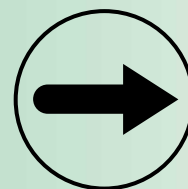


# Induction for Newly Qualified Teachers in Wales

National Assembly for Wales Circular No: 18/03  
Date of Issue: 23 June 2003

Guidance  
Circular



Professional  
Development for  
Teachers



[www.dysgu.cymru.gov.uk](http://www.dysgu.cymru.gov.uk)  
[www.learning.wales.gov.uk](http://www.learning.wales.gov.uk)

Adran Hyfforddiant ac Addysg  
Department for Training and Education



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

- Title of Document:** Induction for Newly Qualified Teachers in Wales.
- Audience:** Headteachers; Induction Tutors; Newly Qualified Teachers; Chairs of Governors; Local Education Authorities; Independent Schools; Supply Agencies; and Initial Teacher Training Providers in Wales.
- Overview:** This Guidance describes arrangements for every newly qualified teacher to complete a period of Induction if they wish to work in a maintained school or non-maintained special school in Wales.
- Action required:** For all persons or bodies involved in Induction to apply, and have due regard to, the procedures and advice set out in the Guidance.
- Further information:** All enquiries about this Guidance circular should be sent to:

The Induction Team  
Teaching and Leadership Division  
Welsh Assembly Government  
Cathays Park  
Cardiff, CF10 3NQ  
Tel: 029 2082 3205  
Fax 029 2082 1609  
E-mail: [inductioninfo@wales.gsi.gov.uk](mailto:inductioninfo@wales.gsi.gov.uk)

- Further copies:** Further copies of this Guidance circular are available from the contact details above.

**Related Documents:**

- 'Supporting New Teachers: Early Professional Development including Induction – A Consultation Document', The National Assembly for Wales, January 2001, ISBN 0 7504 2559 8.
- 'Induction and Early Professional Development – from competency to proficiency – Consultation Document', The Welsh Assembly Government, September 2002, ISBN 0 7504 2972 0.
- The Induction and Early Professional Development Handbook, The Welsh Assembly Government, July 2003, ISBN 0 7504 3181 4.
- Career Entry and Development Profile, The Teacher Training Agency, March 2003, Publication number TPU1032/1p 50k Mar 03 CW.
- Career Entry Profile, The Welsh Assembly Government, April 2002, ISBN 0 7504 26497.
- School Teachers' Pay and Conditions Document 2002, Department for Education and Skills, ISBN 011 271129 4.
- The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2003.

<b>Contents</b>	<b>Page</b>
<b>Summary</b>	1
<b>Introduction</b>	
• The guidelines	3
• The Induction period	4
<b>Roles and responsibilities</b>	
The Newly Qualified Teacher	6
The Induction Tutor	15
The Headteacher	20
The Appropriate Body	25
The Governing Body	30
<b>Monitoring and support</b>	31
<b>Unsatisfactory progress</b>	32
<b>Extensions</b>	35
<b>Annex A</b>	
The End of Induction Standard	37
<b>Annex B</b>	
Following the completion of the Induction period	39
<b>Annex C</b>	
Employment consequences of failure to complete Induction satisfactorily	40

<b>Annex D</b>		
	Sixth form colleges	42
<b>Annex E</b>		
	Appeal procedures	43
<b>Annex F</b>		
	Teachers from outside Wales	47
<b>Annex G</b>		
	Useful contacts and links	49

# Induction for Newly Qualified Teachers in Wales

## Summary

This guidance incorporates the End of Induction Standard in Wales.

It summarises the arrangements for the completion of a period of Induction by newly qualified teachers (NQTs) if they wish to work in a maintained school or non-maintained special school in Wales.

It sets out the End of Induction Standard against which newly qualified teachers are assessed, and gives guidance on how Headteachers, Induction Tutors and other school staff should support, monitor and assess newly qualified teachers during their first year of teaching, by breaking down the roles and responsibilities of all those involved in the Induction support programme.

This guidance covers arrangements for the extension of an Induction period before completion and also covers appeal arrangements if teachers fail assessment against the End of Induction Standard.

The statutory requirements which underpin this guidance are section 19 of the Teaching and Higher Education Act 1998 as amended by section 139 of the Learning and Skills Act 2000, the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2003.

The General Teaching Council for Wales is designated as the Appeal Body.

This guidance describes the effect of the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2003, but it should not be treated as a complete and authoritative statement of the law. Pursuant to regulation 20 anyone exercising a function under those regulations must have regard to this guidance. Annex A sets out the End of Induction Standard determined by the National Assembly under regulation 13. Page 40 determines the limited teaching duties a teacher may undertake having failed Induction, pursuant to regulation 16(5).



# Introduction

## The guidelines

The Welsh Assembly Government has established a statutory Induction programme to provide all newly qualified teachers (NQTs) with a bridge from initial teacher training to effective professional practice. It is also establishing a programme for Early Professional Development (EPD) to support teachers in their second and third years of teaching.

The Induction programme in Wales provides well-targeted support for NQTs through an Induction Tutor and others. It includes a reduced timetable for the first year of teaching, and helps embed an ethos of Early Professional Development in the second and third years of teaching, which in turn helps them to give of their best to pupils. It also makes a real and sustained contribution to school improvement and to raising classroom standards.

This guidance document provides information about the Induction period for NQTs and sets out how NQTs should be monitored, supported and assessed during their Induction programme. It contains the End of Induction Standard which all NQTs are expected to reach, further details and examples, appeal procedures and rules affecting teachers from outside Wales. It also takes account of comments received by the Welsh Assembly Government since the introduction of the Induction and Early Professional Development pilot arrangements which commenced in September 2002. Further guidance will be provided on the programme of Early Professional Development following piloting and consultation during 2003-4.

**The Welsh Assembly Government has also prepared material to support Induction and Early Professional Development in the form of an Induction and Early Professional Development Handbook. The Handbook will be made available to all schools who appoint an NQT.**

Headteachers, Induction Tutors and NQTs are strongly recommended to read the Handbook as it expands on the guidance contained in this document through providing a framework for the Induction and EPD arrangements.

## The Induction period

The Induction period in Wales is intended to support the development of a teacher during their first year as a teacher in post. Teachers in the Induction period are qualified teachers

Subject to certain exceptions, teachers who obtain Qualified Teacher Status (QTS) after 1 April 2003, including those who have followed an employment-based training programme, must complete an Induction period of three school terms if they are to work in maintained schools, or in non-maintained special schools in Wales. In those schools that do not work to a pattern of three terms, the Induction should cover an equivalent length of time, i.e. a school year. NQTs who are awarded QTS and who do not satisfactorily complete a statutory Induction period will not be eligible for employment as a teacher in a maintained school or non-maintained special school. **They will NOT, however, lose their QTS.**

Induction consists of an individualised programme of monitoring and support, which provides opportunities for NQTs to develop their knowledge, skills and achievements in relation to the standards for the award of QTS, together with an assessment of their performance. It takes account of the NQT's strengths and areas for development as set out in the Career Entry Profile (CEP) that each NQT brings from initial teacher training to their first teaching post.

**NQTs MUST have a reduction of 10% to their teaching timetable in relation to other teachers in their school**, as this is essential for their Induction to take place. Under the School Teachers' Pay and Conditions Document 2002 Headteachers are placed under a duty to ensure NQTs' teaching time does not exceed 90% of the average.

Induction should help NQTs to take increasing responsibility for their own professional development as the Induction support programme progresses. It should:

- a. provide a programme of monitoring, guidance and support which is tailored to individual needs and will help the NQT meet the requirements for satisfactory completion of their Induction programme;
- b. build on the NQT's knowledge, skills and achievements from their initial teacher training (ITT). It should take into account the new End of Induction Standard (see Annex A) and the NQT's strengths and areas for development. These should be set out in the Career Entry Profile (CEP) that each NQT brings from ITT to their first teaching post;
- c. involve the Induction Tutor and the NQT together in setting short, medium and long term objectives which relate to identified individual needs in their CEP, the specific school context and the requirements for the satisfactory completion of their Induction;



- d. involve regular reviews of progress incorporating the results of initial and subsequent assessments;
- e. develop the NQT's skills of self-evaluation and provide a sound foundation for their Early Professional Development.

### **What happens in the second and third years in teaching?**

Years 2 and 3 of teaching in Wales will be recognised as a period of Early Professional Development (EPD).

This period will enable new teachers to extend their professional knowledge and understanding, their teaching skills and professional characteristics through evaluating and reflecting on their own practice and that of others. The support provided during ITT and the Induction period will have equipped the new teacher to develop professionally and to establish the practices of reflection and self-evaluation.

Further guidance on EPD will be issued by the National Assembly for Wales and references to the programme made in the Induction and Early Professional Development Handbook.

# Roles and responsibilities

## The Newly Qualified Teacher

### What is the Induction programme?

The Induction programme is your individualised programme of support, monitoring and guidance when you begin to teach in schools, following the award of Qualified Teacher Status (QTS). It aims to help you build on the knowledge and skills you have already acquired, and provide (following your ITT) the foundation for your early professional and career development. To give you time to focus on your development during your Induction year, you have a 90% timetable. The other 10% is used specifically as part of your Induction, and is an essential element of your programme. You will be assigned an Induction Tutor who will provide support and monitor progress. The Induction Tutor will provide you with feedback on your progress through review meeting and assessment. Your school will have been provided with funding to support your reduced timetable and Induction programme.

**Please note:** You cannot start your Induction until you have QTS, i.e. until you have successfully completed Initial Teacher Training. **If you complete any part of your Induction prior to you being awarded QTS it will not count, and you will have to start your Induction period again.** If you are not 100% sure that you have been awarded QTS, please check with the General Teaching Council for Wales. (Contact details for the General Teaching Council for Wales can be found in Annex G, 'Useful contacts and links'.)

### Do I need to undertake an Induction programme?

If you obtained your QTS after 1 April 2003, and wish to teach in maintained schools or non-maintained special schools in Wales, you will need to complete an Induction programme. This also applies if you followed an employment-based training programme, such as the Graduate Teacher Programme (GTP), or if you are a peripatetic teacher.

Schools may wish to provide a programme of Induction for new teachers who obtained QTS on or before 1 April 2003, though such teachers are not required to complete an Induction period or meet the End of Induction Standard.

### Who doesn't need to serve the Induction programme?

You do not have to serve Induction if:

- a. you obtained QTS on or before 1 April 2003 (even if you do not take up your first post until after September 2003);

- b. you are a teacher with restricted responsibilities awaiting appeal against a decision of failure to complete your Induction programme successfully;
- c. you are employed for a period of less than one term as a short-term supply teacher (but this only applies for a year and a term (four terms in total) after the date of your first appointment as a supply teacher). See section 'Supply Teaching' (page 10) for further information;
- d. you have satisfactorily completed Induction, probation, or the equivalent, in England, Scotland, Northern Ireland, Isle of Man, Guernsey, Jersey, Gibraltar, or a Service Children's Education (SCE) school in Germany or Cyprus;
- e. you do not yet have QTS, but you are employed under special provision in the Education (Teachers' Qualifications and Health Standards) (Wales) Regulations 1999, e.g.
  - i) you are in the process of undertaking employment-based training on the Graduate or Registered Teacher programmes. **You do, however, need to undertake Induction after you have completed your training;**
  - ii) you are an instructor employed whilst no suitable qualified teacher is available;
  - iii) you are an overseas-qualified teacher employed for up to four months;
- f. you are a teacher from the European Economic Area (EEA) (please see Annex F for full details);
- g. you are a teacher who does not wish to be eligible to teach in a maintained school or non-maintained special school;
- h. you are exempt from the requirement to serve Induction under England's Induction arrangements. Please see the DfES website for full details: [www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/induction](http://www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/induction);
- i. you have been awarded QTS under the arrangements introduced for certain teachers in independent schools and further education institutions by the Education (Teachers' Qualifications and Health Standards (Wales) (Amendment) Regulations 2002.

### **Where can I do my Induction?**

Schools which can provide an Induction period are:

- a. maintained schools in Wales;
- b. non-maintained special schools in Wales;
- c. sixth form colleges in Wales (see Annex D for the specific requirements placed on sixth form colleges);

- d. independent schools in Wales, where:
- i) the curriculum for any primary pupils at the school meets national curriculum requirements (other than assessment arrangements);
  - ii) the curriculum for any pupils at key stage 3 or 4 that you teach includes all core and foundation subjects;
  - iii) an agreement has been reached between the school and either a LEA or the Independent Schools Council Teacher Induction Panel (ISCTIP) that they will act as the school's Appropriate Body. This must be arranged **PRIOR** to the start of the Induction Period. If not, any periods of Induction that have been completed prior to this agreement will not count, and will have to be done again;

*If you are employed to teach in the sixth form of an independent school, the only requirement is that the curriculum for any primary pupils at the school must meet the requirements of the National Curriculum (other than assessment arrangements)*

- e. a school or sixth form college in England in which an Induction period may be served under England's Induction arrangements.

### **Are there any schools where I cannot do my Induction period?**

- a. pupil referral units;
- b. secure training centres;
- c. community or foundation special schools established in a hospital;
- d. schools requiring special measures unless one of Her Majesty's Inspectors of Education and Training in Wales certifies in writing that the school is suitable for providing Induction;\*
- e. independent schools that do not meet the criteria described above;
- f. Further Education Colleges (unless a sixth form college).

\* Schools requiring special measures will be judged by Estyn for suitability to provide Induction. That decision will be reviewed each time the school is monitored. If a school is inspected and found to require special measures but has an NQT already in post serving an Induction period, or the NQT was employed at the school as a graduate teacher or registered teacher before the school was found to require special measures, the Induction can be completed in the school. The Appropriate Body will be responsible for ensuring that any necessary additional support is in place.

### **The Induction period**

- An NQT will be required to complete an Induction support programme of **no fewer** than three terms. In those schools that do not work to a pattern of

three terms, the Induction period should cover an equivalent length of time, i.e. a school year.

- **Full-time NQTs.** If you are a full-time NQT, your Induction period will usually be one academic year (although it does not have to be). This may be three, four or five school terms, depending on the system operated by the school. The exception is where a teacher moves between schools operating different term systems mid-way through Induction, in which case the Induction period is a calendar year.
- **Part-time NQTs.** The Induction period for a part-time NQT is calculated pro rata so that the same number of school sessions (i.e. a total of 380 school sessions – each full school day equals 2 sessions) are covered as for a full-time NQT. For example, if you work 50% of the full hours at a school operating a three-term year, then your Induction period will last for six school terms. It is, along with your Induction Tutor and Headteacher, your responsibility to work out (if you are on a part-time contract) how long your Induction period will last.
- **NQTs working in more than one school at once (e.g. peripatetic teachers).** You will need to arrange for one Headteacher to act as the overseer of your Induction. Your Headteacher and the Appropriate Body must agree that your teaching covers all aspects of the End of Induction Standard and can count towards your Induction period. You should be supported to enable you to demonstrate that you meet the requirements for satisfactory completion of the Induction period.
- **NQTs who move school during the Induction period.** You can complete your Induction support programme through service in more than one school with periods of service of more than one term being aggregated for assessment purposes. However, each separate period of service should be of at least one term's duration.
- **Can I take a break during my Induction?** Yes, but during any breaks you cannot teach in maintained schools or non-maintained special schools because NQTs are obliged to be serving, or to have completed, Induction to teach in such schools. It is possible to do non-inductable short-term supply teaching during a break, provided that the four-term rule has not expired. It would also be possible to do supply in a school that does not require Induction (please see the section on supply teaching (page 10) for more information).

If you wish to continue your Induction when **more than five years have passed since you started it**, you have the option to apply to the relevant Appropriate Body to seek an extension. If an extension is granted it may be anything up to the full Induction period (3 terms in total).

- **When must Induction be started and completed?** There is no time limit for starting your Induction. It is normally expected you will complete Induction within five years of starting it. Any period of employment as a teacher of at

least one school term can count as part of Induction irrespective of whether the employment/engagement is full-time or part-time.

- **Can the period be extended before completion of an Induction period?** Before completion of an Induction period, the period must be extended if you are absent due to sickness or other reason (apart from maternity leave) for 30 working days or more. An Induction period may be extended because of maternity leave. An extension may also be allowed where five years or more have passed since you began your Induction.
- **Can the period be extended after completion of an Induction period?** An Induction period may be extended by the Appropriate Body, or on appeal by the General Teaching Council for Wales, but normally this will only be done where the Appropriate Body feels there have been exceptional circumstances that have prevented you from satisfactorily completing your Induction period and that a suitable extension is likely to lead to you meeting all aspects of the End of Induction Standard, and so successfully completing your Induction. Please see page 35 for full details on extensions to Induction.

### Supply teaching

- **Can Induction be done through supply contracts?** Yes, if the contracts are not less than one term in length. Periods that exceed a full term but do not amount to another term count as one term of Induction.
- **Is it not possible to do Induction through short-term supply teaching?** Short-term supply placements of less than a term cannot count towards Induction. You can do short-term supply, i.e. placements lasting for less than a term, for 4 terms only. The 4 term limit starts as soon as you start your first short-term supply placement. The 4 terms are measured as a fixed calendar period, rather than an aggregation of your short-term supply work. Therefore, once you take up your first short-term supply post the 'clock starts ticking' and does not stop during periods when you are not undertaking such supply work.
- Once your 4 terms are over, you cannot undertake supply work in a maintained or non-maintained special school **unless** it is a supply placement of at least one term and counts towards your Induction programme.
- If your short-term supply placement becomes a long-term placement, your Induction programme cannot be assessed retrospectively as it starts from the moment your placement becomes long-term. Teaching placements lasting for one term or more can count towards your Induction if your Headteacher has agreed in advance that the period will count towards your Induction. The supply placement can be full or part-time, as long as it is for the equivalent of at least one full term.

## Your roles and responsibilities as an NQT

### Your Career Entry Profile (CEP)

You will need to make your CEP available to your Headteacher and Induction Tutor as soon as possible. Your CEP should have been completed at the end of your initial teacher training and it is your responsibility to use it in planning and monitoring your individual professional development, e.g. in setting short, medium and longer term objectives.

### Your Role/Job Description

You should not be given a job description that makes unreasonable demands. This should apply equally if you are working on a part-time basis or long-term supply basis.

Specifically, as an NQT you should normally serve your Induction period in a post that:

- a. involves similar planning, teaching and assessment processes to those in which other teachers working in substantive posts in the school are engaged;
- b. does not demand teaching outside the age range and subject(s) for which **you** have been trained;
- c. does not present you on a day-to-day basis with acute or especially demanding discipline problems;
- d. involves **you** regularly teaching the same class(es);
- e. does not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

As an NQT you can expect to receive:

- a. a timetable of **no more than 90%** of a normal teaching commitment in the school - the other 10% is for Induction to take place;
- b. advice on timetabling of lessons and support arrangements;
- c. the name(s) and contact(s) of Induction Tutor(s) and, if appropriate, subject mentors, and a named contact at your Appropriate Body. If you have not been given this it can be obtained from the Teaching and Leadership Division. Please call 029 2082 3205, or e-mail [inductioninfo@wales.gsi.gov.uk](mailto:inductioninfo@wales.gsi.gov.uk);
- d. a schedule for formal assessment and meetings;
- e. advice on reporting arrangements during school closures or for absence and entitlements to pay during sickness absences, and contacts for other absences, e.g. maternity leave;

- f. advice on arrangements for salary payments, provisions for pensions and any other entitlements;
- g. health and safety and equal opportunity policies;
- h. other relevant policies including arrangements for cover, child protection etc;
- i. advice on the nature of the contract of employment, a list of duties and management arrangements.

In many cases these will be similar to existing arrangements for any new employees.

### **Your responsibilities**

- **You** should participate fully in the programme of monitoring, support and assessment that is agreed with the Induction Tutor – this is your Induction.
- **You** should be familiar with the End of Induction Standard and should monitor your own work in relation to it.
- **You** should take increasing responsibility for your own professional development as your Induction support programme progresses.
- If **you** are not satisfied with the content and/or delivery of the programme of monitoring, support and assessment being provided during your Induction, please act as quickly as possible – remember this is your Induction. You should, in the first instance, make use of the school's internal procedures for raising professional concerns, this would normally be through the Headteacher or could involve the school's Governing Body. If your concerns go beyond the school's systems or procedures, or if you feel that the concerns have not been properly addressed, you should contact the named individual at the Appropriate Body, which is normally the LEA or if an Independent school, either an LEA or the Independent Schools Council Teacher Induction Panel (ISCTIP). You can also seek objective guidance from the Induction Team within Teaching and Leadership Division 3, Welsh Assembly Government (please see Annex G for contact details). If you do not have a named contact at your Appropriate Body, you can get this from The Induction Team, Teaching and Leadership Division 3, Tel 029 2082 3205, or e-mail: [inductioninfo@wales.gsi.gov.uk](mailto:inductioninfo@wales.gsi.gov.uk).

### **The NQT checklist**

Here is a quick and easy checklist to make sure that you are eligible to start your Induction support programme and that you are fully aware of your roles and responsibilities. If there are any that you tick NO please refer to the relevant part of this guidance to find out what you need to do.



Have you received a copy of your Induction and Early Professional Development Handbook?

**YES**  **NO**

Are you registered with the General Teaching Council for Wales?

**YES**  **NO**

Do you have an Induction Tutor and Headteacher at your school?

**YES**  **NO**

Has the Appropriate Body been notified that you have started your Induction?

**YES**  **NO**

Are you receiving a reduced timetable?

**YES**  **NO**

Have you made your Career Entry Profile (CEP) available to your Induction Tutor?

**YES**  **NO**

Do you have the details for your named contact at the Appropriate Body?

**YES**  **NO**

Do you have an individualised and structured Induction programme?

**YES**  **NO**

Has your Induction Tutor set up a programme of assessments, observations and reviews?

**YES**  **NO**

Have regular meetings with you and your Induction Tutor been set up?

**YES**  **NO**

Have you created a Professional Development Portfolio and are you seeking opportunities to reflect on your own developing practice as a teacher?

**YES**  **NO**

Have you familiarised yourself with both the QTS Standards and the End of Induction Standard?

**YES**  **NO**

If you are undertaking your Induction part-time, have you established how long your Induction programme will be?

**YES**  **NO**

## **Confidentiality**

Observation records, formal assessment reports and other documents that support the Induction arrangements are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents.

If you still have further queries regarding your Induction programme, please see the section on Information for NQTs provided within the Induction and Early Professional Development Handbook.

## **The Induction Tutor**

### **Who can be an Induction Tutor?**

The Induction Tutor should be the NQT's line manager, a senior member of staff or suitably experienced teacher who has considerable contact with the NQT. The Headteacher may be the Induction Tutor if there is no member of staff within the school who is available/has the relevant experience to fulfil the role.

### **Your roles and responsibilities**

**You** should have the necessary skills, expertise and knowledge to work effectively in this role. In particular, you should be able to make rigorous and fair judgements about the NQT's performance in relation to the requirements for satisfactory completion of the Induction period (please see Annex A for the End of Induction Standard – the Standard must be met if an NQT is to complete their Induction successfully). You should also provide or co-ordinate guidance and effective support for the NQT's professional development.

**You** will play a key role in providing assessment throughout the NQT's Induction programme. The support and assessment functions may be split between two or more teachers where this suits the structures and systems of the school e.g. the Induction Tutor may wish to work with a subject mentor in providing an Induction programme. In such circumstances, responsibilities should be clearly specified at the beginning of Induction. Further guidance relating to this can be found in the Induction and Early Professional Development Handbook

**You** are likely to undertake most of the observations of the NQT's teaching. Professional reviews of progress based on discussion between the NQT and the Induction Tutor should take place at intervals throughout their Induction programme.

**You** should keep a dated copy of all reports on observations, review meetings and objectives until the Appropriate Body has decided whether the NQT has completed their Induction programme satisfactorily and any appeal has been determined. A note should be kept of the other evidence used. The NQT should receive copies of all such written records and the Appropriate Body should have access to them.

**You** should normally be responsible for no more than two NQTs and be allocated protected time in which you are able to support the NQT

**You** should have participated in the Induction Tutor Briefing programme before commencing in your role as an Induction Tutor.

### **How should I prepare the NQT's programme?**

When you are compiling a programme of support, you will need to consider arrangements for the NQT to:

- a. receive information about the school, the specific post and the arrangements for Induction in advance of the first day in post;
- b. meet with you to discuss their Career Entry Profile (CEP), their individual strengths and development needs and set out a timetable of observations, reviews and assessment meetings;
- c. receive information about their rights and responsibilities and those of others involved in the Induction period, and the nature and purpose of assessment in the Induction period;
- d. participate in the school's general Induction arrangements for new staff;
- e. take part in any programme of professional development at the school;
- f. know about any whole school policies, including those on child protection, management of behaviour and health and safety, and contribute, with other teachers, to specific school improvement activities;
- g. spend time with the school's SENCO to focus on specific and general SEN matters;
- h. receive, where appropriate, training, professional development or advice from professionals from outside the school, e.g. from other schools, LEAs, Higher Education Institutions, Diocesan authorities, professional bodies and subject associations;
- i. attend external professional development events that are relevant to identified individual needs.

## **Assessment arrangements**

### **Observations**

- **How often should observation take place and what should be observed?** The NQT should be observed teaching at least once in any six to eight week period, e.g. once each half term, including during their first four weeks in post. Where the NQT works part-time, the intervals between observations should be adjusted accordingly, but the first observation should take place in the first half term. Observations should focus on particular aspects of the NQT's teaching. The choice of focus for the observations should be informed by (i) the requirements for the satisfactory completion of Induction and (ii) by the NQT's objectives for career development.
- **Who can undertake observations apart from the Induction Tutor?** The Induction Tutor is likely to undertake most of the observations of the NQT's teaching. Other people from within or outside the school may also be involved in observations, e.g. teachers with particular specialisms or responsibilities, LEA Advisory staff or tutors from partnership Higher Education Institutes (HEIs). Such observations should be co-ordinated by the Induction Tutor.

- **What should follow an observation?** The NQT and the observer should have a follow-up discussion to analyse lessons observed. Arrangements for observations should be made in advance and a brief written record should be made on each occasion. This record should relate to the NQT's objectives for development and indicate where action should be taken. It should show any revision of objectives.

### **Professional reviews of progress**

- **How often should these take place?** Professional reviews of progress, based on discussion between the NQT and the Induction Tutor, should take place at intervals throughout the Induction period. There should be at least one scheduled professional review meeting in any six to eight week period, e.g. every half-term. Where the NQT works part-time, the intervals between professional review meetings should be adjusted accordingly, but the first meeting should take place in the first half term and after that there should be a meeting at least once a term.
- **What should these reviews involve?** These reviews should be informed by evidence of the NQT's work, e.g. observation of teaching. Objectives should be reviewed and revised in relation to the End of Induction Standard (at Annex A) and the needs and strengths of the NQT. A written record should be kept of progress towards objectives and any new objectives set, as well as identification of the steps to be taken to support the NQT in meeting the objectives. The CEP may provide a useful format for such records

### **Formal assessment meetings**

- **How often should these meetings take place and who is involved?** Three formal assessment meetings should take place in the total Induction period between the NQT and either the Headteacher or the Induction Tutor acting on behalf of the Headteacher. For full-time NQTs in schools operating a standard three-term year, the assessment meetings should be held towards the end of each term. In schools with a different pattern of terms, the assessment meetings should be held at equivalent intervals. For NQTs working part-time and therefore undertaking a longer period of Induction, the first and second formal assessment meetings should be distributed evenly and a review meeting should be held at least once each term.
- **What is the purpose of each assessment meeting?** In most cases the pattern of these meetings will be as follows:
  - a. the first meeting will focus on the extent to which the NQT is meeting consistently the Standards for the Award of QTS and is beginning to meet the End of Induction Standard;
  - b. the second meeting will focus on the NQT's progress towards meeting the End of Induction Standard;

- c. the final assessment meeting will be used to determine whether the NQT has met all of the requirements for the satisfactory completion of their Induction programme.
- **What evidence should be used as the basis of e valuation in formal assessment meetings?** These meetings should be informed by written reports from at least two observations and two progress review meetings that have taken place during the term. Judgements should be based on evidence that has been gathered systematically during the Induction period and should relate directly to the Standards for the Award of QTS and the End of Induction Standard. Remember, NQTs should be kept updated on how the Induction Tutor sees their progress – **there should be no surprises!**

In addition to the reports and records mentioned above, further sources of evidence could include:

- a. formal and informal assessment records for pupils for whom the NQT has had particular responsibility, including test and/or examination results;
- b. information about liaison with others, such as colleagues and parents;
- c. the NQT's lesson plans, records and evaluations;
- d. the NQT's self assessment, self-reflection and professional development portfolio (PDP).

Written evidence is likely to be more wide-ranging and detailed if the NQT is not making satisfactory progress than where Induction is progressing satisfactorily.

### **Confidentiality**

Observation records, formal assessment reports and other documents that support the Induction arrangements are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents.

### **Ensuring impartiality**

When the Headteacher undertakes all the responsibilities of the Induction Tutor and has undertaken all the observation of the NQT, (e.g. as happens in some small schools), consideration should be given to ways in which a third party may be involved in providing evidence. The Headteacher will need to be confident that the assessment can be shown to be fair

### **The Induction Tutor checklist**

Here is a quick and easy checklist to make sure an NQT is eligible to start their Induction period and that you are fully aware of your roles and responsibilities. If there are any that you tick NO please refer to the relevant part of this guidance to find out what you need to do

Does the NQT have QTS?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Are you responsible for no more than two NQTs?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Do you have a copy of the Induction and Early Professional Development Handbook?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Is the NQT registered with the General Teaching Council for Wales?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Does the NQT have a reduced timetable and do you have protected time in which to support the NQT?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Have you been prepared for your role as an Induction Tutor (including participation in the Induction Tutor Briefing programme)?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Has the NQT made their Career Entry Profile (CEP) available to you?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Have you taken into account all that is required when compiling the NQT's programme of support?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Does the NQT know who their named contact is at the Appropriate Body?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Do you have a programme of assessments, observations and reviews in place?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Have regular meetings with you and the NQT been set up?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
Have you familiarised yourself with both the QTS Standards and the End of Induction Standard?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>

If you still have further queries regarding the Induction support programme, please see the Information for Induction Tutors section of the Induction and Early Professional Development Handbook.

## The Headteacher

### Your role in the NQT's Induction programme

As the Headteacher of a school taking on NQTs after 1 September 2003, you are responsible with Appropriate Bodies for the supervision and training of NQTs during their Induction programme and ensuring that the NQT has an appropriate Induction programme.

**You should** inform your Appropriate Body if an NQT who qualified after 1 April 2003, and who has not yet completed an Induction period, either joins or leaves your school. This includes an NQT working in the school for at least one term or more on a supply basis, as this must be included as part of their Induction.

A supply teacher on a contract of one term or more **should** be treated the same as a permanent employee for the purposes of Induction.

### Your responsibilities

**NQTs must have a timetable of no more than 90% of the normal average teaching time to allow their Induction to take place.** Under the School Teachers' Pay and Conditions Document 2002 you are placed under a duty to ensure the NQT's teaching time does not exceed 90% of the average.

The time released by the NQT's reduced timetable may be used in whatever way is most appropriate to the needs of individual NQTs and their schools. However, it is important to ensure that the time is protected and that it is not used simply as 'non-contact time'. **It must be used as part of a coherent Induction support programme and distributed appropriately throughout the Induction period as best suits both the NQT and their school.** The reduced teaching load will apply equally to those NQTs completing Induction while working as long-term supply teachers (in a post for at least one term) and, on a pro-rata basis, to NQTs working part-time.

**You** should keep the Governing Body informed about the arrangements for the Induction of NQTs in your school and the results of the formal assessment meetings which are held termly (see 'Assessment arrangements' page 16).

At the end of the Induction period **you must** recommend to the Appropriate Body whether the NQT has met the requirements for the satisfactory completion of their Induction programme. If you take the view that the NQT has not met the End of Induction Standard you can recommend an extension to their Induction period. **Before making a recommendation you must discuss it with the NQT.** While you may not delegate these responsibilities, many of the associated tasks will be carried out by an Induction Tutor or other suitably experienced colleague who has considerable contact with the NQT.

As the Headteacher **you** should identify a member of staff as the Induction Tutor to provide day to day monitoring and support. The Induction Tutor should have



protected time in which they are able to support and work with the NQT and **should have participated in an Induction Tutor Briefing programme before supporting an NQT.**

### **NQTs working in more than one school/peripatetic teachers**

Where the NQT is employed part-time in more than one school at the same time, the Headteachers should agree, on a case-by-case basis, which of them will be the lead Headteacher, who will be responsible for making the recommendation to the Appropriate Body. The lead Headteacher should liaise with the other Headteachers of schools where the NQT is employed. This also applies in the case of peripatetic teachers. All Headteachers are responsible for the NQT's supervision and training and for ensuring that the NQT's conditions of employment are such that they enable a fair and effective assessment of the teacher's conduct and efficiency.

### **NQTs moving school during Induction**

If the NQT changes jobs midway through their Induction period and takes up a teaching job in a school which is part of another LEA, the Appropriate Body role will transfer to that LEA. LEAs should make available any documentation (e.g. assessment reports) relevant to the NQT's Induction period to the 'new' Appropriate Body

Headteachers should:

- a. (i) ensure that copies of any relevant reports, records and assessment forms etc. are obtained from the NQT's previous school(s); and  
(ii) forward copies of any summative assessment reports to the Appropriate Body where the NQT has undertaken part of their Induction in a school or schools;
- b. retain copies of any records or summative reports and forward these to the NQT's new school within 10 days (or where the identity of the new school is not known, within 10 days of a request) where the NQT leaves the school before completing their Induction.

For those NQTs completing their Induction through aggregated periods of service in different schools, the Headteacher should keep copies of all reports of observations, review meetings, objectives and assessment forms on file for five years, or until such records are requested by the school in which the NQT continues Induction, whichever is the shorter.

Similarly, where the NQT has undertaken part of their Induction in another school or schools, the Headteacher must ensure that the school obtains copies of the relevant report(s) from the NQT's previous school(s) and alert their Appropriate Body to any concerns that have been raised about the NQT's progress. An NQT joining a new school after having completed part of their Induction elsewhere may require some additional introductory support, especially where some time has passed between the two periods of service.

Where the NQT is deemed not to have completed their Induction satisfactorily, the school should retain the evidence for that judgement until any appeal process is completed and the General Teaching Council for Wales have confirmed that the NQT has either had registration confirmed or been removed from the register.

### **Completing the NQT Induction assessment forms**

- a. Following the first two formal assessment meetings the prepared form should be completed by the Headteacher (or the Induction Tutor acting on behalf of the Headteacher). These reports should clearly indicate whether or not, at the time of each assessment, the NQT is judged to be making satisfactory progress towards completing their Induction programme successfully. The first two assessment reports should be viewed as interim reports that record the rate of progress. The focus of the third formal assessment is on whether the NQT had met the End of Induction Standard. The final assessment report will include the Headteacher's recommendation to the Appropriate Body.
- b. The NQT should, if they wish, add their comments on the summary of progress presented in the form in the section entitled NQT's comments.
- c. The Headteacher, the Induction Tutor and the NQT should sign the assessment forms. If, for any reason, any of the parties should refuse to sign the form, the Headteacher should still send it to the Appropriate Body within ten working days with a note explaining why the form has not been signed.
- d. The signed forms should be sent to the Appropriate Body within ten working days of each summative assessment meeting.
- e. Copies of the completed reports should be retained by the NQT and Headteacher.

### **Confidentiality**

Observation records, formal assessment reports and other documents that support the Induction arrangements are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents.

### **The Headteacher checklist**

Here is a quick and easy checklist to make sure that the NQT is eligible to start their Induction support programme and that you are fully aware of your roles and responsibilities. If there are any that you tick NO please refer to the relevant part of this guidance to find out what you need to do.

Does the NQT have QTS? **YES**  **NO**

Do you have a copy of the Induction and Early Professional Development Handbook? **YES**  **NO**

Is the NQT registered with the General Teaching Council for Wales? **YES**  **NO**

Has the Appropriate Body been notified that the NQT has started/is continuing their Induction at your school? **YES**  **NO**

Is the NQT receiving a reduced timetable? **YES**  **NO**

Does the NQT have an Induction Tutor who has protected time to support the NQT? **YES**  **NO**

Does the Induction Tutor have the appropriate skills and experience to undertake their role fully and have they completed the Induction Tutor Briefing programme? **YES**  **NO**

Has the NQT made their Career Entry Profile (CEP) available to their Induction Tutor? **YES**  **NO**

Does the NQT have the details for their named contact at the Appropriate Body? **YES**  **NO**

Does the NQT have an individualised and structured Induction programme? **YES**  **NO**

Has the Induction Tutor set up a programme of assessments, observations and reviews? **YES**  **NO**

Have regular meetings with the NQT and the Induction Tutor been set up? **YES**  **NO**

Are you, the Induction Tutor and the NQT fully aware of what is required for the NQT to continue to meet the QTS Standards consistently and to meet the End of Induction Standard? **YES**  **NO**

If you still have further queries regarding the Induction support programme, please see the Information for Headteachers section of the Induction and Early Professional Development Handbook.

## The Appropriate Body

### Your responsibilities

Along with the Headteacher, the Appropriate Body is responsible for the NQT's training, support, guidance and supervision during Induction.

**You** are the body that decides whether the NQT has met the End of Induction Standard.

The Appropriate Body should identify an officer with whom the NQT may raise concerns about their Induction programme, where the school does not resolve them. It may be appropriate that this person is not directly involved in the provision of monitoring or support to the NQT, or in making decisions about satisfactory completion of Induction.

**You** are required to inform the General Teaching Council for Wales of the outcome of Induction of successful inductees and also those who fail Induction or have their Induction periods extended.

**You** should consider whether any potential conflicts of interest will arise from your responsibilities, both for making the decision about satisfactory completion of the Induction support programme, and contributing to the support and guidance provided to an NQT at risk of not completing their Induction support programme satisfactorily. If there is any such potential, you should ensure this is resolved at the outset.

If a school informs you that an NQT is not making sufficient progress towards meeting the requirements for Induction, **you should assure yourself** that the assessment of the NQT is secure and that relevant objectives and a support programme are in place to help the NQT overcome identified weaknesses.

**You** should also, at the request of schools, provide guidance, support and assistance on the Induction programme to schools and training for teachers on their role of supervision and assessment (such as the Induction Tutor Briefing programme for Induction Tutors).

### Quality assurance

**You should assure yourself** that Headteachers and Governing Bodies are aware of, and are capable of meeting, their responsibilities for monitoring, support, assessment and guidance and for undertaking a rigorous and equitable assessment of the NQT.

Should you consider that a school is not providing an appropriate programme **you must act upon this** as part of your quality assurance procedures well before the end of the NQT's Induction support programme.

The means of quality assurance will depend on **your** existing structures and patterns of practice for monitoring the work of schools. Some LEAs may choose to focus on Induction as part of a scheduled link inspector visit. Other LEAs may concentrate on those schools where additional support needs have been identified in reports that have been sent to them and monitor a sample of other schools in order to secure consistency of assessment.

**You** should consult with Headteachers and Governing Bodies on the nature and extent of the quality assurance procedures you wish to introduce to enable you to discharge your responsibilities.

Where the Appropriate Body is an LEA, it should have regard to its obligations under the Code of Practice on LEA - School Relations. **LEAs will also wish to address their responsibilities for Induction in the relevant sections of their Education Strategic Plan.**

### **Who acts as the Appropriate Body?**

**For maintained schools and non-maintained special schools, the LEA for its area must serve as the Appropriate Body.**

For independent schools, the Appropriate Body to perform these tasks is either any LEA in Wales or, if the school is a member, the Independent Schools Council Teacher Induction Panel (ISCTIP).

The Appropriate Body for sixth form colleges is any LEA in Wales.

Independent schools must agree with an LEA or ISCTIP that they will act as the Appropriate Body **before** Induction is offered to NQTs at the school. Sixth form colleges must reach such an agreement with an LEA before Induction is offered at the institution. **Without such agreements being in place, any Induction will be invalid and will need to be repeated.**

The Appropriate Body is responsible for undertaking the following specific tasks to support the requirements of the programme:

- a. keep a record of the name, teacher reference number and date of birth of each NQT for whom it is the Appropriate Body and the stage of the Induction and Early Professional Development programme which each NQT has reached. This will be based upon information from Headteachers about an NQT either joining or leaving their school, including those working in the school as a supply teacher for one full term or more;
- b. ensure that it is fully aware of the circumstances where any summative assessment forms have not been submitted or signed;
- c. inform the NQT, Headteacher, Governing Body and proprietor of an independent school as appropriate of its decision on completion of the Induction support programme;

- d. communicate its decision about the completion of Induction to the General Teaching Council for Wales and the NQT's employer;
- e. keep the NQT informed about the next steps following this decision;
- f. retain the assessment reports received on each NQT until the General Teaching Council for Wales has confirmed that the NQT has had registration confirmed or has been removed from the register following the completion of the Induction support programme and, where relevant, any appeal process.

### **Assessment forms**

You may wish to prepare your own assessment forms for distribution to your schools, either in hard copy or electronic template, tailoring them to their particular needs if necessary and including your own corporate logo. **The NQT Assessment Form and NQT Induction Record should, however, include all the text present in the templates provided within the Induction and Early Professional Development Handbook.**

### **How long after gaining QTS before an extension is required to start Induction?**

Induction does not have to be continuous (see page 9). If an NQT who has started their Induction support programme has still not finished it within five years they can, if they wish, apply to you for an extension not exceeding a full Induction programme. You will consider these applications on a case by case basis.

It is for you to decide whether an Induction support programme can be extended. For further information see the section on 'Unsatisfactory progress', page 32.

### **Financial matters**

Provision for the funding for the Induction and Early Professional Development of NQTs in maintained schools and non-maintained special schools in Wales is made through GEST Activity 10B.

The GEST funding enables LEAs and schools to provide the necessary help and support to the NQT and the Induction Tutor, including costs incurred in providing the NQT with a reduced timetable, in carrying out assessment during the Induction period and for monitoring and evaluating the arrangements.

The Appropriate Body for an independent school (the ISCTIP or an LEA) may make reasonable charges to the proprietor of an independent school for which it is supplying the service.

### **Confidentiality**

Observation records, formal assessment reports and other documents that support the Induction arrangements are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents.

## The Appropriate Body checklist

Here is a quick and easy checklist to make sure that the NQT is eligible to start their Induction support programme and that you are fully aware of your roles and responsibilities. If there are any that you tick NO please refer to the relevant part of this Guidance to find out what you need to do.

Does the NQT have QTS? **YES**  **NO**

Have you provided the school with copies of the Induction and Early Professional Development Handbook? **YES**  **NO**

And in the case of an LEA provided the school with funding to support the Induction programme? **YES**  **NO**

Is the NQT registered with the General Teaching Council for Wales? **YES**  **NO**

Is the NQT receiving a reduced timetable? **YES**  **NO**

Does the NQT have an Induction Tutor? **YES**  **NO**

Does the Induction Tutor have the appropriate skills and experience to undertake their role fully? **YES**  **NO**

Has the Induction Tutor participated in the Induction Tutor Briefing programme? **YES**  **NO**

Has the NQT made their Career Entry Profile (CEP) available to their Induction Tutor? **YES**  **NO**

Does the NQT have the details for their named contact at the Appropriate Body? **YES**  **NO**



Does the NQT have an individualised and structured Induction programme?

**YES**  **NO**

Has the Induction Tutor set up a programme of assessments, observations and feedback/progress reviews?

**YES**  **NO**

Have regular meetings with the NQT and the Induction Tutor been set up?

**YES**  **NO**

Are you, the Headteacher, the Induction Tutor and the NQT fully aware of what is required for the NQT to continue to meet the QTS Standards consistently and to meet the End of Induction Standard?

**YES**  **NO**

If you still have further queries regarding the Induction support programme, please see the Information for the Appropriate Body section of the Induction and Early Professional Development Handbook.

## **The Governing Body**

When appointing new staff, the Governing Body should take into account the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Governing Bodies should not appoint NQTs unless they are satisfied that the school is able to offer proper Induction arrangements. The Governing Body should be able, if it wishes, to seek guidance from the Appropriate Body on the Induction arrangements and the roles of those school staff with responsibility for implementing them, particularly the Headteacher and Induction Tutor.

# What monitoring and support should be provided?

The monitoring and support programme for the NQT should include the following components:

- support and guidance from a designated Induction Tutor (see section on Induction Tutor, page 15);
- observation of the NQT's teaching and follow-up discussion (see page 16 for Assessment arrangements);
- professional reviews of progress (see page 17).

- **Observation of experienced teachers**

NQTs should be given opportunities to observe experienced teachers to help develop good practice in specific areas of teaching. This could be in the NQT's own school or in another school where effective practice has been identified. The focus for the observation should relate to the requirements for satisfactory completion of the Induction programme and the NQT's objectives for development.

- **Other targeted professional development activities**

Planned professional development activities should be based on the individual NQT's strengths and areas for professional development as identified in their CEP, as well as on any new or revised objectives that are agreed at review discussions during the year. They should be focused on helping the NQT to meet the End of Induction Standard (please see Annex A).

# Unsatisfactory progress

The vast majority of NQTs in Wales will complete the Induction period satisfactorily. If, however, an NQT is not making satisfactory progress, **early action should be taken** in order to support and advise the NQT to make any necessary improvements.

## Action in the event of unsatisfactory progress

1. All NQTs are subject to observations, professional reviews and formal assessment meetings. However, the Headteacher should ensure that procedures are in place in the school to give early warning of any difficulties experienced by the NQT in making progress towards the End of Induction Standard.
2. Once it becomes apparent that the NQT is not making satisfactory progress, this should result in an immediate stepping up of support systems, together with a range of more specific objectives, closer monitoring and recording of progress. Concerns should be communicated quickly to all those with responsibilities in the Induction process, including the NQT and the Appropriate Body. There will be a need for additional meetings at agreed intervals to monitor progress. **Action should not be delayed until a formal assessment meeting has taken place.**
3. As soon as it is recognised that the NQT may fail to complete their Induction programme satisfactorily, both the Headteacher and the Appropriate Body should assure themselves that:
  - a. the assessment of the NQT is well-founded and accurate;
  - b. weaknesses have been correctly identified;
  - c. appropriate objectives have been set to remedy weaknesses;
  - d. a relevant support programme is in place to help the NQT to overcome identified weaknesses.

**PLEASE NOTE: Where the Induction Tutor is not the Headteacher, the Headteacher should observe the teaching of any NQT considered to be at risk of failing and review the available evidence. Where the Induction Tutor is the Headteacher, the Headteacher should ensure that a third party reviews the evidence and observes the NQT.**

4) The Headteacher should complete the assessment form and send it to the Appropriate Body, indicating that the NQT is at risk of failing to complete their Induction satisfactorily. At the same time, the Headteacher should write to the NQT about the assessment and the consequences of failing to make the necessary improvement. The Headteacher should point out the consequences of failure to complete the Induction period satisfactorily. A copy of the summative assessment report setting out the areas of weakness, development objectives and

planned support should be attached to this notification, and a copy of the notification should be **forwarded to the Appropriate Body**.

The reports sent to the Appropriate Body following the summative assessment meetings should indicate clearly if the NQT is at risk of failing to complete their Induction satisfactorily. In addition to comments on progress, the report should, in these circumstances, include brief details of:

- a. identified weaknesses;
- b. agreed objectives set in relation to the requirements for the satisfactory completion of Induction;
- c. planned support;
- d. the evidence used to inform the judgement;
- e. the extent to which an extension to the Induction programme would allow the NQT to demonstrate aspects of the End of Induction Standard that have yet to be met.

### **Action in the event of serious capability problems**

In a few particularly serious cases, it may become apparent that the NQT is not only likely to be incapable of completing an Induction period at the school satisfactorily, but also that the education of the children under the NQT is, in the meantime, being seriously affected. **In such instances the Headteacher may wish to consider instigating a capability procedure at any stage before the end of the Induction period, which may lead to dismissal before the end of the Induction period.** If this is the case, for as long as the NQT remains at the school the Induction procedure continues **in parallel** with the capability procedure.

Schedules 16 and 17 of the School Standards and Framework Act 1998 require Governing Bodies to establish disciplinary procedures including rules and procedures for dealing with lack of capability by staff and they must make these procedures known to staff.

Before instigating a capability procedure, it is important that the Headteacher is assured that the following has taken place:

- a. the NQT's performance has been monitored;
- b. the NQT has been clearly advised what the professional shortcomings are and understands the improvements which are expected;
- c. a reasonable and time-limited period (at least four weeks) of careful and structured support/training, monitoring, evaluation and evidence-gathering has taken place, giving the NQT an opportunity to improve;

- d. the NQT has been given an informal warning that failure to improve may lead to entry to the formal capability procedure and that this may lead to dismissal.

The Induction procedure (enhanced as necessary) should provide the appropriate structure to cover the requirements of points a. – c. above. It is essential that the warning about the capability procedure and the possibility of dismissal (point d.) is given in addition.

If an NQT is dismissed on grounds of capability before the end of the Induction period, they may seek to complete Induction at another school. The Headteacher and Appropriate Body will, however, need to pass on any Induction records and documentation to the new school and Appropriate Body.

# Extensions

**Extensions of the Induction period prior to completion.** The Appropriate Body will decide on a case-by-case basis whether an extension period is to be imposed and will determine the length of the extension up to a period of no more than three terms, the normal duration of an Induction programme.

## **Circumstances in which an extension to the Induction support programme can/must be granted**

### *Absence from work for 30 school days or more*

If an NQT has been absent from work for 30 school days or more during the Induction period, Induction must be extended. In this case the Induction period is extended by the aggregate total of absences (e.g. if they are absent for a total of 35 days, the extension will be for 35 days), except if an NQT is on statutory maternity leave.

### *Maternity leave (currently 26 weeks)*

If an NQT has a break in their Induction for statutory maternity leave, she may choose, on a voluntary basis to have her Induction extended. Any such request must be granted. If an NQT is absent on maternity leave she will be assessed on the same basis as any other NQT. The final assessment should not be made until she returns to work and has had the opportunity to consider whether to extend Induction. Remember, the choice as to whether to extend their Induction is down to the NQT in this instance.

### *A long break in the Induction Period*

The Induction period does not have to be continuous. If an NQT has still not finished the Induction period within five years they may apply to the Appropriate Body for an extension not exceeding a full Induction period. The Appropriate Body will consider these applications on a case by case basis.

## **Extensions after completion of the Induction period**

It is for the Appropriate Body, or on appeal, the General Teaching Council for Wales to decide whether an NQT's Induction support programme should be extended after its completion, **but it is recommended that an extension will only be imposed in exceptional circumstances.** For example, where, for reasons unforeseen and/or beyond the control of one or more of the parties involved, it was unreasonable to expect the NQT to meet the requirements by the end of their Induction support programme, or there is insufficient evidence on which a decision can be made about whether the End of Induction Standard has been met.

## **Extensions in a separate school**

It is possible that NQTs who have been required to undergo an extension to Induction will not have continuing employment in the school in which they completed their original Induction. They will need to find another post in which to complete their Induction support programme for the remainder of their Induction period.

If the school in which the original Induction period was carried out does not wish or is unable to continue to employ the teacher following an extension of their Induction support programme, the requirement to dismiss following failure of Induction (as set out in Annex C) will not apply as the NQT will not have failed. Employers will need to complete any appropriate procedures under Schedules 16 or 17 to the Schools Standards and Framework Act 1998 that apply.



# **THE END OF INDUCTION STANDARD**

The End of Induction Standard will come into force from 1 September 2003 onwards and any newly qualified teacher (NQT) in Wales starting their Induction on/after this date will be assessed against the Standard.

In order to complete Induction successfully in Wales, the NQT must continue consistently to meet the Standards for the Award of QTS and meet the End of Induction Standard set out here.

Further guidance on applying the End of Induction Standard can be found in the Induction and Early Professional Development Handbook

## **The End of Induction Standard**

In order to complete Induction successfully, the NQT must continue consistently to meet the Standards for the Award of QTS and meet the End of Induction Standard set out within the four key areas below.

### **1. Professional Characteristics**

To meet the End of Induction Standard the NQT must:

- 1.1 conduct themselves with integrity and apply their knowledge and skills within their professional work;
- 1.2 reflect on and act to improve their professional practice, taking shared responsibility for their own professional development and learning;
- 1.3 work collaboratively and co-operatively with those who contribute toward the work of the school;
- 1.4 demonstrate commitment to equal opportunities, social justice and inclusion.

### **2. Knowledge and Understanding**

To meet the End of Induction Standard the NQT must:

- 2.1 demonstrate an understanding of practice and the broader educational perspective in Wales when engaging in professional dialogue;
- 2.2 demonstrate a detailed working knowledge of their sector, the school in which they teach and their related professional responsibilities;

- 2.3 demonstrate secure knowledge and understanding of the theory and practical skills in the curriculum area or subjects taught;
- 2.4 deliver the common requirements of the National Curriculum in Wales; that is, communication, mathematical, problem solving, creative and Information Technology skills; Cwricwlwm Cymreig and personal and social development.

### **3. Planning, Teaching and Learning and Class Management**

To meet the End of Induction Standard the NQT must:

- 3.1 plan effectively to meet the learning needs of all pupils including, where applicable, those with identified Special Educational Needs, gifted and talented pupils and those with English or Welsh as an additional language;
- 3.2 demonstrate increasing proficiency in selecting and using a broad range of teaching and learning strategies and available resources, which they evaluate critically in terms of pupils' learning;
- 3.3 be able to justify their approach in terms of the curriculum, learning objectives of schemes of work and the learning needs and abilities of their pupils;
- 3.4 secure a good standard of pupil behaviour through establishing rules and high expectations, in order to achieve positive relationships; purposeful activity; and an appropriate environment for learning taking due account of school policy.

### **4. Monitoring, Assessment, Recording and Reporting**

To meet the End of Induction Standard the NQT must:

- 4.1 recognise the level a pupil is achieving and make accurate formative and summative assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phases taught;
- 4.2 record and use the results of day-to-day assessment to modify their teaching, and secure progression in pupils' learning by identifying appropriate learning targets for individuals and groups of pupils;
- 4.3 provide reports on pupils' progress and achievements, identifying appropriate targets and learning goals, and providing guidance to enable parents/carers to support their children's learning.

# **Following the completion of the Induction period - a step by step guide**

For the purposes of this guide a working day means any day other than a Saturday, Sunday or Public Holiday

1. Within ten working days of the completion of the NQT's Induction support programme, the Headteacher must write to the Appropriate Body to recommend whether the NQT has met the requirements for the satisfactory completion of their Induction and send a copy to the NQT, (and to the Governing Body or proprietor as appropriate). The Headteacher may recommend that the Induction period be extended. He or she must also discuss the recommendation with the NQT before making it.
2. Within twenty working days of receipt of the recommendation the Appropriate Body must decide whether the NQT has:
  - a. has completed their Induction support programme satisfactorily;
  - b. requires an extension to their Induction programme;
  - c. has failed to complete the Induction programme satisfactorily.

The Appropriate Body must have regard to any written representations received from the teacher. The teacher must send representations within 10 working days of receiving the Headteacher's recommendation.

3. Within three working days of the decision being made and recorded, the Appropriate Body must write to the NQT, the Governing Body (or proprietor as appropriate), the Headteacher (in whose school the NQT was working at the end of their Induction), the employer (if other than the Appropriate Body itself) and the General Teaching Council for Wales.

If the Appropriate Body decides to extend the period of Induction or concludes that the NQT has failed to complete their Induction period satisfactorily, the Appropriate Body must inform the NQT of their right to appeal to the General Teaching Council for Wales, along with the address of the General Teaching Council for Wales and the deadline for appeals (Please see Annex G for these details).

4. Within twenty working days of receiving this notification an NQT wishing to appeal must send a notice of appeal. After twenty days this right expires except where the General Teaching Council for Wales extends the time limit but it can only do so if it is satisfied that not extending the time limit would result in substantial injustice.

## Employment consequences - failure to complete Induction satisfactorily

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

However, establishments where teachers can be employed having failed their Induction include, for example:

- a. secure training units;
  - b. independent schools;
  - c. Further Education Colleges.
- (please note, this is not an exhaustive list)

**The employer of an NQT who has failed Induction must dismiss the NQT within ten working days from the date when the NQT gave notice that they did not intend to exercise their right to appeal, or from the date when the time limit of 20 working days for appeal expired without an appeal being brought.**

If the NQT's appeal is heard and fails, the employer should dismiss that NQT within ten working days of being told of the outcome of the hearing.

If an NQT has failed their Induction and is appealing, the employer may dismiss them at that point or the employer may continue to employ the NQT pending the outcome of the appeal. If the employer continues to employ an NQT who has failed Induction pending the outcome of their appeal, the employer is required to restrict the NQT's duties:

they must not take responsibility for a class or teach a subject to a group of children who are not also taught that subject by a qualified and experienced teacher at the school.

It is a legal requirement that the NQT carries out only these restricted duties pending the outcome of their appeal (pursuant to regulation 16 of the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2003).

### Appeals

If the NQT chooses to appeal against an extension or against a decision that they have failed to complete Induction satisfactorily, the Appeal Body can:

- a. allow the appeal;
- b. dismiss the appeal;
- c. extend the period for as long as the Appeal Body sees fit (which could be substituting a different extension for one originally proposed).

Notice of appeals must be sent to the General Teaching Council for Wales within 20 days of the NQT receiving the decision, although the Appeal Body can extend this time limit if substantial injustice would result from not extending it. The appeal procedure is set out in Annex E.

## Sixth form colleges

Sixth form colleges - defined as further education institutions mainly concerned with providing full-time education suitable for young persons under the age of 19 - can provide an Induction period if they wish. Sixth form colleges must agree with an LEA that they will act as the Appropriate Body **before** Induction is offered at the institution. The Appropriate Body may make reasonable charges (not exceeding the cost of supplying the service) to a sixth form college for which it is supplying the service.

Sixth form colleges who wish to provide their NQTs who have Qualified Teacher Status (QTS) with the Induction support programme must observe the requirements of the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2003. Staff responsible for supervising, training and assessing NQTs at sixth form colleges must have regard to all the Induction guidance issued by the National Assembly for Wales.

If a sixth form college wishes to provide an NQT with the statutory Induction support programme they should ensure that:

1. the NQT has a timetable of no more than 90% of normal average teaching time to allow Induction to take place;
2. no more than 10% of the NQT's teaching should be devoted to teaching classes of pupils predominately aged 19 and over;
3. the NQT spends the equivalent of at least 10 school days teaching children of compulsory school age during their Induction. It is recommended that sixth form colleges, with the help of their Appropriate Body, should make every effort to provide 20 to 25 school days experience in a school setting if that is possible;
4. they have provided an Induction Tutor who holds Qualified Teacher Status (QTS).

# Appeal procedures

## Introduction

1. This annex sets out the arrangements for appeals against decisions to extend or fail the Induction support programme. The General Teaching Council for Wales will hear appeals and any decision it makes will be final.

## Making an appeal

2. If an NQT fails Induction, or has their Induction extended by the Appropriate Body, that Body must tell the NQT of the right to appeal, who to appeal to and the time limit for appeal.
3. The NQT (the appellant) must send a notice of appeal to the General Teaching Council for Wales within 20 days beginning with the date the appellant received notice of the Appropriate Body's decision. The General Teaching Council for Wales will have discretion to extend this time limit where not to extend the time limit would result in substantial injustice to the NQT.
4. The NQT can appeal to the General Teaching Council for Wales by sending a notice of appeal, which can be a letter. NQTs can present their appeal in whatever way they see fit. The notice of appeal should include the following information:
  - a. the name and address of the appellant;
  - b. the appellant's teacher reference number and date of birth;
  - c. the name and address of the school at which he or she was employed at the end of their Induction support programme;
  - d. the name and address of his or her employer if employed in a teaching capacity at the date of the appeal;
  - e. the grounds of appeal;
  - f. the name, address and profession of anyone representing the NQT in this matter and an indication of whether the General Teaching Council for Wales should send appeal documents to the representative rather than to the NQT;
  - g. whether the NQT requests an oral hearing or not;
  - h. if the appeal is going to miss the deadline, the NQT may give any justifications for the delay and the General Teaching Council for Wales must consider them.

The NQT must sign the appeal.

5. The NQT should send the following additional material with the appeal:
  - a. a copy of the document from the Appropriate Body notifying the NQT of its decision;
  - b. a copy of any document from the Appropriate Body outlining its reasons for coming to this decision;
  - c. a copy of every other document on which the NQT relies for the appeal. Typically this can include the Career Entry Profile, notes/minutes of formal review meetings, lesson observation records and the assessment reports completed at the end of each term.

6. The appeal should be addressed to:

General Teaching Council for Wales  
4th Floor  
Southgate House  
Wood Street  
Cardiff  
CF10 1EW

7. Appellants can amend or withdraw their grounds of appeal or any part of their appeal material and they can also submit new material in support of the appeal. They can do these things without permission up to the date they receive notice of the appeal hearing date (or notice of the outcome of the appeal if it is decided without a hearing). After the hearing date has been arranged the appellant needs the permission of the General Teaching Council for Wales to amend or withdraw their appeal or submit further material.
8. Once an appeal is withdrawn it cannot normally be reinstated. An appeal which has been withdrawn in error may be reinstated in exceptional circumstances.
9. The correspondence for an appeal is handled by the 'proper officer'. Within ten working days of receiving the notice of appeal, that officer will:
  - a. send an acknowledgement to the appellant;
  - b. send copies of the notice of appeal and accompanying documents to the Appropriate Body;
  - c. send a copy to the Headteacher who made the end of Induction recommendation and any current teaching employer, if not the LEA.

The proper officer will also copy any later amendments or additions or notices of withdrawal to the Appropriate Body.

10. The General Teaching Council for Wales will be able to request additional material from the appellant if it thinks the appeal could be more fairly decided. If the appellant decides to provide such material in response to a



request he or she should do so within 10 working days of the date of the request. The Appropriate Body will be informed that a notice has been sent and will be sent copies of any material supplied by the appellant.

11. The Appropriate Body has 20 working days from receiving the notice of appeal to reply. If the Appropriate Body decides at any time that it does not want to uphold the disputed decision it should inform the General Teaching Council for Wales who will allow the appeal. The reply must contain:
  - a. the name and address of the Appropriate Body;
  - b. whether it seeks to uphold the disputed decision;
  - c. where it seeks to uphold the decision;
    - (i) its answer to each of the NQT's grounds of appeal;
    - (ii) whether it requests an oral hearing;
    - (iii) the name, address and profession of anyone representing the Appropriate Body and whether documents should be sent to them instead.
12. The Appropriate Body should also send any documents on which it wishes to rely to oppose the appeal and, if the NQT has not supplied it, a copy of the written statement giving its reasons for the decision.
13. The Appropriate Body can submit further document and amend or withdraw its reply or any materials. The rules are as described in paragraph 7 on page 44.
14. The proper officer must send a copy of the reply from the Appropriate Body to the appellant within ten working days.
15. The General Teaching Council for Wales can make a decision without a hearing if the Appropriate Body has not replied in time: if it does so it may only allow the appeal. Where the General Teaching Council for Wales considers an oral hearing is not necessary and neither party has requested one, they can also decide the appeal without a hearing. In other circumstances there must be a hearing. They must notify the parties of any such decision within 20 working days from the day after the expiry of the time limit for the Appropriate Body's reply.

### **Decision by oral hearing**

16. The General Teaching Council for Wales must fix a date for a hearing within 20 working days from the expiry of the time limit for the Appropriate Body's reply by sending the appellant and the Appropriate Body notice of the time and place of the hearing. The notice of hearing must be accompanied by guidance about the procedure at the hearing, a warning about the consequence of not attending and information about the right to submit written representations if they do not attend. The hearing will be at least 15 working days from the date of the notice.

17. Both the NQT and the Appropriate Body have to reply at least 10 working days before the hearing to say if they will attend or be represented, what, if any, witnesses they wish to call and, if they are not proposing to attend or be represented at the hearing, to provide any further written representations they wish to make. Any written representations submitted will be copied to the other party.
18. The procedure at the hearing will be decided by the General Teaching Council for Wales, but will be subject to the rules of natural justice with full and open disclosure of documents. Both sides will be able to call witnesses, though it will be up to the parties to arrange for their witnesses to appear. Hearings will be in public although the General Teaching Council for Wales has power to decide that a hearing, or some part of it, should be in private where that would be fair and reasonable.

### **Costs of appeals**

19. The appellant and the respondent will have to bear their own costs. There will be no requirement to bear the costs of the other party in the event of a decision against one party.

### **The appeals committee**

20. The Induction Appeals Hearing Committee of the General Teaching Council for Wales will be responsible for considering appeals. The General Teaching Council for Wales will ensure that Committee members receive appropriate training to undertake this role.
21. The General Teaching Council for Wales will keep its procedures under review to determine the most effective way to consider appeals.

# Teachers who qualified and undertake Induction outside Wales

**England, Scotland, Northern Ireland, Guernsey, Jersey, Isle of Man, Gibraltar and Service Children's Education (SCE) schools in Cyprus and Germany.**

1. **England** already has Induction arrangements in place. Any teacher who has completed Induction in England successfully, or who is exempt from the requirement to complete Induction in England under the English arrangements, is exempt from the requirement to complete Induction in schools in Wales.
2. **Scotland** has a probation period and any teacher who has completed this successfully is exempt from the requirement to complete Induction in schools in Wales.
3. **Northern Ireland** has an Induction stage in their teacher education, so teachers who have completed that stage are exempt from the requirement to complete Induction in schools in Wales.
4. **Guernsey, Jersey, Isle of Man, Gibraltar and SCE schools in Cyprus and Germany** have Induction arrangements which are identical to the English arrangements. Any UK-trained teacher who completes a one-year Induction support programme successfully, which commenced on or after 1 September 1999 at a school in one of those territories and under the supervision of the territory's government, is exempt from the requirements to serve Induction in Wales. **These are the only territories abroad where an NQT can do Induction. NQTs teaching in British Schools in territories apart from these cannot do the Induction programme so that it will be recognised in Wales.**
5. **The European Economic Area (EEA)**

Teachers who are nationals of the EEA who fall within article 3 of the Council Directive 89/48 EEC on a general system for the recognition of higher-education diplomas awarded on completion of professional education and training of at least three years' duration are exempt from Induction.

For the award of QTS teachers who are EEA nationals should apply to the General Teaching Council for Wales asking for application form ECI.

## 6. **Outside the EEA**

Non EEA trained teachers (i.e. those with a teaching qualification gained outside the European Union or European Economic Area) who want to teach in Wales will require further training. If you are an Overseas Trained Teacher and would like further information you should contact the Teaching and Leadership Division 1, Welsh Assembly Government, Tel: 029 20 825838 or e-mail: [teachingenquiries@wales.gsi.gov.uk](mailto:teachingenquiries@wales.gsi.gov.uk)

## **Useful contacts and links**

**1) For general enquiries regarding this guidance please contact:**

The Induction Team  
Teaching and Leadership Division  
Welsh Assembly Government  
Cathays Park  
Cardiff  
CF10 3NQ

Tel: 029 2082 3205  
Fax: 029 2082 6109  
e-mail: [inductioninfo@wales.gsi.gov.uk](mailto:inductioninfo@wales.gsi.gov.uk)

**2) You can contact the General Teaching Council for Wales at:**

General Teaching Council for Wales  
4th Floor  
Southgate House  
Wood Street  
Cardiff  
CF10 1EW

Tel: 029 20550350  
Fax: 029 20550360  
e-mail: [information@gtcw.org.uk](mailto:information@gtcw.org.uk)

**3) For information on teaching and Induction in England, please contact:**

Department for Education and Skills  
Public Enquiry Unit  
PO Box 12  
Runcorn  
Cheshire  
WA7 2GJ

Tel: 0870 000 2288  
e-mail: [info@dfes.gsi.gov.uk](mailto:info@dfes.gsi.gov.uk)  
Website:  
[www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/induction](http://www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/induction)

The Teacher Training Agency  
Induction Team  
Portland House  
Stag Place  
London  
SW1E 5TT

Tel 020 7023 8030  
Fax 020 7834 5315  
Email [induction@teach-tta.gov.uk](mailto:induction@teach-tta.gov.uk)  
Website: [www.tta.gov.uk/teaching/induction](http://www.tta.gov.uk/teaching/induction)

**4) For information on teaching and Induction in Scotland, please contact:**

The General Teaching Council for Scotland (GTCS)  
Clerwood House  
96 Clermiston Road  
Edinburgh  
EH12 6UT

Tel: 0131 314 6000  
Fax: 0131 314 6001  
Email: [gtcs@gtcs.org.uk](mailto:gtcs@gtcs.org.uk)  
Website: [www.gtcs.org.uk/gtcs/default.aspx](http://www.gtcs.org.uk/gtcs/default.aspx)

**5) For information on teaching and Induction in Northern Ireland, please contact:**

Department for Education Northern Ireland  
Rathgael House  
43 Balloo Road  
Bangor  
Co. Down  
BT19 7PR

Tel: 028 9127 9279  
Fax: 028 9127 9100  
Email: [mail@deni.gov.uk](mailto:mail@deni.gov.uk)  
Website: [www.deni.gov.uk](http://www.deni.gov.uk)

**6) You can contact the Independent Schools Council Teacher Induction Panel (ISCTIP) at:**

Sue Campion  
Tel: 020 8886 4369  
Email: [isctip@btopenworld.com](mailto:isctip@btopenworld.com)