

The background of the cover is a photograph of two people, a woman and a man, both wearing blue business shirts and dark ties. They are leaning over a table, looking at a document. The woman, on the left, is wearing glasses and has a friendly smile. The man, on the right, is also smiling. The image is partially obscured by a large, dark green, angular shape that contains the title text. The overall color scheme is dark, with a yellow diagonal stripe running from the top left to the bottom right.

Your guide to induction

Introducing induction

Every teacher awarded qualified teacher status (QTS) is required to complete an induction period of usually one year. The National Education Union has put together this guide to help make your induction year work for you.

For newly qualified teachers (NQTs), induction has a very precise meaning. To be able to continue to teach without restrictions in maintained schools, non-maintained special schools in England, maintained nursery schools, maintained children's centres and pupil referral units, you must successfully complete the required induction period, equivalent to three terms of teaching, by meeting the Teachers' Standards (England) or Professional Standards for Teaching and Leadership (Wales).

The standards set out the criteria against which the NQT will be assessed, and what can reasonably be expected of an NQT by the end of their induction period.

What are the Teachers' Standards in England?

The Teachers' Standards are used to assess all those completing their statutory induction period, as well as all other teachers in maintained schools. The decision about whether you have met the standards should take into account your work context and be made on the basis of what can be reasonably expected of an NQT by the end of their induction period. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher education and demonstrated an ability to meet relevant standards over a sustained period.



What are the Professional Standards for Teaching and Leadership in Wales?

For NQTs in Wales, the practice review and development model provides context for their long-term development and sets out the professional standards they are required to meet at the end of induction. This model aims to raise standards of teaching and improve learner outcomes by linking professional standards, performance management and professional development into one system. For more information, go to learning.gov.wales/resources/collections/professional-standards

NQTs who began induction in Wales on or after 1 September 2017 are required to work to these new standards.

Appropriate bodies

The appropriate body is responsible for deciding whether you meet the standards, based on your head teacher's recommendation. Your employer will be able to inform you of who the appropriate body for their institution is and register you.



Where can I complete my induction?

Induction can be served in:

- a relevant school in England – this includes a maintained infant, junior, primary, secondary or middle school; a maintained or non-maintained nursery; a nursery that forms part of a maintained school; a local authority maintained children’s centre; and a pupil referral unit (PRU)
- an independent school; an academy; a free school; a city technology college; or an independent nursery that chooses to offer statutory induction, in England (induction is not compulsory in these schools)
- a further education (FE) institution, including a sixth form college, in England
- a school or FE institution in Wales in which an induction period may be served under the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005, including maintained schools, maintained nursery schools that provide an opportunity to meet the standards, non-maintained special schools and independent schools that meet national curriculum requirements
- a British school overseas that is inspected by a Department for Education (DfE)-approved inspectorate against the British Schools Overseas Standards and is a member of a DfE-accredited association.



If you start your induction in an independent school, academy, free school, sixth form college or FE college that does not operate induction under the induction Regulations, you will have to complete induction in accordance with the regulations if you later take up a post in a state-maintained school or non-maintained special school.

All settings must fulfil certain criteria, which can include whether they have been judged as suitable for induction.

You cannot complete induction if you can only obtain employment for a period of less than one term or as a short-term supply teacher in England (see below), or if you are employed in a secure training centre. This also applies in a school in special measures or an FE college with an 'inadequate' judgement, unless they have been judged suitable for induction.

Is there a time limit to starting and finishing induction?

While NQTs are encouraged to start their induction as soon as possible after gaining QTS, there is no set time limit for starting or completing an induction period.

However, in England NQTs are only eligible to undertake short-term supply work (of periods less than one term) for a maximum of five years after they have been awarded QTS. Once this period has elapsed, they cannot undertake supply work in a maintained or non-maintained special school unless it is for at least one term, which will count towards their induction period.

It is usual for teachers to complete induction in the first year of teaching, although for teachers on a part-time contract, this will be proportionately longer.



Will supply work count towards induction?

Supply in England

Supply work in a relevant school will count towards induction if it is clear from the outset that the contract will last for a minimum of one term. If you begin work at a relevant school on short-term supply and this is extended, an induction programme must be put in place immediately after it becomes clear that the contract will continue for a further term or more.

Supply in Wales

Supply work in a relevant school will count towards induction even if it is for less than a term. However, the work undertaken must be for at least one school session (ie one morning or one afternoon). If you undertake supply for less than a term, you should ensure you complete the Education Workforce Council (EWC) 'Induction as a short-term supply teacher' notification form prior to starting the induction period, or at the very latest within 10 days of its start. You must also record each period of employment of a session or more with the EWC. Further information is available at ewc.wales

Can I complete my induction in more than one school?

There is nothing stopping you serving induction in more than one institution simultaneously or changing institutions part-way through induction, provided each separate contract of employment is for at least a term in England, or a session in Wales. Your separate contracts will be added together to calculate the number of days/sessions and recorded by your head teacher/principal.

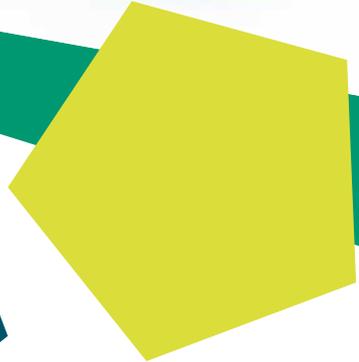
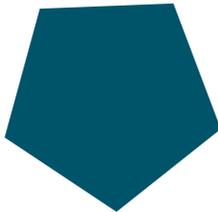
How long is my induction if I work part time?

England

NQTs serving induction on a part-time basis will need the full-time equivalent (FTE) of one full academic year. Therefore an NQT working part time as a 0.5 FTE will need to serve induction for two academic years.

Wales

All part-time NQTs must complete an induction period of 380 school sessions.



Are there exemptions from statutory induction?

England

If you are a qualified overseas trained teacher from anywhere in the European Economic Area (EEA)/Switzerland, Australia, New Zealand, Canada or the United States of America, you may teach in England without undertaking statutory induction.

If you have been awarded Qualified Teacher Learning and Skills status (QTLS) by the Institute for Learning (IFL), now the Society for Education and Training (SET), and are a member of SET, you are not required to undertake statutory induction.

There are a number of other exemptions – you'll find more details in the DfE guidance *Induction for Newly Qualified Teachers* at [gov.uk/education](https://www.gov.uk/education)

Wales

If you are a qualified overseas trained teacher from anywhere in the EEA/Switzerland, you may teach in Wales without undertaking statutory induction. For more information, contact the Education Workforce Council (EWC) for application form EC1.

If you are a qualified overseas trained teacher from outside the EEA, you may be exempt from an induction period in Wales subject to certain conditions.

There are a number of other exemptions from induction. Further information can be found in the Welsh Government's guidance on induction at [learning.gov.wales](https://www.learning.gov.wales)

Contact the EWC in Wales for advice on registration, funding, induction and the subsequent two years of early professional development in Wales – see [ewc.wales](https://www.ewc.wales) or call **029 2046 0099**.



What to expect

Entitlements

You are entitled to a post that:

- does not demand teaching outside the age range and subject(s) for which you have been trained (Wales) or employed (England)
- does not present you with unreasonably demanding discipline problems
- involves regular teaching of the same class(es)
- involves similar planning, teaching and assessment to those in which teachers working in similar substantive posts are engaged
- has a reduced teaching load
- does not involve additional, non-teaching responsibilities without appropriate preparation and support.

You are also entitled to:

- access the Teachers' Pension Scheme
- access recognised trade union support and representation
- access all INSET days and training opportunities
- equal access to administrative support
- work in an environment free from discrimination and harassment
- access to a counselling service.

Induction programmes should be reasonable, and you should be entitled to a permanent contract.



Your timetable

You are entitled to a reduced teaching load of no more than 90 per cent of the timetable of other main pay range teachers in the school without responsibility points. The reduced teaching load should be used for professional development, monitoring and assessment activities as part of a coherent induction programme.

The National Education Union believes your released time from teaching for induction should be:

- in usable blocks – not less than half a day
- timetabled well in advance
- not dependent on increased teaching loads for other teachers
- covered regularly by the same experienced teachers, so pupils' learning and good standards can continue
- timetabled and not cancelled other than in extreme circumstances.

If your school has not planned for this reduction in your timetable, or how it is allocated will mean the balance of your workload is unreasonable, you should seek advice from the National Education Union.

You are also entitled to planning preparation and assessment (PPA) time equivalent to at least 10 per cent of your reduced teaching timetable.

Support and development

You are entitled to a planned induction programme, tailored to your individual needs and circumstances.

You should expect to have:

- support from an appropriately experienced teacher who acts as your designated induction tutor
- regular professional review meetings of your progress with your induction tutor
- your teaching observed at regular intervals with follow-up discussion – observations should focus on particular aspects of your teaching
- opportunities to observe other experienced teachers
- other targeted professional development activities.



The professional review meetings with your tutor focus on the standards that should be achieved during the year. If you are unsure about the assessment standards, requirements, procedures, and criteria for success, you should raise this with your induction tutor, and particularly before your first observation.

In Wales, the induction programme will be based on your Career Entry Profile.

The head teacher's role

You are entitled to support from your head teacher, who has overall responsibility for your induction and assessing whether you satisfactorily meet the Teachers' Standards (England) or the Professional Standards for Teaching and Leadership (Wales). They are also responsible for ensuring you receive advice on:

- timetabling of lessons and support arrangements, names/contacts of induction tutors, and a schedule for formal assessment and meetings
- reporting arrangements and entitlements to pay during sickness absences, named contacts for other absences, eg maternity leave
- arrangements for pay
- provisions for pensions and any other entitlements
- health and safety, and equal opportunities policies
- other relevant policies, including arrangements for cover and child protection
- the nature of the contract of employment
- duties and management arrangements.



Your induction tutor

You are entitled to an induction tutor to provide day-to-day monitoring and support. Some schools may use the term 'mentor' interchangeably with induction tutor, or to describe an additional teacher assigned to help you, so make sure you know exactly who is acting as your induction tutor.

The induction tutor should be a suitably experienced teacher who has considerable contact with you, for example, your line manager or a senior member of staff. The induction tutor should:

- be fully aware of the requirements of the induction period
- provide or co-ordinate guidance and effective support for your professional development
- have the necessary skills, expertise and knowledge to work effectively in the role and to make rigorous and fair judgements about your progress in relation to the requirements for completing induction satisfactorily.



The induction tutor is expected to:

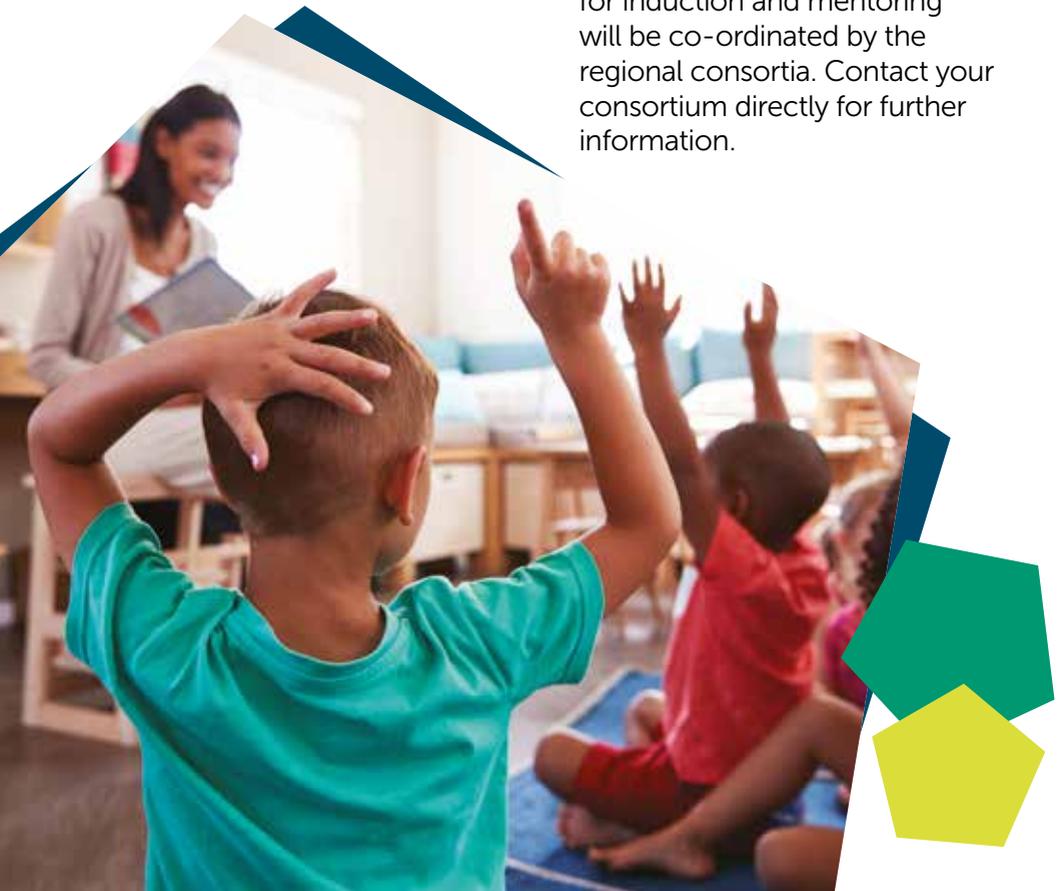
- provide day-to-day monitoring and support
- usually undertake most of the observations of your teaching, and provide constructive feedback
- be the person you meet for the professional reviews of your progress and with whom you review and revise your objectives; they also make the written record of progress towards these
- provide your summative assessment, the judgement as to whether you have successfully reached the standards relevant to that stage of your induction

- keep dated copies of reports of all observations, review meetings and objectives, and make sure you receive copies too
- usually be involved in the final assessment at the end of induction
- evaluate your progress towards and against the standards, and provide constructive feedback and professional development opportunities so you can improve your performance and reach the standards.

This is an important role, and the quality and personality of your induction tutor will be a big factor in your induction.

Equally important are the induction tutor's evaluative skills in making a fair assessment of you. Schools should take this into account when identifying induction tutors, and when preparing and training them.

In Wales, the head teacher must identify an induction mentor who will work with you. The NQT programme for induction and mentoring will be co-ordinated by the regional consortia. Contact your consortium directly for further information.



If you have concerns about your tutor

The vast majority of induction tutors take their responsibilities seriously and offer excellent support and advice. However, if you have any concerns at all about the support you are receiving from your induction tutor, it is important to raise them as soon as possible.

You should never hesitate to seek advice if you feel:

- the responsibilities of your induction tutor and other colleagues are not clear
- you are not confident of their experience, especially in supporting you and assessing you against the standards
- you are not getting constructive feedback on your lessons and in your professional reviews against the standards.

Firstly, you should raise the issue through the school's internal procedures for raising professional concerns, which includes the governing body. You can also talk things over with your National Education Union rep, your district/branch secretary.



Although it can be very difficult to broach your concerns, remember that you have a right to clear, consistent, harmonious and fair arrangements for your induction.

Observations

The statutory guidance says an NQT's teaching should be observed at regular intervals throughout their induction period by the induction tutor or another suitable person who holds QTS from inside or outside the institution.

Observation of your teaching is the basis for formative (feedback on your progress)

and summative (formal) assessments. The guidance states that your induction tutor is likely to undertake most of the observations of your teaching.

All arrangements for observation should be agreed with you in advance. You should always know what the focus of any observation is going to be, and be able to see it is related to completing the requirements for the standards. A brief written record should be made on each occasion - keep copies of these.

Also keep a record if an observation falls outside this guidance, and raise this with your induction tutor, your head of department or the head teacher, as appropriate.

The guidance also specifies that NQTs should be given opportunities to observe experienced teachers to develop good practice in specific areas of teaching, in their own or other schools. Such observation is often found to be the most useful induction activity.

It is good practice for observation of experienced teachers to be arranged for you by your induction tutor. You should know why you are going to observe, what it will

contribute to your objectives, and, preferably, that what you observe will be discussed with both the teacher(s) and your induction tutor.



Professional review of progress and assessment

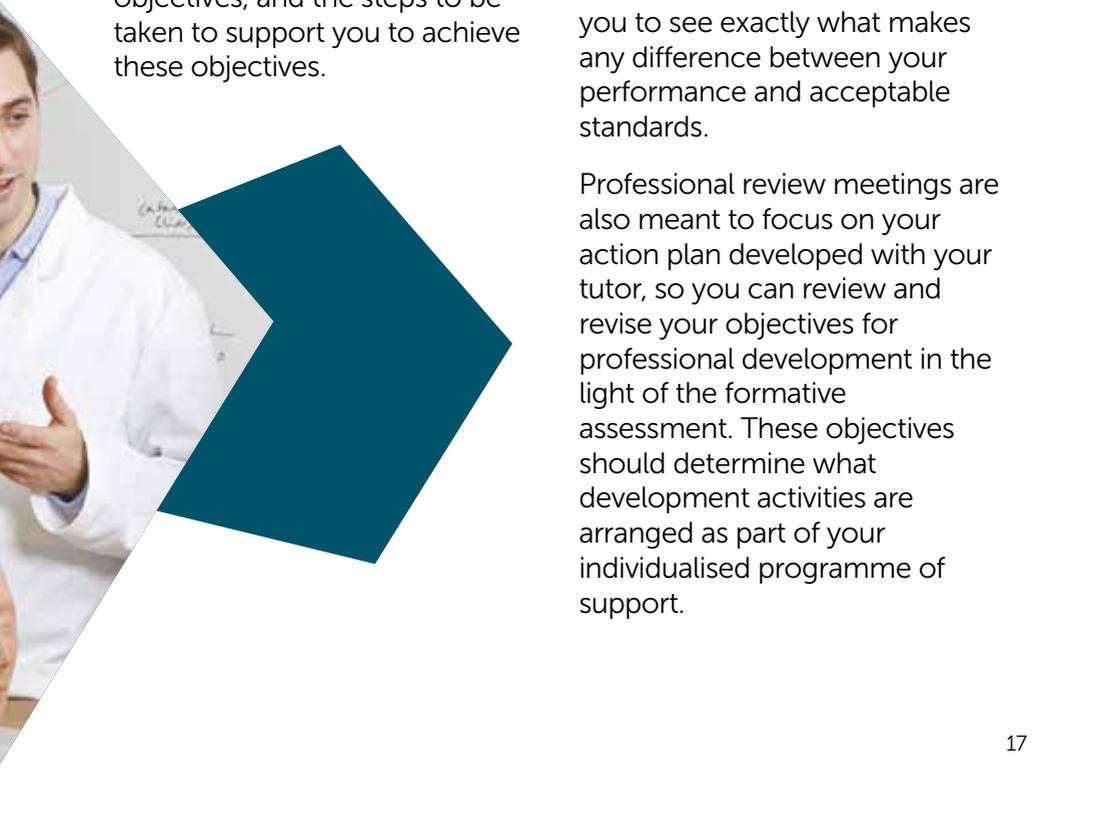
The professional review of progress is the most important part of your induction support programme. Professional review meetings should take place at regular intervals, with at least one scheduled review meeting in any six-to-eight-week period, ie every half-term.

Your objectives should be reviewed and revised considering the standards, and your needs and strengths. There should be a written record of your progress towards your objectives, any new objectives, and the steps to be taken to support you to achieve these objectives.

You should know the extent to which you are judged to be meeting the relevant standards, and, if you are judged not to be meeting the standards, exactly where you are deficient and how you can plan to improve your skills.

They should be informed by evidence, such as observation of your teaching, set against evaluative criteria that allow you to see exactly what makes any difference between your performance and acceptable standards.

Professional review meetings are also meant to focus on your action plan developed with your tutor, so you can review and revise your objectives for professional development in the light of the formative assessment. These objectives should determine what development activities are arranged as part of your individualised programme of support.



Formal assessment meetings

The Induction Regulations provide for three formal assessment meetings during the induction period between the NQT and either the head teacher or the induction tutor acting on their behalf. Formal assessment meetings should be informed by written reports from at least two observations and two professional review meetings that have taken place that term, have an agreed agenda and be held in a setting where interruption is unlikely.

Ideally, a formal assessment meeting should not take place immediately after a professional review meeting. If this is proposed, you could seek advice from the National Education Union. You should expect a schedule, with the written reports made available to you before the meeting. Evidence should emerge from your everyday work and from your support programme, rather than being compiled just for the purposes of assessment. There should be no surprises.

At the end of each formal assessment meeting, a report will be completed by the head teacher, or the induction tutor acting on behalf of the head

teacher, which will be forwarded to the appropriate body. This report should be made available to you. The guidance says these reports should indicate clearly whether or not you are judged to be making satisfactory progress at that stage of your induction period.

Your action plan

Whether you have an action plan or what would have been called a Career Entry and Development Profile (CEDP) from your initial training, its purpose is to help you make constructive connections between training, induction and the later stages of your professional development, guide reflection and discussion, and focus reflection on your achievements and goals.

It is supposed to be used to help your school make the best use of the skills and abilities that you take with you, and use the standards to build on your achievements and increasingly take responsibility for your own professional development.



Career Entry Profile in Wales

In Wales, the Career Entry Profile is designed to help trainees and NQTs think about professional development. It is based on three transition points; the end of initial teacher education, the start of induction and the end of induction.

All new teachers in Wales are required to share their profile with the school where they are doing induction. Your profile should contain information about your strengths and development priority areas, so you and your induction mentor can work together to develop an induction action plan. Your external mentor will also need to see your profile.

Professional development activities

A clear purpose of induction is to begin the process of 'lifelong learning' with the expectation of continuous professional development. You are meant to have planned and targeted professional development activities during the induction year based on your action plan.

The professional development activities are intended to help you meet the standards. They could include taking part in any staff programme at your school, making contributions with other teachers to specific school improvement activities, and receiving appropriate advice or training from professionals outside the school. There must be evidence you have had opportunities for professional development if your school is to show it has met the requirements for your induction period.

For more about the professional development and training on offer from the National Education Union, see neu.org.uk/learning



If there's a problem

Common questions

The National Education Union is here to help if you need advice or support during your induction. Below are answers to some common questions. See page 23 for how you can get in touch.

What if I am absent due to illness during induction?

If you are absent from work for 30 or more school days in the induction period, your induction period is extended by the aggregate total of absences.

What if I take statutory maternity leave during the induction period?

You should seek advice from the National Education Union as soon as you know you are pregnant. You are able, on an entirely voluntary basis, to request an extension of your induction period and your request cannot be refused.

You do not have to have your induction period extended by the period of your absence on statutory maternity leave, but you will not have successfully completed induction and will no longer be eligible to teach if you do not, unless your head teacher tells you they will be in a position to inform the appropriate body you have satisfactorily completed the induction requirements.



What if I am told my teaching is unsatisfactory?

If a report following a termly assessment meeting indicates you are at risk of failing to complete the induction period satisfactorily, you should contact the National Education Union for advice.

If it is recognised that you may fail to complete the induction period satisfactorily, it is vital you understand the reasons why you may be at risk of not completing and feel confident there is a strategy to ensure you can be helped to improve.

Do not be afraid to ask for clarification from your head teacher and your induction tutor, with specific advice on what to do. Do all you can to comply, and you should always be able to show you have followed advice and taken action.

A small number of NQTs may struggle to show they are reaching the standards required during their induction year. If at your final assessment you are still not considered satisfactory, the National Education Union will continue to offer as much help as possible. The details of the procedures are set out in the Government guidance.

Raising concerns

You have a responsibility to express and raise any concerns you have about the quality of the content and delivery of your induction programme – but do seek guidance from the National Education Union first over any concerns you have in your induction year.

What if I am unhappy with the quality of my induction?

If you are not satisfied with any aspect of your induction, the guidance emphasises that it is your responsibility to act as quickly as possible. Firstly, seek advice from your National Education Union rep or district/branch secretary.

You should raise concerns with the school using its internal procedures, including those involving the governing body. It is the head teacher's responsibility to make sure that your concerns are addressed satisfactorily.

You are entitled to oversight by the appropriate body, which decides whether an NQT has met the standards. It should provide a named individual with whom you can raise concerns about your induction that go beyond the school's systems or procedures.



How the National Education Union can help



Here to help

Members are welcome to ask for advice and support at any stage of their induction. You should seek advice if:

- you believe you are not receiving your entitlements
- you consider the union's recommendations for good practice have not been met and it has impinged upon your successful induction
- lengthy absence affects your induction period, such as prolonged or recurring illness
- you need advice on maternity leave
- you are concerned about the support provided to you in school and believe the professional/working relationships with your tutor, head teacher or other

members of staff are inhibiting your progress

- you are concerned about the success of your induction period or wish to appeal against a formal decision.

The rep at your school or college will be able to offer you practical and personal support.

Your local branch/district can also provide help and advice. If you do not know the name/ telephone number of your rep or local branch/district secretary, or do not have a rep in your workplace see [neu.org.uk/contact-us](https://www.neu.org.uk/contact-us)

You can also call the Adviceline on **0345 811 8111** or email adviceline@neu.org.uk for advice and support.



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