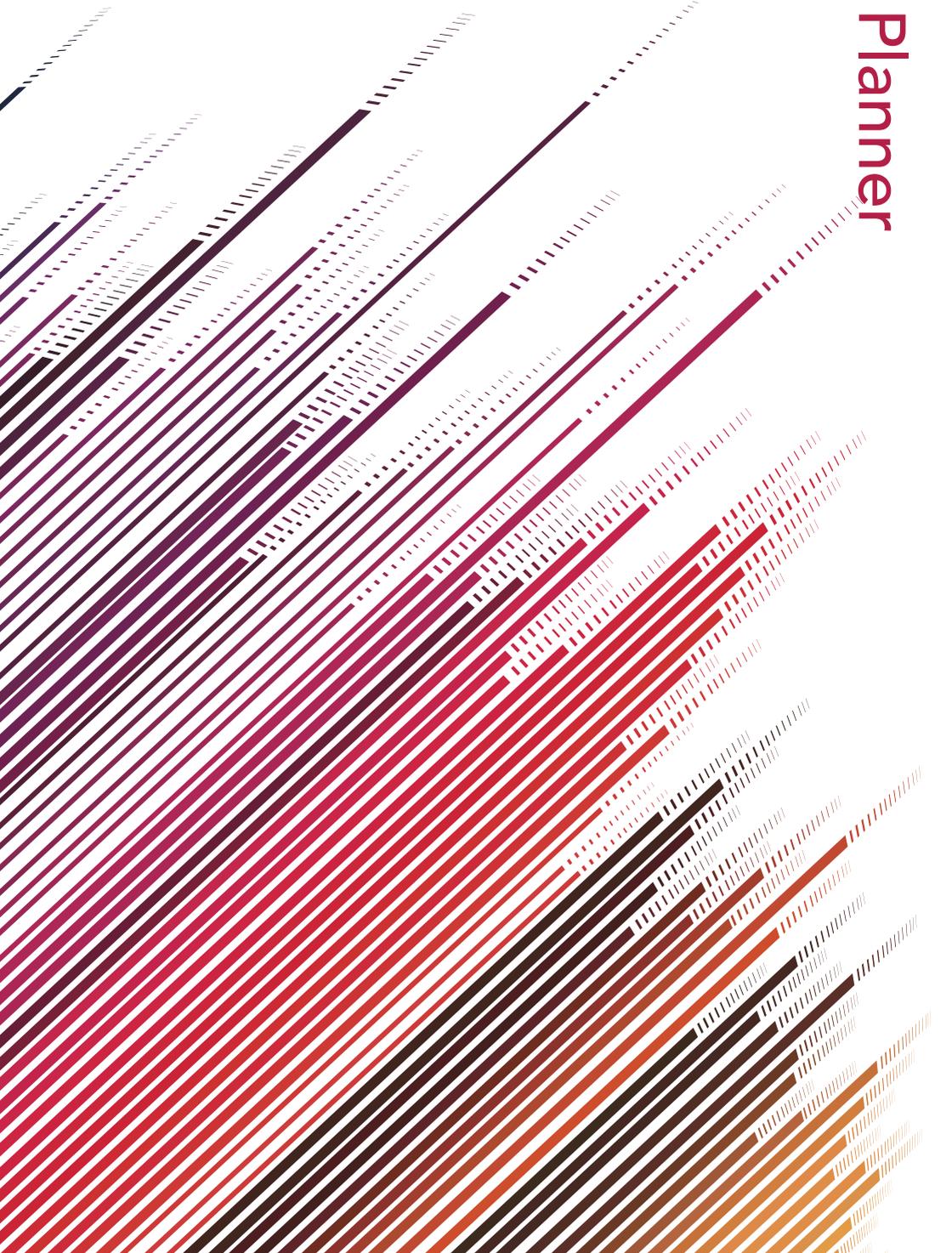


# Induction

# Planner



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## FREE SEMINARS

In addition to the comprehensive package of advice, guidance and professional services, the NASUWT provides free seminars for newly qualified teachers who are about to start their first teaching post.

These seminars provide interactive and informative sessions to:

- inform new teachers about their key rights and what to expect during their first year of induction;
- provide ideas about how to deal with the first day in the classroom;
- build skills and knowledge around behaviour management in the classroom.

The seminars take place during July/August and are free to any new teachers who join the NASUWT.

Early booking is recommended as places are highly sought-after and allocated on a first-come, first-served basis.

### DON'T MISS OUT

Register your interest in the seminars now.

- Website: [www.nasuwt.org.uk/seminars](http://www.nasuwt.org.uk/seminars)
- Contact: 029 2054 6080
- E-mail: [conferencesandevents@mail.nasuwt.org.uk](mailto:conferencesandevents@mail.nasuwt.org.uk).

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# Induction

Newly qualified teachers are required to complete successfully a statutory period of induction in order to be employed in a maintained school or non-maintained special school.

Induction is an individual programme of professional development that involves newly qualified teachers being assessed against the Induction Standards, enshrined in the professional standards for teaching and leadership.

Induction builds on the knowledge and skills gained in Initial Teacher Training (ITT).

Induction is intended to provide a structured system of support and is designed to ensure that you receive a high-quality, broad-based teaching experience during your first year of teaching. Induction is a means of ensuring that all teachers teach to high standards. It is a legal requirement in Wales that newly qualified teachers must hold Qualified Teacher Status (QTS) and be registered with the Education Workforce Council (EWC) in order to be employed as a teacher. An induction period cannot start unless the newly qualified teacher is registered with the EWC and holds QTS.

## Using the Induction Planner

The Induction Planner is designed to be a practical tool to aid your induction.

The Planner is divided into the key stages of induction, highlights what you should expect at each stage and provides useful prompts for you to consider.

It contains all of the information you need about the induction process, your rights and entitlements, details of the professional standards for teaching and leadership you will need to meet, a copy of the assessment record which will be used by your employer to review and record your progress and how you can access advice and support.

For ease of reference, the Planner is organised on the basis of three terms. Some induction periods will not necessarily conform to term times but would still be in three broad phases and will still require the same process.

The Planner is part of the extensive support that the NASUWT offers to newly qualified teachers to ensure that you have the best possible start to what will be a challenging but very rewarding career.

**The EWC website: [www.ewc.wales](http://www.ewc.wales)**

## **Don't forget**

**Your rights and entitlements on page 20.**

**Check the Top Tips on page 45.**

# Using the Induction Planner

## Before you start:

1. Make sure you are registered as a school teacher with the EWC.
2. Make sure you have an up-to-date Disclosure and Barring Service (DBS) check for the role of a teacher.
3. Provide the school with your Qualified Teacher Status (QTS) certificate.
4. Make sure you upload your Career Entry Profile (CEP) onto the EWC website.
5. Make sure you have a copy of your job description (see page 8).
6. Make sure you have a copy of your timetable.
7. Check that the timetable contains planning, preparation and assessment (PPA) time (see page 9) and induction time (see page 9).
8. Check that your headteacher has completed the induction registration form and submitted it to the EWC and also submitted a copy to the appropriate body. You might want to ask your school-based induction mentor to check this for you.
9. Familiarise yourself with the professional standards for teaching and leadership (see page 22).

### Points to consider

- What do you feel your strengths and areas for development are?
- What are the characteristics of a successful newly qualified teacher?
- What can you do to ensure that you have appropriate support?

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# Using the Induction Planner

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## Qualified teacher status and induction

You can only start your induction if you have QTS and are registered with the EWC.

## Career Entry Profile (CEP)

The CEP is a professional development tool that can be used to help you identify your professional development needs. The CEP focuses on three transition points: the end of initial teacher training (ITT); the start of induction; and towards the end of induction.

The CEP is intended to help you make links between your ITT, induction and your future development as a teacher. It is not an assessment tool, nor is it a record of progress or reference. You should not regard the CEP as a form to fill in, but should use it to help you review and clarify your achievements and your goals.

The CEP should help both you and the school to understand your strengths and experiences, but it is your responsibility to use it in planning and monitoring your individual professional development during your induction.

You should use the CEP to identify and respond to questions, to support your reflections on your development and progress and to guide the discussions that you have with your induction mentor about your progress and your support needs.

As a newly qualified teacher, you are expected to gather evidence throughout your induction period to demonstrate your progress in meeting the professional standards for teaching and leadership and to record this by completing the induction profile via the Professional Learning Passport (PLP) on the EWC website: [www.ewc.wales](http://www.ewc.wales).

## Job descriptions

It is important that you are not given a job description that makes unreasonable demands on you during your induction year. This applies if you are working full time or part time or if you are working in a permanent post or on long-term supply.

Whilst it may be hard to determine what is and is not reasonable, normally a newly qualified teacher should serve the induction period in a post that:

- does not demand teaching outside the age range and subject(s) for which the newly qualified teacher has been trained;
- does not present the newly qualified teacher on a day-to-day basis with acute or especially demanding discipline problems;

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# Using the Induction Planner

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- involves regular teaching of the same class(es);
- involves similar planning, teaching and assessment processes to those in which teachers working in substantive posts in the school are engaged; and
- does not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

## **Time for induction activities**

The School Teachers' Pay and Conditions Document (STPCD) places a statutory duty on headteachers to ensure that a newly qualified teacher's teaching time does not exceed 90% of the average teaching time for all classroom teachers in the school. This means that the school is obliged to give you this time for the purpose of induction activities.

This time should be used in whatever way is most appropriate to the needs of the individual and their school. This means that both the school and the individual newly qualified teacher have a role in identifying induction activities. However, in reality, the school will have the final say in determining which activities are undertaken and when.

Some schools may decide to allocate the time into one or two-day blocks across the year; others may follow a weekly half-day release pattern or distribute time in single periods across each week.

Some training needs may be better met through specific activities such as visits to other settings that last a whole day or longer. A school may, therefore, wish to identify a half-day session each week for such activities, or 'bank' the activities.

You should ensure that the 10% time for induction activities is not used for teaching duties or cover. Also ensure that you identify your training and support needs and that your induction mentor and external verifier know about these.

## **Planning, preparation and assessment (PPA) time**

In addition to induction time, all teachers, including newly qualified teachers, have a statutory contractual entitlement to a minimum of 10% guaranteed PPA time.

This time is guaranteed and cannot be used for any other activity. It is the teacher's time to enable them to manage their work effectively to deliver high-quality teaching and learning. The teacher should determine the activities undertaken in PPA time.

# Using the Induction Planner

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Your induction time and PPA time should be identified specifically on your timetable.

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

## **School policies**

You should have been given a copy of, or know where to access, school policies. If not, speak to your induction mentor or external verifier.

The policies will cover behaviour, restraint, use of IT, equality and child protection, to name but a few. It is important that you work within these policies.

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# How induction works

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All newly qualified teachers are required to complete induction. This requirement applies to teachers who have obtained QTS following either a college or employment-based route into teaching.

There are a few instances where a teacher will not need to complete induction in Wales. These include circumstances where:

- you gained QTS before 1 April 2003;
- you are a qualified teacher from the European Economic Area (EEA) or Switzerland;
- you have successfully completed induction in England, Scotland, Northern Ireland, the Isle of Man, Jersey, Guernsey, Gibraltar or a Service Children's Education (SCE) school in Germany or Cyprus;
- you have qualified outside the EEA/Switzerland and have met the specific requirement of also completing a period of professional experience comparable to an induction period in the country in which you qualified.

## Starting an induction programme

You do not have to start your induction straightaway after you have gained QTS. There is no time limit on when you must start your induction period. However, it is in your best interests to start your induction as soon as possible after you have completed QTS. You may find it more difficult to obtain a job if you have a long delay between completing QTS and starting induction. Once you have registered with the EWC, all periods of employment as a qualified teacher of one school session or more must be counted towards your induction period. There is no flexibility regarding this and neither you nor the school can request that a period of employment as a registered teacher does not count towards your induction.

## Length of induction

The induction period for a full-time newly qualified teacher usually lasts for one academic year which translates to 380 sessions, where one session equals a morning or an afternoon session. This will usually mean that your induction lasts for three terms. However, as all periods of employment of one session or more must count towards your induction and as there is no limit on the time taken to complete the required 380 school sessions, your induction period can last as long as is necessary.

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# How induction works

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## **Length of induction – part-time working**

If you work part time, then the induction period is calculated on a pro-rata basis so that you complete the same number of sessions (i.e. 380 sessions) as a full-time newly qualified teacher. This means that if you work 50% of a full-time contract, it will usually take two years for you to complete your induction, or as long as is necessary for you to complete the 380 sessions.

## **Completing induction in different schools**

If a newly qualified teacher moves schools during induction, then the external verifier may remain the same, but this is down to the EWC to determine. The headteacher should inform the EWC that the newly qualified teacher has changed schools and the new school will need to complete a new induction registration form and submit this to the EWC within ten working days of the newly qualified teacher starting in the new post.

## **Working as a supply teacher or on a short-term contract**

As stated previously, all periods of employment of at least one school session must count towards induction. If a newly qualified teacher is working in mainly short-term supply positions, they will have the responsibility of logging all of these periods of employment with the EWC.

Newly qualified teachers undertaking short-term supply work must accrue 380 school sessions before they are able to be assessed against the professional standards for teaching and leadership.

Newly qualified teachers undertaking short-term supply work will still be expected to collate evidence of their practice, and how it helps to meet the professional standards for teaching and leadership, within the PLP. They should also ensure that the verification received by the teaching supply agency used for each period of teaching is recorded using the PLP.

There is an expectation that headteachers will provide the day-to-day support required by newly qualified teachers undertaking short-term supply work.

Once a newly qualified teacher undertaking short-term supply work has completed half of the amount of required school sessions (190), they need to submit interim evidence to the appropriate body (this should be the appropriate body under which the newly qualified teacher has undertaken the majority of their supply work).

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# How induction works

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The EWC is required to provide written notification to the newly qualified teacher and the appropriate body once 190 school sessions have been completed.

On the completion of 380 school sessions, the newly qualified teacher should submit the induction profile as recorded on the PLP to the external verifier for assessment against the professional standards for teaching and leadership as required.

## **Taking a break from induction**

You can take a break during your induction.

If you take a break, you cannot teach in maintained schools or non-maintained special schools because you are required to continue with your induction if you work in a school where induction is available.

## **Maternity leave during induction**

If you take a break in your induction that includes statutory maternity leave, then you have the choice of whether or not you want to extend your induction period. The choice of whether or not you want to extend the induction period rests with you.

If you do decide that you want to extend the induction period for the period of your maternity leave, then you need to apply to the appropriate body who must accept your request for an extension.

If you decide that you do not want to apply for an extension to your induction period, then you will be assessed on the same basis as any other newly qualified teacher.

Your final assessment should not be made until you have returned to work and have had the opportunity to decide whether or not you wish to apply for an extension.

If you want to apply for an extension then you can do so. If you do apply for an extension, then the extension must be granted. If you decide that you do not want an extension, then you have a right to be assessed on the same basis as any other newly qualified teacher.

The final assessment should not be made until you return to work and have had the opportunity to consider whether you wish to extend the induction.

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# What to watch out for

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## **Allocation of classes with demanding behavioural issues**

As a newly qualified teacher you should not be required to teach, on a day-to-day basis, classes with acute or especially demanding pupil indiscipline problems.

If you are asked to teach such a class on a day-to-day basis, then you should raise your concerns with your induction mentor and the NASUWT. The school should make arrangements for you to teach another class.

The professional standards for teaching and leadership require you to demonstrate that you secure a standard of behaviour that enables pupils to learn, and that you pre-empt and deal with inappropriate behaviour in the context of the school's behaviour policy. This means that the school should be supporting you, as well as monitoring and assessing your performance, against this part of the professional standards for teaching and leadership.

You should expect the school to provide you with appropriate training, access to mentors, opportunities to observe experienced colleagues manage difficult behaviour, and opportunities to discuss strategies and approaches to behaviour management.

Your induction programme should also cover equal opportunities and behaviour management issues. You may need to pay particular attention to behaviour that is related, for example, to a pupil's disability.

## **Undertaking management responsibilities**

There should be no expectation that you will be given or accept management responsibilities, and your headteacher cannot insist that you do so. Successful completion of the induction year must be your priority and this should not be jeopardised by work or responsibility overload.

However, there is nothing to stop you from accepting management responsibilities if you choose to do so. The NASUWT does, however, advise against this.

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

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# Induction placements

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## Induction can be undertaken in the following:

- maintained schools;
- maintained special schools;
- non-maintained special schools;
- maintained nursery schools where the school has a headteacher and the school can satisfactorily provide an opportunity to meet the professional standards for teaching and leadership;
- independent schools in Wales – induction can only take place in an independent school where agreement is reached between the independent school and a local authority which has agreed to act as the appropriate body and where the appropriate body is satisfied that the independent school meets all the requirements of the statutory induction process in Wales;
- further education colleges (FEIs), including sixth-form colleges – a FEI can offer induction, provided that the local authority, acting as the appropriate body, has agreed that the institution is in a position to provide newly qualified teachers with the range of experiences and support required to meet the professional standards for teaching and leadership. In particular, the Regulations make clear that newly qualified teachers must be offered the opportunity to experience first-hand practice within a school, must spend the equivalent of at least ten school days teaching learners of compulsory school age during their induction, and must have up to 20-25 days' experience in a school setting. Newly qualified teachers in FEIs cannot be required to spend more than 10% of their total teaching time working with groups where the majority of learners are aged 19 or over, and their induction mentors must be in possession of QTS;
- schools in special measures can offer induction if Estyn agrees in writing that the school has the ability to provide you with the necessary monitoring, support and assessment. The appropriate body is jointly responsible for ensuring that any necessary additional support is in place.

## Posts suitable for induction

To be appropriate for induction, a post needs to enable a newly qualified teacher to meet, and demonstrate that they have met the professional standards for teaching and leadership.

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# Induction placements

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It is also important that the teaching responsibilities that you are given in your induction period meet the following criteria:

- match as closely as possible the age group and/or subject(s) for which you have been trained;
- do not exceed the normal demands of teaching (for example, you should not be expected, on a day-to-day basis, to cope with acute or particularly demanding discipline problems); and
- involve regular teaching of the same class(es).

You should not be offered a post in which these conditions do not apply.

Some posts will only be suitable if you are provided with additional support. This might apply if you, as a newly qualified teacher, are the only teacher of the subject in the school, or where the school is in 'special measures'. If you are going to need additional support, then the school and the appropriate body should identify and secure this support before you start the post. In some instances, circumstances may change once you have started your induction; for example, your induction mentor or external verifier might leave, or there may be other changes in the school's circumstances. In such instances, the headteacher has a responsibility to ensure that you do not suffer any disadvantage as a result of the changed circumstances. The headteacher, the school as a whole, the induction mentor, the external verifier and the appropriate body are also responsible for ensuring that you continue to have the opportunity to meet, and show that you are meeting, the professional standards for teaching and leadership, that there is continuity of assessment and support, and that you receive any additional support that is needed.

## **Induction cannot be undertaken in:**

- pupil referral units;
- secure training centres;
- schools requiring special measures, unless an Estyn inspector certifies in writing that the school is suitable for providing induction;
- independent schools that do not meet the specified curriculum requirements or do not have an arrangement with an appropriate body;
- independent nursery schools and other early years settings (unless they are independent schools that meet the criteria for hosting induction or they are a maintained nursery school);
- outdoor centres and other educational settings that are not designated as schools;
- community or foundation special schools established in a hospital.

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# Induction placements

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## The newly qualified teacher

As a newly qualified teacher, you are responsible for ensuring that you are familiar with the professional standards for teaching and leadership and that you understand what they require you to do. You need to play an active role in the induction process.

The school should provide you with the necessary training and support to enable you to meet the standards, and you need to ensure that this is happening.

Identify and advise your induction mentor and external verifier about areas where you would like further support. Any issues and concerns should be raised as soon as you identify them.

You should also ensure you receive all your rights and entitlements.

## The induction mentor and the external verifier

As of September 2016, the Regional Consortia have the responsibility to provide newly qualified teachers with an external verifier. The four Regional Consortia are:

- **Central South Consortium (CSC)** – operating on behalf of five local authorities (Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff, Vale of Glamorgan) [www.cscjes.org.uk](http://www.cscjes.org.uk).
- **Education Achievement Service South East Wales (EAS)** – operating on behalf of five local authorities (Blaenau Gwent, Caerphilly, Monmouthshire, Newport, and Torfaen) [sewales.org.uk](http://sewales.org.uk).
- **GWE – the fully bilingual School Effectiveness and Improvement Service for North Wales** – working with six local authorities (Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham, and Anglesey) [www.gwegogledd.cymru](http://www.gwegogledd.cymru).
- **ERW – Education Through Regional Working** – an alliance of six local authorities (Carmarthenshire, Ceredigion, Neath Port-Talbot, Pembrokeshire, Powys, Swansea) [www.erw.wales](http://www.erw.wales).

The appropriate body has a responsibility to provide newly qualified teachers with an induction mentor and an external verifier. External verifiers will work with a group of newly qualified teachers across a region and will work with the induction mentor and the appropriate body to ensure that you are provided with high-quality mentoring and supervision to enable you to develop your practice and to gather evidence against the professional standards for teaching and leadership.

The induction mentor and external verifier should be experienced practitioners who have the skills to mentor and coach newly qualified teachers.

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# Roles and responsibilities

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## **The headteacher and the school as a whole**

The headteacher and the school as a whole must ensure that there is day-to-day support available to newly qualified teachers throughout the induction period as part of the school's overall mentoring arrangements. The headteacher is required to work in close collaboration with the induction mentor and the external verifier.

## **The induction mentor**

The induction mentor will provide day-to-day support and guidance to newly qualified teachers throughout their induction. The induction mentor will use a range of strategies, including lesson observation, work scrutiny, learning walks and pupil voice, as part of the ongoing support and monitoring for the newly qualified teacher's professional development and to ensure that the necessary support and all the requirements for assessment are met.

## **The external verifier**

The external verifier quality assures the induction arrangements on behalf of the appropriate body and works with the induction mentor and the appropriate body to ensure that newly qualified teachers receive high-quality mentoring and supervision. The external verifier must observe the newly qualified teacher teaching and can use a range of strategies including work scrutiny and listening to learners as part of the monitoring and assessment process. The external verifier makes the recommendations and provides evidence on the assessment to the appropriate body.

## **The appropriate body (the local authority and the regional consortium)**

The appropriate body has the overall responsibility to ensure that the induction process meets the statutory requirements and uses assessment evidence to make the final decision on the induction outcome. For maintained schools and non-maintained special schools, the school's local authority must serve as the appropriate body.

In the case of an independent school, as stated previously, induction can only take place where agreement is reached between the independent school and a local authority which has agreed to act as the appropriate body and where the appropriate body is satisfied that the independent school meets all the requirements of the statutory induction process in Wales.

In practice, a local authority may agree to delegate its role to the relevant regional consortium which is responsible for the recruitment, training and deployment of the external verifiers.

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## Roles and responsibilities

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

# Your rights and entitlements

As a newly qualified teacher you have significant rights, set out below, which are designed to ensure that you get the most from induction. Knowing your rights, as well as your responsibilities, is essential if your induction period is to be productive and give you a firm foundation on which to build your future career.

- 1. The right to a 10% reduction in timetabled teaching time in recognition of the additional support new teachers need.** The time can be used for planning, observing other teachers, attending training events or any other activity designed to help you with your induction programme. This time allowance is in addition to the minimum guaranteed 10% PPA time to which teachers are entitled (see page 9).
- 2. The right not to teach outside the age range or subject for which you have been trained.** The purpose of induction is to allow you to build upon the skills and expertise you gained during your initial teacher training. This is not possible if you are required to teach, on a regular basis, an age group or subject beyond the scope of your training.
- 3. The right to access and experience the planning procedures used by other teachers.** Induction is designed to help you become familiar with the day-to-day responsibilities and demands placed on qualified teachers. Therefore, in planning and assessing the work of the pupils you teach, it is important that you are given the opportunity to use the established policies and procedures in place within your school. There is no reason or justification for schools to increase your planning and assessment workload simply because you are a newly qualified teacher.
- 4. The right to an induction mentor and an external verifier.** These are the colleagues with whom you can discuss your progress and any difficulties you are having and with whom you can plan out the activities and experiences you will need in order to help you meet the professional standards for teaching and leadership.
- 5. The right not to teach routinely classes or individual children with particularly or especially challenging discipline problems.** All teachers need time to develop the skills required to manage behaviour appropriately. However, in allocating groups of pupils for you to teach, your school must ensure that you are not expected to teach, on a routine basis, pupils or groups of pupils with particularly challenging behaviour or discipline problems.
- 6. The right to teach the same class(es) on a regular basis.** An essential skill for a qualified teacher is the ability to establish an effective and productive

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## Your rights and entitlements

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working relationship with groups of pupils. By teaching the same class(es) on a regular timetabled basis, you will have the opportunity to consolidate and develop further these essential skills.

7. **The right to receive regular feedback and support on your progress.** It is important that you are aware of how well you are progressing during your induction period and to make sure you have the opportunity to reflect on your own practice, and identify where you are making good progress and the areas you need to focus on in order to help you to work towards the professional standards for teaching and leadership. Regular meetings with your induction mentor are an essential part of ensuring a positive assessment outcome.
8. **The right to a comprehensive programme of support during your induction period.** To ensure that you get the most from your induction, you are entitled to a structured and comprehensive programme of support devised in collaboration with your induction mentor. The programme should, among other things, indicate when you will have opportunities to meet with your induction mentor to discuss your progress, a timetable of lesson observations and a guide to the range of support activities that can be made available to you to help you in your work towards the professional standards for teaching and leadership.
9. **The right to receive early warning of any perceived problems or difficulties with your progress.** Judgements formed by your induction mentor, your line manager, your headteacher or your external verifier must be communicated to you on a regular and timely basis. As your induction period progresses, you should be in no doubt as to the view of these key staff on your developing progress. Problems or difficulties are far more likely to be resolved if they are dealt with as early as possible.
10. **The right to be treated as a professional.** As a teacher, you have a wide range of professional rights and responsibilities. Key among these is the right to have an active involvement in your own professional development. This is just as important during your induction as it is at any other period of your career. Of course, you have a responsibility to take full account of the advice you are given by experienced colleagues but it is important to remember that induction is something done with you and not to you. Your views and opinions on your own induction period are very important and should always be respected and considered seriously by the colleagues involved in supporting you during your induction.

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# The professional standards for teaching and leadership

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## **Professional standards for teaching and leadership**

The professional standards for teaching and leadership can be accessed using the following link:

[http://learning.gov.wales/resources/collections/professional-standards?lang=en#collection-2.](http://learning.gov.wales/resources/collections/professional-standards?lang=en#collection-2)

# Notes

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## **Don't forget**

**Your rights and entitlements on page 20.**

**Check the Top Tips on page 45.**

The following guide is based on an induction process spread over three terms. However, the process is based on a newly qualified teacher completing 380 sessions and can take as long as is necessary.

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## Term one

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### Starting out:

1. Meet with the induction mentor.
2. Ensure you know the arrangements for your monitoring and assessment.
3. Ensure you have a staff handbook, or equivalent, and all appropriate school policies and procedures.

### Points to consider

- Do you know where to get hold of resources for the first few days of teaching?
- Do you know who to turn to if you have an immediate problem?
- Have you thought about organising a seating plan for your class(es)?
- Have you developed strategies to deal with behaviour management?

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# Term one

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## Before half term

1. Agree your observation timetable with the induction mentor.
2. Have a discussion with the induction mentor/external verifier about the professional standards for teaching and leadership and how to produce your portfolio and gather evidence in preparation for assessment against the standards.
3. Ensure that the induction mentor/external verifier has explained how you have reflected and evidenced, or otherwise, the professional standards for teaching and leadership in your teaching practice in the school to date so far.

## Points to consider

- Do not expect perfection at this stage: many things are new to you and you may feel unable to utilise some of the skills or methods you were using at the end of your last teaching practice.
- Consider how you can play to your strengths. What has been going well so far and why?
- Do not forget that as the weeks go by it will not feel as daunting. If you are able to, develop a rapport with your induction mentor and external verifier, then you will feel as if you are progressing together.
- Do not be afraid to seek out people with experience and ask their advice. Experience is important in teaching. The most successful newly qualified teachers draw on the experiences of other teachers to continue to move forward.
- Do not forget that pupils/students are influenced by external events outside of your control. Sometimes you will find that classes or groups do not behave as you might have expected.

**Make sure that the record of the meetings and classroom observation logs with your induction mentor and external verifier are added to your online statutory induction profile via the PLP**

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# Term one

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## By the end of the first term

1. You should be aware that the headteacher, the induction mentor and the external verifier will be meeting to discuss your progress.
2. Your teaching practice will have been observed for the first time by the external verifier.
3. You will have your first coaching session with your external verifier, which should include a review of the evidence you have been gathering in your induction profile against the professional standards for teaching and leadership.
4. Arrange a meeting with the special educational needs co-ordinator (SENCO).

## Points to consider

- What have you learned in the last half term? How do you feel now, compared to those first days?
- Have you received information about your strengths as well as areas to be developed?
- Are there any areas where you can demonstrate that you are clearly meeting the professional standards for teaching and leadership?
- What are the key areas that have been identified for future development?
- Consider how you identify areas for improvement.
- Have you identified who to turn to for advice if you need help on any of the following:
  - behaviour issues;
  - special educational needs (SEN);
  - lesson planning;
  - advice and support about your subject or a particular curriculum area;
  - working conditions and pay.

### **Meeting with your induction mentor and external verifier**

All newly qualified teachers will be allocated an induction mentor and external verifier.

To enable you to complete your induction period successfully, it is important that you have regular feedback on your progress and areas of further development. You should be provided with a schedule of meetings and an observation timetable from your induction mentor/external verifier.

Your induction mentor has an obligation to meet with you on a regular basis to provide support and give you feedback on your performance and progress. If your induction mentor does not meet with you, you should raise this with them. You should speak to the headteacher if this situation is not resolved, since s/he is responsible for ensuring that you are receiving appropriate training and support. If this does not result in satisfactory changes being made, then you should contact the NASUWT immediately for advice and support.

### **The induction assessment process**

All newly qualified teachers are expected to produce a portfolio of evidence throughout the whole of the induction period. The induction profile should demonstrate the newly qualified teacher's progress against the professional standards for teaching and leadership. Newly qualified teachers must ensure that their induction profile is kept up to date via the PLP so that the external verifier is able to make the recommendation to the appropriate body on the outcome of the induction period.

The induction profile should demonstrate how newly qualified teachers have met each of the professional standards for teaching and leadership; this should include evidence of observations of newly qualified teachers' teaching practice. The NASUWT believes that there should be two observations undertaken by the newly qualified teacher's induction mentor and three observations undertaken by the newly qualified teacher's external verifier throughout the induction year.

Therefore, the appropriate body will base the decision with regards to whether a newly qualified teacher has passed induction on written evidence received from the external verifier, written representations from the newly qualified teacher and the newly qualified teacher's induction profile of evidence.

### **Lesson observation**

The objectives of each observation should be agreed between you and your induction mentor, prior to the observation taking place. Each observation should highlight your strengths and areas for further development within the professional standards for teaching and leadership. If your first observation is not following this path, you should arrange a discussion with your induction mentors. Most problems can be ironed out informally. However, if a problem persists, you may want to discuss the matter with your headteacher and you should also keep the NASUWT informed.

### **Relationship with the induction mentor and external verifier**

The relationship between you and your induction mentor and external verifier is a professional one and you should be able to get objective and appropriate support. However, if your relationship with them is having an impact on your ability to demonstrate that you are meeting the professional standards for teaching and leadership, then it is vital that steps are taken to address the situation. You should discuss the issue with the NASUWT. It may be appropriate to raise your concerns with your induction mentor or external verifier as appropriate, or it may be more appropriate to take up the concerns with the headteacher if you feel that there is a problem with both of them. Whatever you do, it is vital that you take action as soon as any problems become apparent. Remember that your ability to successfully complete induction may depend on you taking appropriate action at this stage.

### **Observing a more experienced teacher or visiting a different educational context**

All newly qualified teachers during induction are entitled to undertake this kind of activity and to use their induction time for this purpose. If you are refused time, you need to raise the issue with your induction mentor in the first instance. If you still have problems, contact the NASUWT.

### **Failure to provide feedback to newly qualified teachers**

If you are not having observations with feedback, or regular progress meetings with your induction mentor, you should be raising your concerns urgently. You should initially try to deal with your concerns with your induction mentor, but if this does not help, you should try to talk to your headteacher. If no progress is made, you should seek advice from the NASUWT. You should also make a log or diary of times when your rights within the induction programme have not been met.

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## Term one

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All issues should be relayed to the NASUWT so that it can attempt to deal with matters informally, and also so that it is aware of the situation in case these issues continue in the future.

It is important to remember that if the situation is allowed to continue without being challenged, it may seriously affect your ability to complete induction successfully.

### **Dissatisfaction with your induction programme**

If you have concerns about any aspect of your induction programme, e.g. you are not getting time for induction activities, you are not being observed, you cannot get meetings with one or both of your induction mentors, you are being asked to teach classes of pupils with severe behavioural problems and you are not receiving any additional support, your induction mentors are not making objective judgements about your performance, or your induction programme does not include monitoring, assessment or support in areas that are specified in the professional standards for teaching and leadership, then you should take immediate action.

If you do not act, then you may find that a problem escalates or that it becomes more difficult to address. Remember that failing to address a problem could ultimately affect your chances of completing induction successfully and therefore your future career as a teacher.

The precise action that you need to take will depend on the problem but, as a general guide, you should raise any concerns that you have with the NASUWT for advice on how to proceed. Depending on the outcome of these discussions, you may then need to speak to your induction mentor, the headteacher or the external verifier, as appropriate.

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

If the school's internal procedures have been exhausted, or if this option is inappropriate, then you should raise your concerns with the appropriate body. Again, you should seek advice and support from the NASUWT before doing this.

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## Term one

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Make sure that you log any concerns you have within your induction profile via the PLP. This will provide a formal record that could be used as evidence later on.

## **Don't forget**

Your rights and entitlements on page 20.

Check the Top Tips on page 45.

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# Term two

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## In the first half term

1. You will have the first observation of your teaching practice by your induction mentor.
2. The focus for classroom observation has been agreed.
3. Targets for the half term have been set.
4. You have self-reviewed against the professional standards for teaching and leadership.

## Points to consider

- How can you ensure that you meet the targets set at the end of last term? What obstacles stand in your way? What can you do to remove these obstacles? Who can you turn to for advice and guidance?
- When observing a more experienced teacher, consider focusing on aspects of the lesson such as starting the lesson and plenaries, or how the teacher uses a variety of different techniques to hold their pupils' attention. What are the similarities with, and differences from, your own teaching styles?

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# Term two

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## Before the end of the second term

1. You should be aware that the headteacher, the induction mentor and the external verifier will be meeting to discuss your progress.
2. You will have a second observation of your teaching practice by your external verifier.
3. You will need to have your second coaching session with your external verifier, including a review of the evidence that you have continued to gather in your induction profile against the professional standards for teaching and leadership.
4. Arrange to observe a more experienced teacher.

## Points to consider

- How close are you to meeting the targets set for this term?
- As you reach the halfway mark of your induction year, reflect on the highs and lows of the year so far. What are these?
- How can you ensure that your observation takes account of the areas of the professional standards for teaching and leadership that you need to be working towards?
- If you have not done so already, why not arrange to observe a lesson delivered by a teacher in a completely different subject or year group to your own? Investigate whether it may be possible to observe teaching in another school. What might be most useful?
- Are there any professional development opportunities that you feel are necessary?

### **Make sure assessment and observations meet the professional standards for teaching and leadership required to pass induction**

The crucial point is to make sure that you do not leave raising any issues or concerns you have until too late. Your induction mentor/external verifier should be working with you to enable you to meet the professional standards for teaching and leadership by arranging a programme of support and advice as appropriate.

If problems are arising, it is important to discern the reasons why this may be. If the problems are linked to behaviour management, remember that as a newly qualified teacher you should not be required to teach, on a day-to-day basis, classes with acute or especially demanding discipline problems. Make sure you discuss any problems of this nature with your induction mentor/external verifier.

No problems should be raised with you for the first time at this stage of the process. If they are, you need to speak to the NASUWT urgently.

You should also keep notes of times when your rights as a newly qualified teacher relating to induction have not been upheld and what action you took to try to secure them.

By this stage, there should be no problems with the structure of your induction programme. If there are still problems, these are now extremely urgent and may affect your ability to pass your induction. The NASUWT should be contacted to support you.

### **Is everything progressing well?**

If you feel that your progress is not satisfactory or if you have been advised of this by the school, then you should contact the NASUWT. Intervention as early as possible is likely to be much more effective than leaving it until later when there is less time for the school to offer you more support.

If you are not making satisfactory progress, early action must be taken to help make the necessary improvements. This should happen as soon as possible and should be done in consultation with you. It should not be delayed until after a formal assessment meeting.

Where you are deemed to be at risk of failing the induction period, you should be given clear information about what the concerns are and how you will be supported to address them. The external verifier should be someone who can make an informed and fair assessment of the evidence relevant to your case.

## **Don't forget**

Your rights and entitlements on page 20.

Check the Top Tips on page 45.

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# Term three

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## In the first half term

1. The induction mentor will have completed their second observation of your teaching practice.
2. You should have been given detailed feedback on your latest classroom observation.
3. This should have led to revision and development of the final targets for the last half term of your induction period.
4. You should have self-reviewed against the professional standards for teaching and leadership.
5. You should have arranged to observe a more experienced teacher.

## Points to consider

- Are there any areas of the professional standards for teaching and leadership that you feel you are not meeting? Are there any requirements of the professional standards for teaching and leadership that you feel you may not be able to meet without further help? Have you identified who will be able to help?
- When agreeing a focus for the classroom observation, try to ensure that you showcase how much you have learned this year. How might you do this?
- If possible and appropriate, investigate the possibility of becoming involved in moderating assessments that other teachers have made. This could involve swapping exercise books/assessment papers with a teacher who would be able to discuss these issues with you.
- You may wish to consider observing a recently qualified teacher and, if practicable, arranging a reciprocal observation programme to facilitate professional dialogue about pedagogical methodologies. Who might be appropriate? This should be mutually beneficial, so do not be afraid to ask!

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# Term three

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## By the end of the final term

1. You should be aware that the headteacher and/or the induction mentor and the external verifier will meet for the final time to discuss your progress.
2. The external verifier will have completed their final observation of your teaching practice.
3. You will have your final coaching session with the external verifier, which will include a review of the evidence you have gathered in your induction profile via the PLP in preparation for assessment against the professional standards for teaching and leadership.
4. The external verifier will undertake the initial assessment of your induction profile.

## Points to consider

- Make sure that you give yourself the opportunity to reflect on your achievements this year.
- Discuss your priorities and goals for the next year with your induction mentor and external verifier.
- Make sure you obtain a timetable for next year.
- For more information, go to [www.nasuwt.org.uk/performancemanagement](http://www.nasuwt.org.uk/performancemanagement). Familiarise yourself with the teachers' appraisal/performance management arrangements.
- After completing your induction successfully, in the following year you will follow the performance management/appraisal arrangements for all teachers in Wales. Familiarise yourself with the teachers' performance management arrangements. For more information, go to [www.nasuwt.org.uk/performancemanagementguidewales](http://www.nasuwt.org.uk/performancemanagementguidewales).

### **The end of the induction period**

At the completion of the induction period, the external verifier must inform the appropriate body in writing within ten working days of his/her recommendation.

The appropriate body will be the local authority. Within 20 working days of completing induction, the appropriate body must decide whether you have passed your induction, that you have failed your induction, or that your period of induction should be extended. Within three days of making its decision, the appropriate body should write to you, the headteacher, the governing body, your employer and the EWC to inform them of the decision.

### **Extending the induction programme**

It is for the appropriate body or, on appeal, the EWC to decide whether a newly qualified teacher's induction period should be extended. Induction should only be extended in exceptional circumstances, such as unforeseen circumstances beyond the control of one or more of the parties involved with the induction process, or if there is insufficient evidence on which a decision can be based with regards to whether the professional standards for teaching and leadership have been met.

There may also be extensions provided during the induction process if a newly qualified teacher has been absent from work for 30 school days or more during the induction period. In most cases, the induction period should be extended by the number of working days missed.

However, the newly qualified teacher and the appropriate body should discuss the individual circumstances before a decision is made on how long the extension will be for.

### **Failing induction**

If you fail your induction, you will not be allowed to work as a qualified teacher in a school in the maintained sector or non-maintained special schools. You will have to be dismissed, unless an appeal is pending, and removed from the EWC's register.

If you appeal, your employer may still dismiss you, although they must continue to employ you, pending the outcome of the appeal. However, you will be placed on more restricted duties.

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## Term three

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If you are told that you may fail your induction and you have not already done so, contact the NASUWT as a matter of urgency. Do not leave making contact until decisions have been made. If you do, it may be too late to redeem the situation.

### **Education Workforce Council – Appeal**

If a newly qualified teacher fails induction or has their induction extended by the appropriate body, the appropriate body must advise the newly qualified teacher of their right to appeal and the time limit for doing so.

Appeals must be lodged with the EWC, the appeal body, by the newly qualified teacher within 20 working days, beginning with the date the newly qualified teacher received the written notification of the appropriate body's decision.

The NASUWT will provide advice and support on lodging and making an appeal. Newly qualified teachers are strongly advised to seek the support of the NASUWT before lodging and progressing an appeal.

**For more information, go to [www.nasuwt.org.uk/newteachers](http://www.nasuwt.org.uk/newteachers).**





## Induction assessment record

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Newly qualified teachers can access the Welsh Government's guidance on classroom observations and further guidance from the NASUWT on observation and assessment at: [www.nasuwt.org.uk/performancemanagementguidewales](http://www.nasuwt.org.uk/performancemanagementguidewales).

# Notes

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## Top tips – Planning

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Planning is a critical professional responsibility for all teachers.

All teachers need to plan for the learning needs of pupils by identifying the key skills, knowledge and understanding that their pupils need to develop.

However, spending excessive amounts of time writing long, detailed plans does not lead to better learning outcomes for pupils and can have a detrimental effect on teachers' workload.

It is important to recognise that there is no nationally prescribed approach to planning. In terms of inspection requirements, Estyn's Common Inspection Framework (available from [www.estyn.gov.uk](http://www.estyn.gov.uk)) makes clear that inspectors will look to assess pupils' achievement and the extent to which they enjoy their learning. Inspectors do not inspect planning and Estyn makes no stipulation about the way in which planning should be undertaken or recorded.

To ensure that your planning is effective and does not place undue and unnecessary workload burdens on you, you should:

- use your school's existing planning arrangements for your long, medium and short-term planning, as you do not need to use specifically designed planning templates simply because you are a newly qualified teacher;
- where possible, avoid starting your planning from scratch by making use of existing plans which you can adapt to meet the needs of the class or group you teach;
- recognise that your plans are primarily for your own purposes and for supporting dialogue and discussion with other professionals;
- ensure that the time you spend planning is focused on planning activities that will have a direct impact on teaching and learning;
- wherever possible, look to plan in collaboration with other colleagues so that you can share professional expertise and reduce unnecessary duplication of effort between you;
- make effective use of ICT in order to share plans and adapt existing material.

Most schools have policies on lesson planning. If you feel that the planning requirements in your school are excessive, you should seek advice from your induction mentor and from the NASUWT.

**For more information, go to [www.nasuwt.org.uk](http://www.nasuwt.org.uk).**

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## Top tips – Your teaching practice

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### **Why observations are important**

Observations of newly qualified teachers' teaching practice during the induction period, if utilised correctly by your employer, can be an effective aid to their development and progress towards meeting the professional standards for teaching and leadership.

### **Before the observation**

The objectives of each observation should be agreed between the new teacher and the induction mentor/external verifier prior to the observation taking place.

Each observation should highlight your strengths and areas for further development within the professional standards for teaching and leadership.

If your first observation is not following this path, you should arrange a discussion with your induction mentor. 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.

The Welsh Government states that observations of new teachers can be undertaken by the induction mentor or another suitable person holding QTS.

If the person undertaking the observation is to differ from what would normally be expected, this should be discussed between the newly qualified teacher and induction mentor prior to the observation, and the principles of why a different person is undertaking the observation should be agreed upon.

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**

Although there is no specification regarding how often observations should take place, the NASUWT suggests that, in general, three observations a term would be adequate within the induction period.

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## Top tips – Your teaching practice

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If, however, newly qualified teachers believe they are being over-observed, they should talk to their induction mentor in the first instance.

If the issue persists, consider having a conversation with the headteacher. In these circumstances, newly qualified teachers should always keep the NASUWT informed and updated so the Union can advise and support.

### **Observation of teaching practice**

The NASUWT is clear that over-observation of newly qualified teachers is 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 newly qualified teachers, any specific 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 new teachers are doing well, as well as areas which need to be developed.

The record of the observation should be recorded on your induction profile via the PLP.

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

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## Top tips – Assessment

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

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

There are a number of important principles that should be reflected in all forms of school-based assessment.

Try to make your assessment practice as effective as possible by:

- familiarising yourself with the expectations in your school about assessment through discussion with your induction mentor and by consulting the school's assessment policy;
- recognising that it is not possible or desirable to record every aspect of progress for every pupil for whom you are responsible;
- as far as possible, focusing your assessment activities on targeted areas of pupils' learning rather than trying to assess all aspects of progress and achievement at the same time;
- making use of the work that is already in pupils' exercise books, or notes of pupils' spoken contributions in class, without use of specific assessment activities or portfolios of pupils' work; and
- engaging in professional dialogue with colleagues about approaches to planning and ways that your planning can be made more effective and streamlined.

It may be the case, however, that the assessment policy in your school is ineffective and creates excessive burdens for you and your colleagues. In these circumstances, advice should be sought from the NASUWT about ways in which these issues can be addressed.

**For more information, go to [www.nasuw.org.uk](http://www.nasuw.org.uk).**

## Taking control in your classroom

All teachers new to the profession worry about the misbehaviour of some children and young people in schools. Teachers may worry that some of the pupils they teach may be out of control and that they will not have the means to bring them back into line. There are some simple rules that will help maintain discipline and order in the classroom, most of the time.

### 1. **Set boundaries**

All children and young people like order and good discipline; they know where they stand and they understand what is required of them. From the outset, you need to tell them your expectations of them and also what they can expect from you. Spend some time in the first meeting with them setting out your personal behaviour policy. Develop a simple five-point Code of Conduct that has been negotiated with them. They will be much more likely to follow something they have had a hand in developing rather than one that has been imposed on them. This works for all ages – up to and including Year 11 students.

### 2. **Use positive language**

Tell pupils what you do want them to do, not what you do not want them to do! The message is, 'This is the way we behave in my classroom', not 'This is what you must not do'. Long lists of what pupils should not be doing are negative and encourage young people to break rules. The message they receive is that teachers are more concerned with poor behaviour than with appropriate behaviour. The use of the word 'thanks!' following an instruction is much more powerful than 'please'.

### 3. **Encourage pupils when they make mistakes**

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

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## Top tips – Behaviour management

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### 4. **Be persistently consistent**

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

### 5. **Learn to be assertive**

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

### 6. **Set routines**

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

### 7. **Dealing with anger**

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

### 8. **Use humour**

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

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## Top tips – Behaviour management

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**9. Your classroom is like your home**

When you welcome people into your home, you automatically make them feel welcome and help them to understand the 'rules' of your family. Do the same in your classroom. Keep it tidy but allow for the 'messiness' of learning. Know the difference between an exciting buzz of learning taking place and irritating chatter. Do not make rules for rules' sake.

**10. Be happy**

There is nothing more rewarding than teaching some of our most troubled and troublesome children, especially once we have broken through the reserve of their acting-out behaviour. Time and the motivation that you will be able to get through to them if you keep persevering is the solution.

**For more information, go to [www.nasuwt.org.uk](http://www.nasuwt.org.uk).**

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## Top tips – Using technology safely

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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  #NQT2018
- NASUWT  Facebook
- 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 wouldn't 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 for 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 school's policy and the EWC *Guide to using social media responsibly*.
- Maintain boundaries between work and personal life. There should be no expectation by the school that teachers will read or reply to emails

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## Top tips – Using technology safely

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

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## Top tips – Special educational needs and disabilities

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To complete your induction successfully, you need to be able to show that you plan effectively to meet the needs of pupils with special educational needs and disabilities (SEND) that you teach.

In consultation with the special educational needs co-ordinator (SENCO), you should:

- contribute to the preparation, implementation, monitoring and review of individual education plans (IEPs) or their equivalent;
- be familiar with the SEND Code of Practice;
- understand how support for pupils with SEND is organised and delivered in your school;
- speak to the SENCO about how special needs works within the school. This should include the school's procedures for SEND, including the preparation and implementation of IEPs or related plans, the role and contribution of other staff within the school (teaching assistants and learning support assistants), and the opportunities for SEND-related training and professional development and how these can be accessed;
- ensure that you address equality matters through your work to support pupils with SEND;
- be familiar with disability legislation and understand the difference between special educational needs (SEN) and disabilities. For example, not all pupils with a disability have SEN. Similarly, not all pupils with SEN have a disability. You should ensure that you distinguish between behaviour that is linked to a pupil's disability and general poor behaviour.

**The NASUWT has produced advice and guidance for members on all these issues. The guidance can be accessed at:  
[www.nasuwat.org.uk/specialneeds](http://www.nasuwat.org.uk/specialneeds).**

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# Contacting the NASUWT

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## 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 events or responding to surveys.

## Want to be more involved in the NASUWT?

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



[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).

## National Headquarters and the Regional Centres

The NASUWT has its UK Headquarters in Birmingham.

It has National Centres in Northern Ireland, Scotland and Wales.

NASUWT Wales Centre  
Greenwood Close  
Cardiff Gate Business Park  
Cardiff CF23 8RD  
Tel: 029 2054 6080  
E-mail: [rc-wales-cymru@mail.nasuwt.org.uk](mailto:rc-wales-cymru@mail.nasuwt.org.uk)

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