (see page 44). These records will give you and your induction mentor a starting point for discussions about how your development through the induction period should be planned. ☐
4. It is best practice to record your progress through the induction period. Your school may have a method for recording your progress through induction and you should ensure that you contribute to this process. You should also have access to copies of this and any notes made regarding your progress through induction. At the very least, you should keep a record of your progression through induction – including any difficulties encountered. ☐
5. Make sure you have a copy of your job description (see page 9). ☐
6. Make sure you have a copy of your timetable. ☐
7. Check that the timetable contains planning, preparation and assessment (PPA) time and induction time (see pages 9 and 10). ☐
8. Make sure you have been provided with the name of your induction tutor/mentor. ☐

Using the induction planner

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

Skills Tests

To teach in England you must pass the Skills Tests before you can be awarded QTS. You can only start your induction if you have passed the QTS standards. If you start to follow an induction programme but have not passed the QTS standards, including the Skills Tests, the period will not count towards your induction.

For more information on the skills tests, go to www.education.gov.uk.

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

Time for induction activities

In schools running an induction programme, the headteacher must 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. The school's funding allocation takes account of this obligation.

Time should be used in whatever way is most appropriate to the needs of the individual newly qualified teacher 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.

Using the induction planner

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. However, newly qualified teachers about to enter into employment within an independent school, a free school and some academies, non-maintained special schools, or further education colleges should be aware that the provision of PPA time is dependent on whether each individual institution has decided to provide its teaching staff with this time.

Where schools are providing PPA time, it is time that is guaranteed and cannot be used for any other activity. It is the teacher's time to self-direct in order 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.

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

School policies

You should be provided with a copy of all the school's policies.

If not, speak to your induction tutor/mentor. The policies may cover behaviour, restraint, use of IT, equality and child protection, to name a few. It is important that you work within these policies.

How induction works

Teachers who have obtained QTS after 7 May 1999 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 are if:

- you gained QTS before 7 May 1999;
- you are a qualified teacher from the European Economic Area (EEA);
- you are a qualified teacher from a country outside the EEA who has at least two years' experience and has simultaneously been assessed against the relevant standards as would be applied at the end of induction;
- you are a qualified teacher from Australia, Canada, New Zealand or the USA and therefore automatically qualified for QTS;
- you have gained Qualified Teacher Learning and Skills (QTLS) status via the Institute for Learning (IfL) and hold membership with the IfL.

For a full overview of the exemptions in relation to the induction programme, visit:

www.education.gov.uk/schools/leadership/deployingstaff/newstaff/b0066959/induction/newlyqualified%20teachers.

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, there is a five-year maximum period under which an individual can undertake short-term supply teaching after gaining QTS. The NASUWT would also advise that it would be in your best interests to start induction as soon as possible after completing QTS. It may be more difficult to obtain a job if there has been a long delay between completing QTS and starting induction. Also, there may be time limits on incentive payments that you may be eligible to receive if you are a newly qualified teacher in a shortage subject. Most of all, it is important to remember that induction is supposed to be a positive developmental process for newly qualified teachers. It should not be viewed as a punitive exercise to be put off for as long as possible.

How induction works

Period of time for completing induction

There is no limit on the period of time within which induction must be completed once started.

Length of induction

The induction period for a full-time newly qualified teacher usually lasts for one academic year, which normally would equate to three school terms. Where a newly qualified teacher serves induction in more than one school setting or in settings such as FE institutions, the appropriate body makes the final decision about what the equivalent of one school year should be.

Reducing the length of the induction period

Newly qualified teachers also need to be aware that the appropriate body, with the agreement of the headteacher, needs to reduce the amount of time an individual newly qualified teacher has to undertake induction depending on previous teaching experience in, for example, the independent sector. If you are approached by your headteacher about undertaking a reduced induction period, you should take advice from the NASUWT prior to making a decision. It is important that induction is viewed as a developmental process, not a punitive exercise. Therefore, newly qualified teachers should not necessarily agree to reduce their developmental opportunities with a shortened induction period unless they have been fully informed about the implications by their NASUWT representatives. If a newly qualified teacher wishes to serve the full induction period, they must be permitted to do so.

Induction can also be reduced by the appropriate body by up to 29 days in order to take into account any ad hoc absences that may have occurred during the induction programme.

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 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 the appropriate body and the school to work out how long your induction period will last.

How induction works

Completing induction in different schools

It is possible to complete the induction period in different schools. If a newly qualified teacher leaves a school after one or more terms, the headteacher should retain the documentation about the support, monitoring and assessment that the newly qualified teacher has received to that point. The headteacher in the new school should then obtain these records. This will ensure that the newly qualified teacher receives a consistent and coherent induction programme. Newly qualified teachers should also keep copies of all the records of their induction programme in all the schools where they have been employed. It is vitally important that records of the newly qualified teacher's progress to date are kept both by the school and the individual newly qualified teacher. If records are not kept, it could be detrimental to the review of the newly qualified teacher's progress through induction in the new school.

It is also possible for newly qualified teachers to serve induction in more than one institution simultaneously. On these occasions, one headteacher acts as the lead headteacher. The lead headteacher will then have responsibility for ensuring that all posts being undertaken are suitable for induction and provide the newly qualified teacher with the opportunity to demonstrate that they have met the relevant standards. The lead headteacher will also be responsible for consulting with the other headteachers involved, in relation to gathering evidence and generally for co-ordinating the newly qualified teacher's induction programme. In circumstances such as a newly qualified teacher undertaking induction in more than one institution, one appropriate body will be expected to take the lead in the decision-making process.

Induction – working as a supply teacher or on a short-term contract

You can start your induction if you are employed in a post that lasts one term or more and the post involves regular teaching of the same class or classes. If you are employed on a short-term contract or in a supply post that lasts one term or more, then the school must provide you with an induction programme and agree that the period will count towards induction.

The key purpose of induction is that you should receive a coherent support programme. This would not be possible if you undertake short-term supply

How induction works

of less than a term, or if the supply post only involved day-to-day cover of absences. Therefore, you cannot start your induction if you are employed in a post that involves providing day-to-day cover or where the contract lasts for less than one term.

If you have been employed on a short-term contract of less than one term and it becomes clear that the post will last for at least another term, then you can start induction. You will need to agree with the headteacher the point from which your induction will start.

You cannot backdate the start of your induction. If you start a short-term contract of less than one term and your contract is extended to one term or beyond, you will only be able to start your induction if the contract will last for at least one term from the point when the extension is made.

Induction – part-time and supply-work contracts

You can undertake induction on a part-time contract and work on a supply basis for the remainder of the week. Depending on the nature of the supply position, this may or may not count towards your induction.

If the supply post lasts for one term or more and involves regular teaching of the same class or classes, then it will count towards induction. In this instance, the school where you do supply will need to liaise with the school where you work part time to ensure that you receive a consistent and coherent induction programme.

If the supply position lasts for less than one term and/or does not involve regular teaching of the same class or classes, then it will not count towards your induction. A newly qualified teacher can continue to undertake induction and a concurrent short-term supply post after the five-year limit has expired. However, the short-term supply post will not count towards induction.

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.

You can undertake short-term supply teaching during a break as long as the supply post does not meet the requirements for induction (i.e. the post lasts

How induction works

for less than one term, or involves day-to-day cover) and the five-year rule for supply teaching has not expired.

If you can take a break in your induction, there is no longer a restriction on when the induction period has to be completed.

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, not the employer.

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, 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.

Induction placements

Induction can be served in:

- state maintained schools;
- maintained or non-maintained nursery schools, a nursery school that forms part of a maintained school, a local-authority-maintained children's centre and pupil referral units (PRUs);
- academies, free schools and city technology colleges;
- independent schools, independent nursery schools;
- All further education (FE) institutions, including sixth-form colleges, as long as no more than 10% of the newly qualified teacher's teaching time in the FE institution is with classes that predominately consist of pupils of 19 years of age and older, or as long as the institution has not received an inadequate Ofsted inspection;
- British schools overseas which are inspected by a Department for Education (DfE)-approved inspectorate against the British Schools Overseas Standards and which are members of a DfE-accredited association;
- a school or FE institution in Wales in which an induction period may be served under Welsh regulations.

Induction cannot be undertaken in:

- secure training centres;
- a school requiring special measures, other than where Ofsted has judged a school or part of the school, to be suitable to host induction;
- an FE institution whereby after an Ofsted inspection it is judged that the overall effectiveness of the institution or part of its education or training is inadequate, other than if Ofsted has judged that the institution or part of the institution is suitable to host induction;
- an FE institution that has received a Category 4 for leadership and management;
- independent schools and nursery schools that are in special measures, other than if Ofsted has judged the school or nursery school, or part of the school or nursery, to be suitable to host induction;
- schools abroad, including British Schools Overseas, that have not received a recent inspection within the last four years from an approved inspectorate, or have received an inspection that was deemed unsatisfactory in the standards/categories, or are not members of an accredited association.

Induction placements

Posts suitable for induction

To be appropriate for induction, a post needs to enable newly qualified teachers to meet, and demonstrate that they have met, the Teachers' Standards to a satisfactory level at the end of the induction period.

The duties provided to newly qualified teachers during their induction year should facilitate the fair and effective assessment of newly qualified teachers' conduct and efficiency in their teaching practice against the Teachers' Standards.

Induction posts should therefore include:

- work-related tasks, experience and support that will enable newly qualified teachers to meet the relevant Teachers' Standards;
- an induction tutor/mentor that holds QTS;
- a reduced timetable to take into account induction time.

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, your induction tutor/mentor 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, along with the appropriate body, is also responsible for ensuring that you continue to have the opportunity to meet, and show that you are meeting, the Teachers' Standards, that there is continuity of assessment and support, and that you receive any additional support that is needed.

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 Teachers' 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 Teachers' 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 to a pupil's disability and to issues relating to racial discrimination and behaviour management.

Undertaking management responsibilities

There should be no expectation that you will be given or accept management responsibilities, and your headteacher cannot insist that you do so. Successful completion of the induction year must be your priority and this should not be jeopardised by work or responsibility overload. However, there is nothing to stop you from accepting management responsibilities if you choose to do so. The NASUWT does, however, advise against this.

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

Roles and Responsibilities

The newly qualified teacher

As a newly qualified teacher, you are responsible for ensuring that you are familiar with the Teachers' Standards and that you understand what they require you to do. You need to play an active role in the induction process; for example, you should have an open discussion with your induction tutor/mentor about how to best use the reduced timetable allowance. 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 induction tutor/mentor 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 that you receive all your rights and entitlements. You should keep a track of your professional development through the induction process, especially in relation to the observations and meetings with the induction tutor/mentor that have taken place. You should also keep copies of all assessment forms. The newly qualified teacher also has a responsibility to consult with the named contact within the appropriate body if they are having or anticipate having difficulties with the induction programme. Newly qualified teachers should also always keep the NASUWT up to date on any difficulties experienced.

Induction tutor/mentor

Your induction tutor/mentor must hold QTS. It could be the headteacher in some circumstances, but is unlikely to be. Schools identify the staff they consider the most appropriate. Your induction tutor/mentor should be fully aware of the requirements of the induction period and should have the skills, expertise and knowledge to work effectively in the role.

Your induction tutor/mentor has day-to-day responsibility for monitoring, supporting and assessing you during your induction. Your induction tutor/mentor will co-ordinate and carry out observations. They should ensure that your induction programme fulfils the requirements of the Teachers' Standards, make sure that you know about and understand your roles and responsibilities, and inform you about the nature and purpose of any assessments.

Rights and entitlements

Headteacher

Headteachers should ensure that the induction programme is in place and that you receive your statutory rights and entitlements. If you are employed by a local authority, 'Heads of Service' often undertake the functions allocated to headteachers in relation to induction where the employment circumstances of the newly qualified teacher mean that this would be appropriate.

The appropriate body

A fundamental element of the Coalition Government's changes to the Induction Regulations relate to the role of the appropriate body. The appropriate body must be the local authority for state-maintained schools, maintained special schools and non-maintained special schools and for most academies delivering an induction programme.

The Independent Schools Council Teacher Induction Panel (ISCTIP) undertakes the function of appropriate body for independent schools. Schools can now choose which local authority, or in some cases teaching school, can act as their appropriate body. All appropriate bodies can now also charge schools for their services.

From September 2013, the National Induction Panel for Teachers (NIPT) will be operational. Established by Freedom and Autonomy for Schools – National Association (FASNA) and the Independent Academies Association (IAA) and approved by the Department for Education (DfE) in March 2013, the NIPT will offer schools an alternative to a local authority to undertake the function of an appropriate body.

The appropriate body is still 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 Teachers' Standards.

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

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.

These rights are covered by the induction regulations and apply regardless of your setting or your route into teaching. Whether you trained at an initial teacher training institution or on a graduate teacher programme or through Schools Direct, these rights apply.

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 observing other teachers and attending training events or any other activity designed to help you with your induction programme. This induction time allowance is in addition to the statutory minimum guaranteed 10% PPA time to which teachers are entitled (see page 10).

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.

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 newly qualified.

The right to an induction tutor/mentor. Your induction tutor/mentor should be a relatively senior and experienced teacher who will have considerable contact with you during the course of your induction. This is the colleague 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 Teachers' Standards.

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.

Rights and entitlements

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.

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. 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 core standards, you are entitled to three reviews a year, one per term. Regular meetings with your induction tutor/mentor are an essential part of ensuring a positive outcome to the review.

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 core standards.

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.

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 Teachers' Standards¹

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

The Teachers' Standards

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

The Teachers' Standards

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively

The Teachers' Standards

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards may be found on the DfE website:
www.education.gov.uk/publications

The NASUWT has produced separate advice for newly qualified teachers on the Teachers' Standards.

This can be found on the NASUWT website at
www.nasuwat.org.uk/TeachersStandards.

¹ www.education.gov.uk/schools/teachingandlearning/reviewofstandards

Don't forget

Your Rights and Entitlements on page 20

Check the Top Tips on page 51.

Starting out:

1. Meet with your induction tutor/mentor and identify a formal schedule of meetings and the details of the processes the school follows (see page 35). Discuss when your first formal assessment meeting will take place (see page 35). ☐
2. Familiarise yourself with the Teachers' Standards (a copy of the standards can be found on page 23 of this planner). ☐
3. Have a discussion with your induction tutor/mentor about your strengths and areas for development. ☐
4. Ensure you know the arrangements for your monitoring and assessment. ☐
5. 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?

Term one

After two weeks

1. Meet with your induction tutor/mentor to discuss the focus and timing of your first observation. ☐

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.
- There should be a genuine dialogue about classroom observation: no-one should be trying to 'trip you up'. Have you established the parameters of the lesson observation?
- Consider how you can play to your strengths. What has been going well so far and why?
- Do not forget that next time will not feel as daunting. If you are able to, develop a rapport with your 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 on pages 49 and 50 to keep a record of meetings with your induction tutor/mentor and classroom observations.

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Newly Qualified Teacher Seminar now**

**conferencesandevents@mail.nasuwt.org.uk
or online at: www.nasuwt.org.uk/Events**

By the end of week four

1. You may have had an observation by now and you should have received detailed feedback identifying your strengths and the areas for development.



Points to consider:

- Have you received information about your strengths as well as areas to be developed?
- Are there any areas where you can demonstrate that you are clearly meeting the Teachers' 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.

Term one

The end of the first half term

1. Review feedback of general progress with your induction tutor/mentor. ☐
2. 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?
- Are there any areas where you can demonstrate that you have met the Teachers' Standards?
- Consider a lesson that went well and one that went less well. What were the key similarities and differences?
- Have you established which of your pupils are on the SEN register? Are you clear about their Individual Education Plan targets?

Term one

The beginning of the next half term

1. Consider detailed targets for the following half term. ☐
2. Agree a focus for classroom observation. ☐
3. Ask and arrange to observe a more experienced teacher. ☐
4. Ensure you have agreed a date for the first formal assessment meeting towards the end of term. ☐

Points to consider:

- How have you developed as a teacher over the past half term?
- What would you wish to improve upon?
- How could your classroom observation be used to allow you to demonstrate improvement?
- When observing a more experienced teacher, consider what makes this teacher successful? Do they use any particular techniques, practices or methods for motivating that would be useful in your teaching? When discussing the lesson with this teacher, take care to ensure that you are positive, even if you believe that you could have handled certain aspects better!

Term one

The end of the first term

1. You should have had a formal assessment meeting. This assessment will be carried out by either the headteacher or the induction tutor/mentor. Within this meeting, your induction tutor/mentor will have completed the first formal assessment report. There are example assessment forms on the Department for Education website (the link to the assessment forms is www.education.gov.uk/schools/leadership/deployingstaff/newstaff/b0066959/nqt-induction/nqt-forms) that schools can use within this process. The NASUWT recommends newly qualified teachers familiarise themselves with these forms in case the schools take up the option of utilising them in the assessment process. ☐
2. You should have been given detailed feedback on your latest classroom observation. ☐
3. You should be aware of your current progress and whether you are likely to meet the Teachers' Standards. ☐
4. You should have targets set for the next term. ☐

Points to consider:

- Have you any more evidence that you are meeting the Teachers' Standards?
- Do you know how much progress you have made? Does this match with the discussion and development plan you had with your induction tutor/mentor at the start of the academic year? Does your development plan need to be altered to account for your experiences so far?
- Were the targets set at the beginning of term realistic and achievable? If not, what can you do to ensure that the targets set now take account of this?

Meeting with your 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 from your induction tutor/mentor.

The headteacher will identify who your induction tutor/mentor will be. The induction tutor/mentor has to have QTS and have the experience to carry out the role. The induction tutor/mentor has an obligation to meet with you on a regular basis to provide support within a coaching and mentoring capacity 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 they are responsible for ensuring that you are receiving appropriate training and support. If this does not result in satisfactory changes being made, then you should contact the NASUWT immediately for advice and support.

The induction assessment process

You should have regular meetings with your induction tutor/mentor, although how often these meetings take place will be decided within the individual school. The NASUWT suggests that every 6-8 weeks is an appropriate timeframe to review your progress and, if necessary, revise your induction objectives. You may feel that it would benefit you to meet more or less regularly and you should raise this with your induction tutor/mentor in the first instance. It would also be advisable to ensure that a written record is made after every review meeting. If it is not the school's policy to make a written record of all meetings between a newly qualified teacher and induction tutor/mentor, then the newly qualified teacher should make their own notes of the discussions that have taken place and any agreed objectives and targets. Reports should include progress towards objectives, steps taken to help you meet objectives, and revision of any objectives following observations and discussions at the meeting. You should receive a copy of each report. You should not be afraid to add your own comments if you do not believe the report accurately reflects the position.

A newly qualified teacher's teaching practice will be observed at intervals throughout the induction period. There is no specification regarding how often observations should take place. If newly qualified 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, newly qualified teachers should always keep the NASUWT informed and updated so we can assist. 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. 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.

The first formal assessment report should be completed towards the end of the first term. This may happen in formal meetings towards the end of each term. The purpose of the assessment report is to indicate whether the newly qualified teacher is making satisfactory progress towards meeting the Teachers' Standards. All formal assessment reports should be based upon evidence that has systematically been gathered during the term and of which you should be fully aware. Newly qualified teachers should make sure that they make contributions towards the completion of all formal assessment reports. If you are encountering problems with your induction, then it is particularly important that you ensure that these problems are taken into consideration when the form is being completed, because the form may be used as evidence if you want to challenge a decision at a later stage about, for example, failing or extending your induction. A second formal assessment report will be completed by the headteacher or induction tutor/mentor towards the end of the second term and a Final Assessment Report will be completed at the end of the induction period and will form the basis of the recommendation to the appropriate body as to whether the newly qualified teacher has met the relevant standards expected.

Lesson observation

The objectives of each observation should be agreed between you and your 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 and you should also keep the NASUWT informed.

Relationship with your induction tutor/mentor

The relationship between you and your induction tutor/mentor is a professional one and you should be able to get objective and appropriate support even if you have differences of opinion. However, if your relationship with them is having an impact on your ability to demonstrate that you are meeting the Teachers' 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 complete successfully induction may depend on you taking 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 on formal assessments

If you are not having observations with feedback, and 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 your induction tutor/mentor, you are being asked to teach classes of pupils with severe behavioural problems and you are not receiving any additional support, your induction tutor/mentor is not making objective judgements about your performance, or your induction programme does not include monitoring, assessment or support in areas that are specified in the Teachers' 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 passing induction and therefore adversely affect 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 headteacher.

If you cannot speak to your induction tutor/mentor or the headteacher, or if you have spoken to them and they have not taken appropriate action, then you may need to consider using the school's internal formal procedures for raising professional concerns. You should seek advice and support from the NASUWT before doing this. (Contact the NASUWT, p 63.)

Make sure that you keep a written record of any concerns that you may have as they arise. It may also be appropriate to raise your concerns at the meeting that focuses on your first or subsequent formal assessment reports and to request that the concerns are noted. This will provide a formal record that could be referenced at a later stage.

Term two

At the start of the term

1. Everything is going well and you have had your formal assessment meeting. ☐
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 Teachers' 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?
- If you feel more confident with your induction tutor/mentor and have developed a rapport, consider using the classroom observation this half term to experiment with new ideas. What might these be?

Term two

Half term

You should have:

1. been given detailed feedback on your latest classroom observation; ☐
2. agreed a focus for classroom observation for the next half term; ☐
3. discussed targets for the next half of the term; ☐
4. self-reviewed against the Teachers' Standards; ☐
5. arranged to observe a more experienced teacher. ☐

Points to consider:

- How close are you to meeting the developmental targets agreed with your induction tutor/mentor 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 additional targets you should fulfil in order to start meeting the requirements that will be detailed in the second formal assessment report?
- 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?

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Term two

By the end of term two

1. You should have had a second formal assessment meeting. This assessment will be carried out by either the headteacher or the induction tutor/mentor. Within this meeting your induction tutor/mentor will have completed a second formal assessment report. The completion of assessment forms at appropriate times throughout the induction process is important: this is supposed to be a dual process, not something that is 'done' to newly qualified teachers. Therefore, it is vitally important that newly qualified teachers have time to consider the comments made about their development by those within the school involved in their induction year. Newly qualified teachers must have the opportunity to make written comments about how they feel their induction is progressing. It is also important that these comments are recorded, as it is useful for newly qualified teachers to have evidence of the discussions that have been held. If the school is not formally recording the outcomes of discussions within assessment meetings, this should be reviewed with the induction tutor/mentor and, if necessary, raised it with the NASUWT. ☐
2. You will have been given detailed feedback on your latest classroom observation. ☐
3. You should be aware of your current progress and whether you are likely to be able to demonstrate your ability to meet the Teachers' Standards over a sustained period in your current and future teaching practice. ☐

Points to consider:

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

Make sure assessment and observations meet the Teachers' Standards required to pass induction

The crucial point is to make sure that you do not leave any issues 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, for example, 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 raised with you for the first time at this stage of the process. If they are, you need to contact 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, the headteacher (or a third party if the headteacher is the induction tutor/mentor) should observe your teaching and also review all available evidence. You should be given clear oral and written information about what the concerns are and how you will be supported to address them.

Term three

At the start of the term

1. Agree a focus for classroom observation. ☐
2. Discuss targets for the half term. ☐
3. Self-review against the Teachers' Standards. ☐
4. Arrange 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 Teachers' 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!

Term three

By half term

1. You should have been given detailed feedback on your latest classroom observation. ☐
2. The feedback should have led to revision and development of the final targets for the last half term of your induction period. ☐
3. A focus for classroom observation to showcase your skills should have been agreed. ☐
4. Targets for the next half of the term should have been discussed. ☐
5. You should have self-reviewed against the Teachers' Standards. Ensure that there is focus on meeting any remaining standards. ☐
6. You should have arranged to observe a more experienced teacher. ☐

Points to consider:

- Have you got the evidence you need for the final assessment? This is where your CEDP, or whatever other records were produced that highlight your development through teacher training, will be particularly valuable. The use of these records, along with other records, that should be completed by the newly qualified teacher and those involved in the induction process from within the school throughout the induction programme, should accurately highlight the progress that newly qualified teachers have been making towards meeting the Teachers' Standards. If no formal records have been kept, newly qualified teachers should raise this with their induction tutor/mentor and possibly the headteacher. If newly qualified teachers' concerns persist, these should be raised with the NASUWT as soon as possible.
- What are the final points you need to focus on in order to pass your induction?
- What are your strengths as a teacher, now that you have almost completed your first year?
- What went less well this year? Can you identify why?

Term three

- What are your goals/priorities for next year and for the medium term?
For example:
- Would you like to focus on different year groups or new subject/topic areas?
- Are you interested in developing your repertoire/portfolio in readiness for a career move/promotion?
- Who can you talk to within the school to achieve these aims?

Term three

By the end of the final term

1. You will have been given detailed feedback on your latest classroom observation. ☐
2. You should have had a final formal assessment meeting. This assessment will be carried out by either the headteacher or the induction tutor/mentor. This meeting will form the basis of the headteacher's recommendation to the appropriate body as to whether the newly qualified teacher on completion of induction will have met the standards expected in order to pass induction. ☐

Points to consider:

- Make sure that you give yourself the opportunity to reflect on your achievements this year. Many teachers believe that this year is the hardest.
- Discuss your priorities and goals for the next year with your induction tutor/mentor.
- Make sure you obtain a timetable for next year.
- Familiarise yourself with the appraisal/performance management arrangements in your particular school. After completing your induction successfully, in the following year, you will follow the appraisal/performance management arrangements for all teachers. For more information, go to www.nasuwt.org.uk/PerformanceManagement.

The end of the induction period

At the end of induction period, the headteacher or induction tutor/mentor will complete the final assessment report. Newly qualified teachers should ensure that they add their own comments to this report. It must be signed by the headteacher, induction tutor/mentor and newly qualified teacher. The newly qualified teacher should receive a copy of the signed form and the original should be sent to the appropriate body within ten working days of the final assessment meeting.

The appropriate body must then make its decision within 20 working days of receiving the recommendation. The appropriate body may decide that 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 and your employer.

Extending the induction programme

Your induction period may be extended. There are two main reasons for granting an extension: absences during the induction programme and exceptional circumstances.

Absences during induction:

- You can apply for an extension if you are absent from work, for example through sickness (not maternity leave), for 30 school days or more during the induction period. In this instance, the induction period would be extended by the aggregate total of all the absences.
- You can apply for an extension if you have been on maternity leave during your induction period. You are not obliged to apply for an extension, but if you do, the appropriate body must agree to your request.

Extension of induction because of exceptional circumstances:

- You can be granted an extension if the appropriate body decides that there have been exceptional circumstances that have prevented you from satisfactorily completing your induction period and that a suitable extension period is likely to enable you to meet all the Teachers' Standards.

Failing induction

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, including who to appeal to and the appropriate time limits. The appeals body is the Teaching Agency, which acts on behalf of the Secretary of State for Education.

If a newly qualified teacher appeals, the employer may still decide to dismiss the newly qualified teacher, although they may continue to employ the newly qualified teacher, pending the outcome of the appeal. If they continue to employ the newly qualified teacher, it may be on more restricted duties.

If a newly qualified teacher decides to appeal against the decision of the appropriate body, they have to do so within 20 working days, beginning with the day on which they received the notice of their induction.

If a newly qualified teacher is still employed within a teaching role on the date when the appeal is made, the appeal should contain:

- the name and contact details of the newly qualified teacher making the appeal;
- the name and contact details of the institution at which the newly qualified teacher was employed when completing induction;
- the name and contact details of the current employer;
- the name and contact details of any person representing the newly qualified teacher within the appeal process;
- the grounds on which the appeal is being made;
- a statement as to whether the newly qualified teacher requests an oral hearing;
- the newly qualified teacher's signature;
- a copy of the written notice from the appropriate body with regard to the newly qualified teacher's induction period, any reasons given by all respondents in support of the notice given by the appropriate body, and any other information on which the newly qualified teacher is relying on for the purposes of their appeal.

If a newly qualified teacher is told that they may fail the induction period, they should contact the NASUWT as a matter of urgency.

Newly qualified teachers should not leave making contact until decisions have been made. If a newly qualified teacher is given notice from the appropriate body that they have failed their induction or require an extension and they wish to appeal, contact the NASUWT immediately.

Meetings log

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

[illegible]

Observations log

[illegible]

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, Ofsted's Framework for School Inspection (available from www.ofsted.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 Ofsted 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.nasuwt.org.uk.

Assessment

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

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

The Assessing Pupils' Progress (APP) materials were introduced, to an increased extent, in both the primary and secondary sectors. APP is a nationally developed and standardised approach to assessment that seeks to provide a framework within which teachers can make judgements about the standard of pupils' work and plan future learning activities. The Coalition Government believes that schools are best placed to know what works for them and their individual circumstances and does not intend to prescribe or enforce any particular approach to formative assessment or to pupil tracking. Therefore, APP will continue as a voluntary approach to pupil tracking and whilst many schools may find it useful, it is for the school to decide if they want to use it or not. Whether a school makes use of the APP materials or not, there are a number of important principles that should be reflected in all forms of school-based assessment. This includes settings where the Early Years Foundation Stage Profile (EYFSP) is used.

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;

Top tips

- as far as possible, focusing your assessment activities on targeted areas of pupils' learning rather than trying to assess all aspects of progress and achievement at the same time;
- making use of the work that's already in pupils' exercise books, or notes of pupils' spoken contributions in class, without use of specific assessment activities or portfolios of pupils' work; and
- engaging in professional dialogue with colleagues about approaches to planning and ways that your planning can be made more effective and streamlined.

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.nasuwt.org.uk.

Behaviour management

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 get is that teachers are more concerned with poor behaviour than with appropriate behaviour. The use of the word 'thanks!' following an instruction is much more powerful than 'please'.

3. Encourage pupils when they make mistakes

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

Top tips

4. Be persistently consistent

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

5. Learn to be assertive

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

6. Set routines

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

7. Dealing with anger

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

8. Use humour

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

Top tips

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.

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.

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.

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

If you are employed by an agency and 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 pay, terms and conditions as the teachers directly employed at the school.

Before taking up supply work:

- establish the rate of pay you will receive for a full day or half day;
- check when you get paid (weekly, fortnightly or monthly) and how you will be paid;
- clarify the sick-pay entitlements (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.

When you start your supply work, request:

- a tour or a map of the school to help you find classrooms, the staffroom and toilets;
- relevant policies such as the school's disciplinary, grievance and health and safety policies;

Top tips

- a timetable with timing of sessions, breaks and lunch periods;
- the emergency contacts and telephone numbers/procedures;
- details of registration procedures, fire drills and security arrangements;
- a named person to whom you can go for advice and support;
- information on who has management responsibility for you;
- details of training days and, if you are expected to attend, check you will be paid;
- information about the pupils you are going to teach, e.g. do any have medical conditions or special educational needs.

Remember:

However short the placement, ask the school for a reference or testimonial to 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.

The NASUWT understands that supply teachers face certain unique issues within their employment. Therefore, the Union continues to offer specific support to supply teachers at a regional and national level.

This includes both regional and national seminars for supply teacher members.

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.

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. Facebook, Twitter and YouTube. The NASUWT advises all new teachers to carefully review all Internet sites where they have recorded any personal information that could be accessed either by students or employers to ensure that it is appropriate.

What you can do to protect yourself

- Check your school behaviour policy or procedures on acceptable use of technology to ensure that it covers school staff.
- Keep personal phone numbers private and do not use your own mobile 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.

Top tips

- 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.

Help, advice and support

Contact the NASUWT for further advice if you become a target of cyberbullying.

For more information on cyberbullying, visit the NASUWT website.

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 two guides, *Social Networking – a guide for trainee teachers and newly qualified teachers* and *Teachers and Technology – a checklist for trainees and newly qualified teachers*, can be downloaded free from the NASUWT's 'New Teachers' web page.

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 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 individual education plans (IEPs) or their equivalent;
- be familiar with the SEN Code of Practice;
- understand how support for pupils with SEN is organised and delivered in your school;
- speak to the SENCO about how special needs works within the school. This should include the school's procedures for SEN, including the preparation and implementation of IEPs or related plans, the role and contribution of other staff within the school, including teaching assistants and learning support assistants, and the opportunities for 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.

Contacting the NASUWT

Workplace Representatives

The NASUWT is a member-led organisation whereby the initial support for members will come from serving teachers who undertake 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 and Regional Centres

The NASUWT has its UK Headquarters in Birmingham and National Centres in Northern Ireland, Scotland and Wales. 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, Representatives, Contacts and Local Associations.

NASUWT Headquarters

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

Tel: 0121 453 6150

Fax: 0121 457 6208

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

Contacting the NASUWT

Eastern Regional Centre

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

NASUWT, St James House, The Anderson Centre, Olding Road, Bury St Edmunds, Suffolk IP33 3TA

Tel: 01284 772300 Fax: 01284 772309

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

East Midlands Regional Centre

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

NASUWT, Colliers Way, Phoenix Park, Nottingham NG8 6AT

Tel: 0115 976 7180 Fax: 0115 976 7189

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

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)

NASUWT, 65 St John Street, Farringdon, London EC1M 4AN

Tel: 020 7490 6130 Fax: 020 7490 6138

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

North East Regional Centre

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

NASUWT, Witney Way, Boldon Colliery, Tyne & Wear NE35 9PE

Tel: 0191 519 5300 Fax: 0191 519 5309

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

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)

Contacting the NASUWT

NASUWT, North Quarry Business Village, Skull House Lane, Appley Bridge, Lancashire WN6 9DL

Tel: 01257 256800 Fax: 01257 256809

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

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)

NASUWT, Milestone House, Portsmouth Road, Send, Surrey GU23 7JZ

Tel: 01483 226130 Fax: 01483 226139

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

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)

NASUWT, 2 Marlborough Court, Manaton Close, Matford Business Park, Exeter EX2 8PF

Tel: 01392 822500 Fax: 01392 822509

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West Midlands Regional Centre

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

NASUWT, Ludgate Court, Water Street, Birmingham B3 1EP

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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)

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The largest teachers' union in the UK