

SECTION 1:

**INDUCTION
AND
YOUR
RESPONSIBILITIES**

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1 Why you have to complete the NQT Induction Year

The NQT Induction regulations apply to any teacher gaining Qualified Teacher Status (QTS) after 7 May 1999. This applies equally if you followed a “non-traditional” route to QTS, such as a flexible programme, an employment-based training programme, or an Overseas Trained Teacher programme. The regulations (contained in the *Education (Induction Arrangements for School Teachers) (Consolidation) (England) Regulations 2001*) give statutory force to NQT Induction and detail the requirements of schools and local authorities.

By the end of the Induction period, you will be required to demonstrate that you meet the Core Standards, which build on the QTS (Qualified Teacher Status) Standards that you have already met. Even though you will have QTS before beginning induction, **if you fail to complete the Induction Year satisfactorily you will not be allowed to teach in maintained schools or non-maintained special schools**. In very exceptional circumstances the TDA may grant an extension to the year – e.g. if you have had substantial periods of sickness absence or if circumstances outside your control have prevented you from demonstrating that you meet the Induction Standards – but this is very unusual.

A comprehensive outline of the regulations and how you are affected by them can be found in the DCSF Statutory Guidance on *Induction for Newly Qualified Teachers in England* <http://www.teachernet.gov.uk/publications> (ref DFES/00364/2008) and available at <http://www.teachersnet.gov.uk/professionaldevelopment/induction/>

2 What is Induction?

It isn't another exam – it is a unique opportunity you are given during your first year of teaching to build on the knowledge and skills you have already acquired, give you the tools you need to be an effective and successful teacher and provide the foundation for your continuing professional and career development. It helps to embed an ethos of continuing professional development (CPD) and career development, which in turn helps you to give of your best to students. It thus makes a real and sustained contribution to school improvement and to raising classroom standards.

As the programme progresses, induction helps you to take increasing responsibility for your own professional development. It will:

- provide a programme of monitoring, guidance and support tailored to your individual needs

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- involve you and your Headteacher or Induction Tutor in discussions, using the CEDP (see below), resulting in short,
- medium and long term objectives; these will relate to your identified individual needs, the specific school context and the requirements for completing induction satisfactorily
- involve regular reviews of progress, leading to three reports on your progress being sent to the Local Authority
- develop your skills of self-evaluation and provide a sound foundation for your CPD

You will be provided with opportunities to:

- enhance the knowledge and skills you developed during training
- show your potential
- make rapid advancement towards excellence in teaching
- begin to make a real impact on your school's development

The Core Standards ensure you are able to:

- benefit from and contribute to the sharing of effective practice
- widen your vision
- experience opportunities for subject specialism and classroom-focused development
- contribute to the workforce reform agenda
- begin developing leadership qualities

3 Have you got your Qualified Teacher Status Certificate?

A DCSF teacher number or a university certificate are **not** evidence that you are qualified. You can only begin induction, or be employed and paid as a qualified teacher, once you have been awarded Qualified Teacher Status (QTS) by the General Teaching Council.

Following your final exams, and assuming that you have successfully met all the QTS standards and completed your Teaching Practices and the Skills Tests, your training provider/university recommends you to the General Teaching Council for QTS. The GTC will then send you a 'QTS certificate' to your home address, usually during the summer holidays. Your training provider gives your address to the GTC, so it's important that you keep your college and the GTC informed if you move. **Don't lose the certificate! You may be asked to provide a copy to your school when you begin work, to confirm that you are eligible to begin induction and to be paid as a qualified teacher.**

If you have still not received your certificate a few weeks into your first term, call the GTC on **0370 001 0308** info@gtce.org.uk and enquire whether they have received the recommendation for QTS from your training provider. If they have, ask what date QTS will be awarded from. If not, call your college (usually the

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Administration office for your specific degree course) to find out why the recommendation was not sent and check what QTS date they will recommend. If there is any delay in receiving the certificate, inform your Headteacher of the reason and contact the LA for further advice.

If you complete any part of your induction before being awarded QTS, it will not count and you will have to start your induction period again – but certificates distributed after the end of August are often backdated to August, so this should not be a problem.

4 Have you got your Career Entry and Development Profile?

You will have used your CEDP to support your reflection on your training, and **you must bring the CEDP into your first post**, so that you and your Induction Tutor can use it when planning the induction programme. The CEDP can also be used beyond the induction period.

Your CEDP offers structured guidance at three Transition Points in your professional development: towards the end of your initial training programme and at the start and end of your induction period. It helps you to make constructive connections between the stages of your development as a teacher, guides the processes of reflection and collaborative discussion, and focuses your reflection on your achievements and goals.

The online version can be found at <http://www.tda.gov.uk/cedp>. Using this, you can record your responses to the CEDP questions electronically or use the downloadable sample formats available on the website. You can also save drafts, cut and paste from other documents, and email items to your Induction Tutor.

Always keep copies of your assessment forms, observation forms, review meetings and Action Plans as these form part of the evidence you collect for this profile. It is good practice to keep a professional development portfolio. The CEDP forms a very good basis for this portfolio.

There are also four 'Supplementary Support Materials' publications linked to the CEDP which can also be downloaded from the TDA website. They are:

- *Recording reflections and discussions*
- *Writing induction action plans and reviewing progress*
- *For NQTs who move school during their induction period*
- *Maintaining a professional portfolio*

The 'Professional Standards for Teachers' document, at <http://www.tda.gov.uk/standards> explains the standards and how you can show that you are meeting them.

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5 Have you registered with the General Teaching Council?

No teacher is allowed to work in a maintained state school, non-maintained special school, pupil referral unit or do supply without being registered with the General Teaching Council.

Information about this registration should arrive with your QTS certificate. If you have not already registered, contact the GTC on **0370 001 0308** info@gtce.org.uk. £33 of the annual subscription (**currently £36.50**) is reimbursed to you by the LA each year via your salary.

6 The length of the induction period

The induction support programme must last no fewer than six school terms or one school year.

The induction period should cover a total of 189 working days / 378 school sessions (half days). If you are part-time, this is calculated pro rata so that you cover the same number of school sessions as a full-time NQT. For example, if you have a 0.5 (50%) contract your induction period will last for twelve school terms. The LA will let you and your Headteacher know when your three assessment periods will end.

You can complete induction in more than one school at the same time, as long as you have a contract with each of the schools lasting for at least two terms of a six term year. One Headteacher will take responsibility for your induction and receive feedback from the other Headteacher about progress.

You can take a break in induction, but should normally complete it within five years of starting. During any break, you may do short-term supply teaching but see Paragraph 11 below for more information about this and restrictions on the length of time you can do supply teaching for.

If you leave a school before completing induction, make sure you have copies of your assessment forms to provide to any future school, to be used to plan the rest of your induction. If you don't take up a new appointment, your records will be retained by the school and the LA for five years.

If you leave a school having completed less than a pro-rata two terms (e.g. two terms on a 0.5 contract) this will still count towards induction if you transfer immediately to another school in the same LA; the school will provide an interim induction report to be aggregated with your subsequent induction at the next school, and provide a copy to the LA.

If five years have passed since you started induction, and you have not yet completed, you may ask the LA for an extension of up to the full induction period – but they do not have to grant this.

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7 Your reduced timetable

The purpose of this protected time is for the promotion of **reflective professional practice rather than relief from the demands of class teaching**. Therefore, it is important that the time is well structured throughout all of the Induction year. It should not be used as a matter of course for preparation, planning, marking or classroom cover. This is in addition to the 10% PPA (Planning, Preparation and Assessment) non-contact time allowed to all class teachers from September 2005; it follows that you should have a total reduction of 19%.

This protected time may be used for:

- meeting with the mentor / induction tutor on a regular basis – half an hour each fortnight is more likely to enable concerns to be addressed early on, **but you must have a scheduled professional review of progress at least once every term (of a six term year)**
- attendance at external training events and courses;
- observing colleagues to see good practice – particularly in areas for development identified in the Career Entry and Development Profile;
- observing subject leaders or expert teachers in your own and other schools for Literacy, Numeracy and subject areas requiring development
- discussion with the SENCO and Gifted and Talented Coordinator, focusing on SEN/ G&T issues, procedures and helpful practice;
- producing a professional portfolio and reflective diary of your own practice, ideally in a format appropriate for accreditation
- short pieces of school-based action research in an area of interest to you, for example, questioning skills, ICT in a specific subject area, effective use of a Teaching Assistant;
- visiting neighbouring schools (useful for all NQTs, even if you are in a large school);
- meeting with your induction tutor to discuss how continuing professional development operates in school and how you can take responsibility for this in your own career.
- discussion of issues and articles in the NQT Handbook and any further professional development you undertake.

See page 60 for an Induction Programme Log that will help you to build a record of your reflective professional practice and use of your protected non-contact time.

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8 Your role in the school

The requirements of your role should be reasonable whether it is full-time, part-time, or on a long-term supply basis.

Specifically, an induction post should normally:

- not demand teaching outside the age range and/or subject(s) for which you have been trained – but there is legally nothing to prevent you teaching any age range/subject once you have been awarded QTS
- not present you on a day-to-day basis with acute or especially demanding discipline problems
- involve you regularly teaching the same class/classes
- involve similar planning, teaching and assessment processes to those in which other teachers in substantive posts in the school are engaged
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

9 Your responsibilities

Remember that **Induction is done 'with you', not 'to you'**. You must:

- participate fully in the programme of monitoring, support and assessment agreed with your Induction Tutor – this is your induction!
- make your CEDP and QTS Certificate available to your Induction Tutor and Headteacher immediately on taking up your post
- keep your Headteacher and the LA fully informed of any delay in receiving your QTS Certificate and co-operate in obtaining it
- Provide your Headteacher and Induction Tutor with copies of previous assessment reports if you have undertaken any part of the induction period at a different school
- be familiar with the Core Standards and monitor your progress in relation to them
- take part in, and contribute to, regular professional reviews of progress with your Induction Tutor
- attend regular assessment meetings with your Headteacher or Induction Tutor/Mentor
- take increasing responsibility for your professional development as your induction support programme progresses
- act as quickly as possible if you have any concerns about the content and/or delivery of the programme of monitoring, support and assessment - remember this is *your* induction! Firstly, talk to your Induction Tutor and/or Headteacher. If your concerns go beyond the school's systems or procedures, or if you feel your concerns have not been properly addressed, contact the LA NQT Induction Coordinator.

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10 Teaching posts where you cannot do Induction

- supply posts of less than 2 terms – see Paragraph 11 below
- at Pupil Referral Units or secure training centres
- usually, at schools in special measures
- as a peripatetic music teacher in a post which does not involve regular, planned whole-class teaching – but if one or more days a week are spent in a school regularly teaching the same classes, planning for these classes and reporting to parents, this can be aggregated with the peripatetic days to provide induction. The Headteacher and the LA's Music Service will liaise to provide observations, feedback, assessments etc.
- posts where you are only covering for other teachers and do not teach regular classes and plan, assess and report to parents

11 Supply Teaching

Short-term supply placements of less than 2 short terms cannot count towards induction. You can do short-term supply, ie. placements lasting for less than two terms, for 8 terms only; ie $1\frac{1}{3}$ years. The 8 term limit starts as soon as you begin the first short-term supply placement and is measured as a fixed calendar period, rather than an aggregation of the short-term supply work. Therefore, once you take up the first short-term supply post the 'clock starts ticking' and does not stop during periods when you are not doing any supply work.

Once your 8 terms are over, you cannot do supply work in a maintained school or non-maintained special school unless the placement is for at least two terms and counts towards induction, or unless the LA agrees to extend the 8-term entitlement due to exceptional circumstances preventing you from securing a post where you can do induction. The LA makes this decision on a case-by-case basis, and may extend the short-term supply work by up to 12 months. Examples of exceptional circumstances might be:

- being unable to secure a post that can offer induction due to a shortage of such posts in the region
- personal circumstances e.g. childcare commitments, meaning you cannot move to another region in search of posts that offer induction
- serious illness preventing you from securing a post that will last at least two school terms

If a short-term supply placement becomes long-term and lasts for more than two terms, the induction support programme cannot be backdated. It starts from the moment the placement becomes long-term (even if part-time), and you become contracted for a further two terms or more.

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12 Graduate Teacher Programme Trainees

If you qualified via the Graduate Teacher Programme you are in exactly the same position as other NQTs – i.e. you must complete the induction period. The award of Qualified Teacher Status must be ratified by the General Teaching Council and your date of QTS should be verified before the induction period commences. If you have not received your QTS certificate, check that the Recommending Body university has submitted the required forms to the GTC (see Paragraph 3 above).

Your induction programme if you trained via this route should reflect your experience – much of this will have been very practice-based, and your Induction Tutor may wish to consider how the induction programme will provide you with an understanding of the theoretical and philosophical frameworks which underpin teaching and learning.

13 Teachers who qualified outside England

In all cases further advice can be obtained from the website <http://www.teachernet.gov.uk/teachinginengland> - or phone the TDA Information Line on 0845 6000 991

Wales: If you qualified in Wales you have Qualified Teacher Status in England. The Welsh NQT induction process (since 2003) is valid in England and vice versa.

Scotland / Northern Ireland: If you qualified in Scotland or Northern Ireland you must apply for English QTS **and cannot be paid as a qualified teacher or start induction until this has been awarded.**

Obtain a form from the General Teaching Council England (**0870 001 0308**) who will request ratification from the GTC Scotland / Northern Ireland and / or your training establishment. You are exempt from English induction if you have completed the 2-year probationary period in Scotland and thus are eligible for full registration as a teacher with the General Teaching Council for Scotland, or have completed induction in Northern Ireland.

Teachers trained in the EEA (European Economic Area): if your teaching qualification is recognised in England you are probably exempt from induction, but need to request confirmation of QTS from the General Teaching Council. The QTS Certificate will state whether you are exempt from induction.

Teachers trained outside the EEA: Before you can be awarded QTS and commence induction, you must be assessed by the TDA against the Standards for the Award of QTS in England. If you have at least two years' full-time teaching experience you may ask to be assessed against the Core Standards **at the same time**. See the website address above to download full information.

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14 Extensions during the induction period

The induction period can be extended by the LA before completion in the following circumstances only:

Sick leave or other absences

If you are absent from work for 30 school days or more during the induction period due to sickness or some other reason, an extension is mandatory and will last for the equivalent number of days.

Maternity leave

If you take maternity leave you may choose to extend your induction by any period of Statutory Maternity Leave, but any period of Additional Maternity Leave over 29 days leads to a mandatory extension. Please contact Education Personnel for more information about Maternity Leave and NQT Induction. In all cases, ensure that the LA NQT Induction Co-ordinator is aware if you go on maternity leave.

Exceptional Circumstances

Please refer to the DFE's *Statutory Guidance on Induction of Newly Qualified Teachers in England* **Section 3 Special Circumstances** Page 25, 3.2, 3.3, 3.4 & 3.6 <http://www.teachernet.gov.uk/publications>
<http://www.teachernet.gov.uk/doc/12703/080623%20Induction%20Statutory%20Guidance.pdf>

If you start induction and have still not finished it within 5 years, you may request the LA for an extension, but this will not automatically be granted (see Paragraph 6, 'The length of the induction period' above).

In all cases, the LA is required to inform the General Teaching Council of any extension to an NQT's induction.

15 How can you comment on your induction year?

You can provide feedback through a number of routes at school and local authority level:

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- * Schools are required to provide NQTs with a route in school for raising issues about their induction processes, through the Head, Induction Co-ordinator or Induction Tutor
- * During training events you will have opportunities to raise any issues with your Headteacher, Tutors and Advisors. You will also be asked to complete a questionnaire relating to your induction experiences.
- * You have an opportunity at each termly assessment to comment on your induction and to record written comments on the assessment report form. You are encouraged to do this to confirm your views.
- * The LA is required to provide the name of an independent contact in the LA with whom NQTs can raise issues which have been unresolved at school or LA level.

16 Your contract and salary

Your contract with your school is binding once a verbal agreement has been made. Shortly after you begin work you will receive a written 'statement of particulars' of the terms of your contract. If you haven't received it by the end of Term 1, raise the issue with the School's Personnel Team.

The main teachers' pay scale consists of six points, and your salary increases by one point each September (as long as you have been employed as a teacher for 26 weeks of the preceding year and fulfilled Performance Management requirements). At present, most NQTs start on point M1. Teachers who have achieved point M6 may apply to progress to the Upper Pay Scale. Separate scales apply to Advanced Skills Teachers, Excellent Teachers, Headteachers, Deputy Headteachers and Assistant Headteachers.

Be aware of how Performance Management arrangements will affect you at the end of your NQT year.

The cost of your compulsory annual subscription to the General Teaching Council is **£36.50** for the year 2010/ 2011. The Local Authority under a national agreement will repay **£33** to you in connection with this fee.

For further information on your conditions of employment ask your school if you may see a copy of the DFE's *School Teachers' Pay and Conditions Document*, which is revised annually.

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TERM DATES - ACADEMIC YEAR 2010/11

TERM 1

Wednesday 1 September 2010	38 teaching days
Friday 22 October 2010	

TERM 2

Monday 1 November 2010	35 teaching days
Friday, 17 December 2010	

TERM 3

Tuesday 4 January 2011	34 teaching days
Friday 18 February 2011	

TERM 4

Monday 28 February 2011	30 teaching days
Friday 8 April 2011	

TERM 5

Tuesday 26 April 2011	23 teaching days
Friday 27 May 2011	

TERM 6

Monday 6 June 2011	35 teaching days
Friday 22 July 2011	

TOTAL = 195 DAYS

Schools must meet for at least 380 sessions in each academic year (ie 190 days). Teaching staff are required to work a further five days each year for the purpose of professional training. All schools will have 5 days of training/planning spread throughout the year. Schools will be closed to pupils on these days. Training / planning days are organised individually by each school. Therefore, you should contact your child's school for further details.