

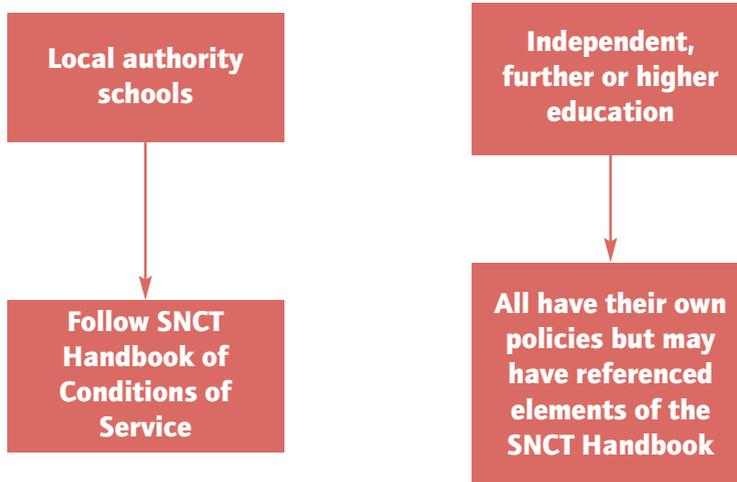
# Getting Started

This section contains information to help you identify on which contract you will be employed.



The NASUWT is committed to supporting and protecting the interests of all probationer teacher members. In whatever type of school you teach, you will have the full backing of the NASUWT. Support is provided to new teachers through our network of representatives and professional staff in the NASUWT Scotland National Centre. In Scotland, local authorities are responsible for the provision of education in their area.

## Which contract are you on?



The terms and conditions of employment and pay scales for teachers employed in local authority schools are contained within the Scottish Negotiating Committee for Teachers (SNCT) Handbook, which can be found at [www.snct.org.uk](http://www.snct.org.uk). For an overview of the ways in which the NASUWT supports probationer teachers, including a guide to the induction process, the free professional development seminars and the interactive networking between new teachers that the Union facilitates, use the web link below.

“It feels fantastic to have the chance to truly voice concerns, questions and experiences when you know professional advice and support will be given.

*Probationer Teacher*”



For more information and advice about starting your teaching career, visit  
[www.nasuwt.org.uk/NewTeachers](http://www.nasuwt.org.uk/NewTeachers)

# Finding Your First Teaching Post

This section contains advice and guidance to help you secure your first teaching post, including making an application and preparing for an interview.



## Finding a Vacancy

- You are guaranteed a job for your induction year, unless you are on the flexible route.
- Start looking for a job as soon as possible and definitely by the Spring term of your induction year.
- Find out about any 'pool' systems operated by local authorities where new teachers are appointed to the local authority and subsequently allocated to schools as vacancies are reported.
- Find out whether the local authority operates a recruitment database whereby they receive application forms and hold them on file to match against suitable vacancies when they arise.
- Use the internet to seek jobs. There is a range of website resources such as [www.myjobscotland.gov.uk](http://www.myjobscotland.gov.uk). There is also the *Times Educational Supplement* (TES) job-finding service at [www.tes.co.uk](http://www.tes.co.uk) and e-teach [www.eteach.com](http://www.eteach.com).
- Consult the NASUWT online resource for advice on compiling your letter of application and curriculum vitae (CV) at [www.nasuwt.org.uk/FindingYourFirstTeachingPost](http://www.nasuwt.org.uk/FindingYourFirstTeachingPost).
- Consider supply teaching as an option if a permanent placement is unavailable.
- Look at the teaching jobs sections of all the local authorities' own websites.
- You can identify vacancies through contacts. Friends and course tutors may have contacts who inform them of vacancies that arise. Be alert to job vacancies from contacts you may make during your teaching practice placements.

## Making an Application

- Take careful note of guidance on the appointments procedure and follow the employers' instructions.
- Prepare a rough draft of the application first.
- Ensure that your knowledge, experience and skills are matched to each criterion on the person specification when you write your supporting statement.
- Make sure that your application is clear and easy to read.
- Wherever possible complete an application electronically, but if not possible use a good quality black pen, as your form may need to be photocopied.
- Word process your supporting statement and attach it as a separate document.
- Check carefully your spelling and grammar.
- Ask someone to check the application before you submit it.
- Keep a copy of your application. You will need to remember what you said when preparing for an interview and it can be referred to when completing other applications.
- Write a supporting letter unless stated otherwise. This will provide you with an opportunity to set yourself apart from other candidates. The letter is an opportunity to get your personality across, but should be concise.
- Every job is different so whilst previous applications can be used as a template, make each application as specific and targeted as possible.
- Use evidence-based examples that are relevant to the job description and person specification.

# Finding Your First Teaching Post

## The Interview

- Gain as much intelligence about the school as you can before the interview. If it is feasible, visit the school prior to the interview. Request the opportunity to do so. Most schools have a website and a School Handbook. Check it out. Make reference to the information from your visit or the website in your responses.
- Think about questions that you may be asked and prepare key points you want to make when answering.
- Think about your body language and use of eye contact with the person asking you the question.
- Ask for further clarification if you do not understand the question asked.
- Decide whether you are prepared to accept the post if offered during the course of the interview. This may be the final question asked. If you do not wish to take up the post, tell them so.
- Be prepared to ask the panel questions you have prepared beforehand at the end of the interview. Make sure that they are well considered and do not ask questions for the sake of it, particularly if your question has been covered during the interview. If it has, say so.
- Prepare by rereading your application form and developing examples of situations where you have demonstrated your skills and competencies.
- Be prepared for the fact that some schools may use pupils in the interview process. The NASUWT has produced detailed guidance on this in our Student Voice publication, which is available on the website [www.nasuwt.org.uk](http://www.nasuwt.org.uk).
- If you are asked an unexpected question, take a moment to consider your reply before answering.
- Give appropriate examples to illustrate and support your answers.

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

*Probationer Teacher*”



For more information and advice about finding your first teaching post, visit

**[www.nasuw.org.uk/FindingYourFirstTeachingPost](http://www.nasuw.org.uk/FindingYourFirstTeachingPost)**

# Your Appointment

This section contains advice and guidance to assist in preparing for your first teaching post.



## After the Interview

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

This should include:

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

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

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

## **Fitness to Teach**

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

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

Employers are also prohibited from asking potential employees questions relating to their health before a job offer is made. If the report of the medical officer is unfavourable, contact the NASUWT for advice on formulating an appeal.

## **Teachers with a Disability**

A disability should not automatically prevent a teacher from teaching. It is the legal responsibility of the employer to make reasonable adjustments to the working environment to accommodate employees who have declared that they have a disability.

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

## **Visiting Your New Workplace**

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

Find the name of your local NASUWT Workplace Representative/contact in the school, who will be pleased to provide you with advice and information.

# Your Appointment

## Appointment Checklist

The type of school a new teacher works in may influence the type of information available.

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

<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"><li>• A letter of appointment.</li><li>• A copy of your conditions of employment, including salary.</li><li>• A job description.</li><li>• A contract of employment.</li></ul>	<ul style="list-style-type: none"><li>• Details of the school's induction programme.</li><li>• A staff handbook.</li><li>• A copy of the school's pupil behaviour policy.</li><li>• The school's collective agreements and personnel policies, including:<ul style="list-style-type: none"><li>• pay;</li><li>• equal opportunities;</li><li>• health and safety;</li><li>• staff grievance, disciplinary and capability procedures;</li><li>• sickness absence;</li><li>• appraisal/performance management;</li><li>• leave of absence.</li></ul></li></ul>



Considered and useful advice that specifically addresses the problems.

*Probationer Teacher*



For more information and advice about your first appointment, visit

**[www.naswt.org.uk/BeingAppointed](http://www.naswt.org.uk/BeingAppointed)**

# Getting Registration

This section contains information about the requirement for you to be registered now that you are a qualified teacher.



## General Teaching Council for Scotland

In Scotland, if you want to teach, you must be registered with the General Teaching Council for Scotland (GTCS).

The GTCS is responsible for:

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

There is a registration fee which may be deducted at source if you are in employment.

More information can be obtained at [www.gtcs.org.uk](http://www.gtcs.org.uk).

## Criminal Record Checks

In Scotland, the Protecting Vulnerable Groups (PVG) Scheme is delivered by Disclosure Scotland, which has responsibility for making decisions on behalf of Scottish ministers about who should be barred from working with vulnerable groups.

The GTCS has its own professional vetting process which is broader and considers an applicant's fitness to work as a teacher. This means a teacher could be a member of the PVG Scheme but refused GTCS registration.

“ I have some real strategies that I can put into place to hopefully improve the effectiveness of my teaching.

*Probationer Teacher*”



For more information, contact the NASUWT Scotland National Centre or visit  
**[www.nasuw.org.uk/NewTeachers](http://www.nasuw.org.uk/NewTeachers)**

# Your Induction

This section contains essential information about your rights as a probationer teacher undertaking Induction.



All eligible probationer teachers in Scotland have a guaranteed one-year training place (195 days).

Eligibility will normally be restricted to those students graduating from a Scottish Higher Education Institution with a teaching qualification, whose training has been publicly funded. This includes students from other parts of the UK and other parts of the EU, provided they have been assessed by the Student Awards Agency for Scotland (SAAS) as a home fees student. Please contact your university directly if you require any further information on eligibility.

Another option available to probationers is that they complete 270 days' probation in order to achieve the Standard for Full Registration.

## Standard for Full Registration (SFR)

It should be noted that this can take considerably longer, depending on job availability.

In all cases, the teacher will remain on the probation salary point (0) until SFR is achieved.

Below are the key rights that probationer teachers should expect to receive when going through the Teacher Induction Scheme (TIS):

- no more than 18.5 hours (0.82 full-time equivalent) of timetabled teaching time per week;
- the opportunity to undertake continuing professional development (CPD) to inform practice;
- access to and experience of the planning procedures used by other teachers;
- an induction tutor or mentor;
- not to teach routinely classes or individual children with particularly or especially challenging discipline problems without support;
- to teach the same class(es) on a regular basis;
- to receive regular feedback and support on your progress;
- a comprehensive programme of support during your induction period;
- to receive early warning of any perceived problems or difficulties with your progress;
- to be treated as a professional.

At the end of the TIS, probationer teachers will be eligible to apply for full registration as a teacher with the GTCs. To achieve this, they will have to meet the requirements of the SFR.

The SFR and the TIS together serve to ensure that those entering this challenging and rewarding profession will be given the very best start to their career.

If members experience any difficulties during their probation period, you should contact the NASUWT Scotland National Centre for advice straightaway. Likewise, if you feel that you are not getting access to your key rights and appropriate support that would allow you to get through your induction period, you should contact the NASUWT Scotland National Centre.

### **Continuing Support from the NASUWT**

If members experience any difficulties during their induction programme, they should contact the NASUWT immediately. Delay in doing so can hinder the resolution of problems. Probation is meant to be a supportive not punitive process.

The NASUWT offers an abundance of professional advice and support for probationer teachers undertaking induction.

The NASUWT also provides free professional development seminars to all new teacher members before they enter the classroom.

The NASUWT's Preparing For Your First Teaching Post seminars offer important information about the induction process and other areas of professional practice.

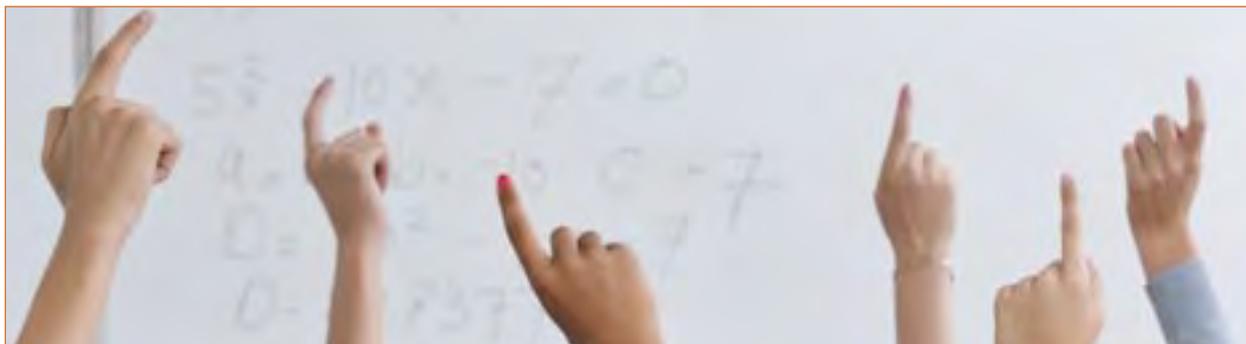
Further information on the induction process is available in the NASUWT's Induction Planner.



For more information about your induction rights, visit  
**[www.nasuwt.org.uk/InductionPeriod](http://www.nasuwt.org.uk/InductionPeriod)**

# Your Teaching Practice

This section provides advice and tips surrounding observations of your teaching practice.



## Why Observations are Important

Observations of newly qualified teachers' teaching practice during the induction period, if utilised correctly by the school, can be an effective aid to probationer teachers' development and progress towards meeting the Standard for Full Registration (SFR).

The GTCS states that probationer teachers should be observed at 'regular intervals' and that once every three weeks is appropriate and that such observations will help with the effective assessment of probationer teachers' teaching practice.

## Before the Observation

The objectives of each observation should be agreed between the probationer and the induction mentor/supporter prior to the observation taking place.

Each observation should highlight your strengths and areas for further development within a specified aspect of the SFR.

If your first observation is not following this path, you should arrange a discussion with your induction mentor/supporter. Most problems can be ironed out informally. However, if a problem persists, you may want to discuss the matter with your headteacher. You should also keep notes of any discussions.

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

## After the Observation

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

If, however, you believe you are being over-observed, you should talk to your induction mentor/supporter in the first instance.

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

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

Additionally, if observations of teaching practice are to be beneficial to the development of probationer teachers, the objectives of observations should be agreed in advance and every observation should be followed by a discussion and feedback to analyse the lessons observed.

The ensuing discussion and written and local feedback should be positive and constructive and should point out what probationer teachers are doing well, as well as areas which need to be developed.

A brief written record should be made after every observation. This should cover the agreed development objectives, and indicate where further development is needed and where objectives should be revised in light of the observation. If the school does not have a formal process for recording discussion post-observation, new teachers should make sure they keep their own records.



For more information and advice about starting your teaching career, visit  
**[www.nasuwat.org.uk/NewTeachers](http://www.nasuwat.org.uk/NewTeachers)**

# Your Salary

This section provides information about your salary and pension rights.



## Salary

Your conditions of service in a local authority school are derived from three basic sources:

- the Scottish Negotiating Committee for Teachers (SNCT) negotiates the national terms and conditions for teachers and is a tripartite negotiating forum with teacher unions, the Convention of Scottish Local Authorities (COSLA) and the Scottish Government;
- Local Negotiating Committees for Teachers (LNCTs) negotiate local policies relating to teachers, such as disciplinary or grievance procedures, as well as special leave and transfer policies;
- each school should have a school negotiating forum through which agreements specifically about the 'collective time' element of working time are reached.

Conditions of service for teachers in Scotland are contained in the SNCT Handbook, which is accessible online at [www.snct.org.uk](http://www.snct.org.uk). This is also available on the NASUWT website at [www.nasuwt.org.uk/ScotlandConditions](http://www.nasuwt.org.uk/ScotlandConditions).

## Teachers' Pension Scheme (TPS)

The Teachers' Pension Scheme in Scotland – the Scottish Teachers' Pension Scheme (STPS) – is run by the Scottish Public Pensions Agency (SPPA). The Scheme is also known as the Scottish Teachers' Superannuation Scheme (STSS).

All local authority teachers will automatically be enrolled as a member of the Scheme. Membership of the STSS is not compulsory.

However, the NASUWT strongly advises members not to opt out of the STPS. Any member who considers opting out should take independent financial advice before doing so.

If you have opted out, you will automatically be opted back in every three years by your employer, provided you are still in recognisable service.

If you do not wish to pay into the STPS, the onus will be on you to inform your employer.

Further information on the STPS is available in the SPPA members' guide at [www.sppa.gov.uk/scot\\_teachers](http://www.sppa.gov.uk/scot_teachers).

Before seeking assistance from The Pensions Advisory Service (TPAS), or making a complaint to the Pensions Ombudsman Service, members are advised to contact the NASUWT first for a discussion.

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

*Probationer Teacher*



For more information about teachers pensions, visit

**[www.nasuwt.org.uk/Pay](http://www.nasuwt.org.uk/Pay)**

# Staying Safe

This section contains advice on how to reduce the risk of assaults in school.



## Assaults

Teachers do an excellent job in maintaining discipline in schools, but in a small minority of cases problems arise.

There are some measures that can be taken to reduce the risk of an incident or prepare you if one does occur. They include:

- Ensuring you are never entirely alone with a pupil. This might be achieved by arranging for a colleague to be working nearby or leaving the classroom door open.
- Familiarising yourself with school policies, particularly child protection, behaviour management and using technology, which should include:
  - physical contact with pupils;
  - meetings with pupils;
  - relationships with pupils out of school;
  - appropriate use of social media;
  - contact with pupils outside of school.
- Learn about the age, ability and special educational requirements of your pupils.
- Ensure you know how to summon assistance and who to contact.
- Seek advice from the NASUWT.
- Keep a written record of any incidents.
- You may be asked but not required to search a pupil. NASUWT advice is that searches should only be conducted by the headteacher or someone specifically employed to undertake pupil searches.

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

*Probationer Teacher*”



For more information about staying safe in school, visit

**[www.nasuw.org.uk/Assaults](http://www.nasuw.org.uk/Assaults)**

# Using Technology Safely

This section provides information to help you make the best use of technology and protect yourself online.



Technology is rapidly evolving and has become an integral part of teaching. When used appropriately, it can enhance learning opportunities and improve the working environment for teachers.

With the opportunities also come challenges and that is why the NASUWT has produced a guide for members to help you protect your online privacy and avoid the pitfalls.

A guide to protecting your online privacy and full details of the NASUWT research can be found on [www.nasuwt.org.uk/emails](http://www.nasuwt.org.uk/emails).

*Using technology in a professional capacity.*

## Teaching Resources

There are a growing number of sources of teaching resources online, many of them free to use. Examples include:

- NASUWT  @NASUWT\_Scotland
- NASUWT  [www.facebook.com/nasuwtscot](http://www.facebook.com/nasuwtscot)
- Twitter  #Edchat

## Personal Use

You are entitled to a personal life and a personal presence online. However, as a teacher there are certain practicalities that should be considered.

- Check your privacy settings and review your content. Is there anything you would not want colleagues, parents or pupils seeing?
- Avoid interacting with pupils and parents online unless using a school account for the intended purpose.

- Perform an online search of yourself using different key words and review the results.
- Keep personal and professional use separate, including social media accounts, phone numbers and emails.

### Top Tips

- Read your Employer's Acceptable Use Policy (AUP) as this will contain rules concerning the use of information technology.
- Maintain boundaries between work and personal life. There should be no expectation by the school that teachers will read or reply to emails during teaching time, during the evenings, at weekends, during holiday periods or while on sick leave.
- Only use school computers, cameras and other devices for school-related work.
- Schools should have a clear protocol for the use of emails and the school's email account. Check if your school has a protocol. Remember, school emails may be monitored.
- Do not connect personal devices, such as mobile phones, to school networks.



For more information on using technology safely, visit  
**[www.naswt.org.uk/UsingTechnology](http://www.naswt.org.uk/UsingTechnology)**

# About the NASUWT – the teachers' union

This section provides further information about your union and the additional support we provide.



The NASUWT is a democratic trade union and the only teachers' union to represent members in all parts of the UK. As a specialist union which only represents teachers, the NASUWT is the most focused and effective union representing your interests. The leadership consists of qualified and experienced teachers elected by the members.

We recognise that everyone working in education deserves focused, specialist support for their respective roles. That is why the NASUWT is committed to working with unions that possess the necessary expertise and skills to represent the non-teaching staff with their broad range of contracts and diverse responsibilities. This approach allows the NASUWT to focus on the complex issues specific to teachers and still support colleagues in non-teaching roles.

## Why NASUWT?

- **Teacher Focused** – Only education professionals with a contractual responsibility to teach, lecture or instruct can be members of the NASUWT.
- **Confidential Advice** – The NASUWT provides all members with confidential advice on issues of concern relating to their employment.
- **Democratic** – The national policy is determined by the NASUWT's membership of serving teachers and school leaders.
- **Politically Independent** – The NASUWT is political but not party political. It does not affiliate to any political party. The NASUWT serves the best interests of teachers no matter what party forms the government at national or local level.
- **First-class Representation** – You will have access to first-class legal and professional services through a high-quality network of local officers, national and regional professional staff and specialist legal advisors.

- **Committed to Equality** – The Union leads the fight in championing equality. We recognise that not only are teachers and school leaders entitled to work in a fair and just environment, free from discrimination, but that they also play an essential role in challenging discrimination, inequality and intolerance.
- **Campaigning to Deliver Change** – The NASUWT is a campaigning union and has secured real achievements in improving teachers' conditions of service.
- **Cross-sector Representation** – Our members work in all sectors, from early years to further education, and represent teachers at all stages of their careers, including school leaders.
- **Practical Advice and Guidance** – A full range of our publications is available on the NASUWT website, containing excellent practical advice and guidance.
- **Training, Conferences and Information** – The NASUWT offers an extensive programme of free trade union and professional courses and conferences.
- **Benevolence Assistance** – Sometimes teachers experience financial hardship. Members are eligible to apply to the NASUWT Benevolent Fund if they are or have been subscribing members of the NASUWT.



For further information on the NASUWT, go to  
**[www.nasuwt.org.uk](http://www.nasuwt.org.uk)**

# Talk To Us

**The NASUWT Scotland National Centre**  
– The Most Useful Number in Your Contacts List  
**0131 226 8480**  
rc-scotland@mail.nasuwt.org.uk

**talk  
to us**

## Getting Involved

Members of the NASUWT are integral to our success. The most effective way to ensure we represent all members is for you to have input into the Union. You can do this by attending meetings and the wide range of conferences and events the NASUWT organises. Responding to our member surveys provides vital feedback and assists us in making sure we address the issues that matter to you.

## Do you want to be more involved in the NASUWT?

Find out more at [www.nasuwt.org.uk/GettingActive](http://www.nasuwt.org.uk/GettingActive)



[twitter.com/nasuwt](https://twitter.com/nasuwt).

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



[www.facebook.com/nasuwt](https://www.facebook.com/nasuwt).

[www.nasuwt.org.uk](http://www.nasuwt.org.uk)

# More money in your pocket, thanks to the **NASUWT**

As an NASUWT member, you can take advantage of a wide range of discounts and exclusive offers on your home, car, electrical goods, eating out, leisure activities, retail gift cards, holidays and travel.

Over 250 regularly updated offers can be found at [www.nasuwtbenefits.co.uk](http://www.nasuwtbenefits.co.uk) or by scanning the QR code on your membership card.

Look out for our twice-monthly Benefits and Services eZine featuring exclusive deals, a round-up of the best discounts and free prize draws from our partners.

If you are not receiving the eZine and would like to, simply notify us at [membership@mail.nasuwt.org.uk](mailto:membership@mail.nasuwt.org.uk) or **03330 145550**.

If you use only a small proportion of these genuine offers, they can easily cover the cost of your annual NASUWT subscription and help you make further savings.

And, if you recruit other teachers to join the NASUWT, you can get money back on that too!



*I saved £72 off my annual gym membership at DW Fitness First*

*I booked in advance and saved £44 on a family trip to The Edinburgh Dungeon*

*I earned £60 in shopping vouchers by inviting four of my colleagues to join the NASUWT*

*I saved £72 off a week in a French holiday cottage*

*Thanks to the NASUWT, I paid less for my dream car*

## Get the NASUWT App

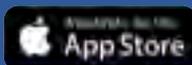
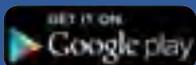
# Get the NASUWT app

Download our new free app quickly and easily from the app store.

Get great features at your fingertips.

- **Member Support** – advice and guidance
- **Your offers** – a range of discounts and deals
- **NASUWT news**
- **Publications**
- **Conferences and events**
- **Your membership card and member details**

available on



Abuse of disciplinary procedures leaving teachers in a 'climate of fear'