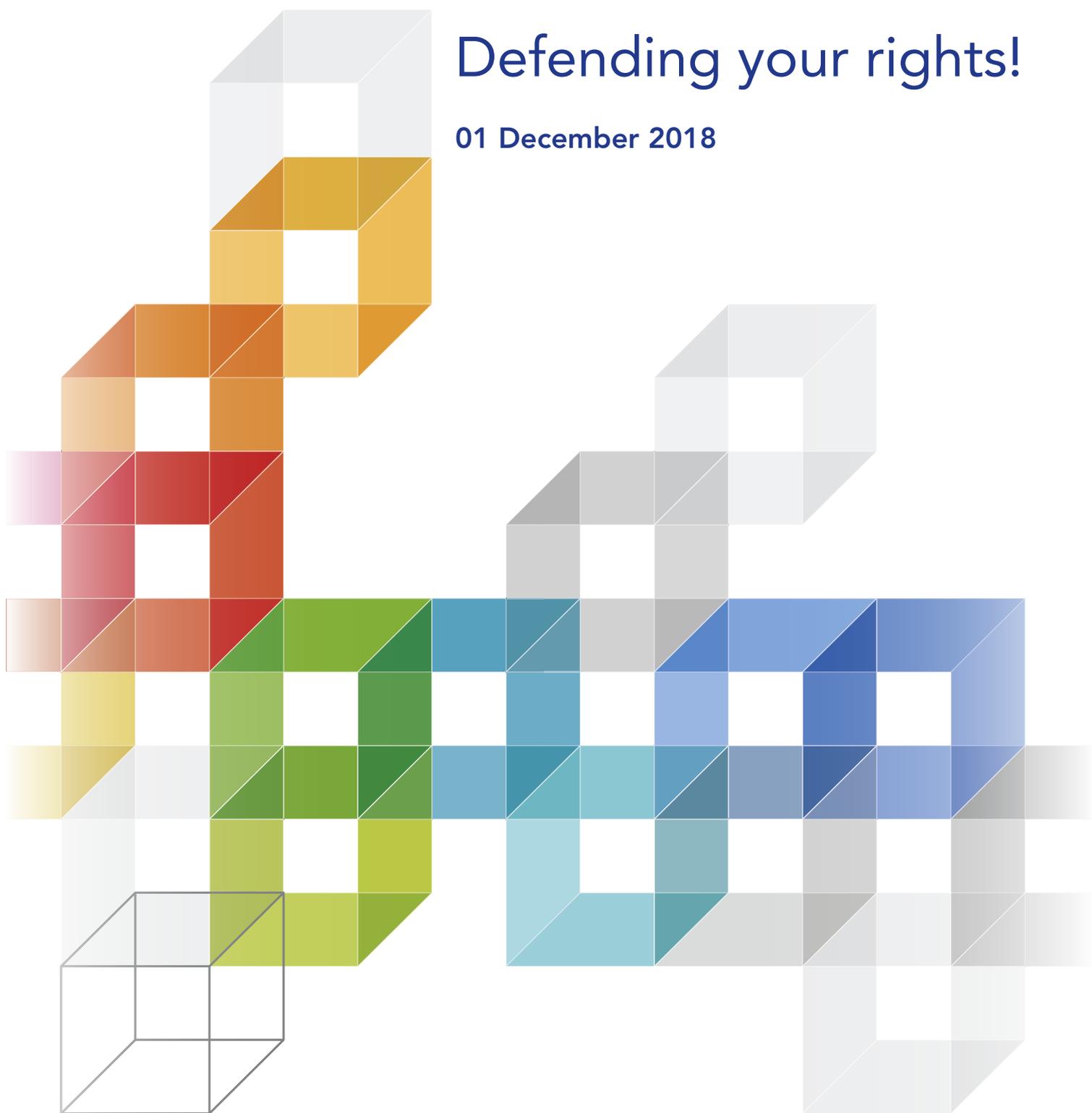


# New Teacher Seminar

## Defending your rights!

01 December 2018



# Supporting newly qualified teachers – defending your rights!



Hundreds of newly qualified teachers from across the UK gathered together in Birmingham for the NASUWT's annual New Teacher Seminar.

The NASUWT provides a comprehensive package of support for newly qualified teacher members which includes written guidance around the induction process and other facets of starting out in your teaching career, as well as dedicated advice through the Union's network of workplace representatives, Local Association officers and the Member Support and Advice telephone service.

In addition, a central plank of the Union's support services for new teachers is the NASUWT's seminar programme that runs throughout the first year of teaching.

The seminar programme begins with 13 preparatory summer seminars that help members get ready for the early weeks in the classroom.

The programme continues with a seminar in November as members head towards the end of the first term of teaching, and again in June as the end of the first year approaches.

The November 2018 seminar held in Birmingham was the largest New Teacher Seminar the NASUWT has ever held and the popularity is a testament to the relevance of the content and the need for new teachers to have a safe space to express the issues impacting on their ability to do their job.

## Key Issues

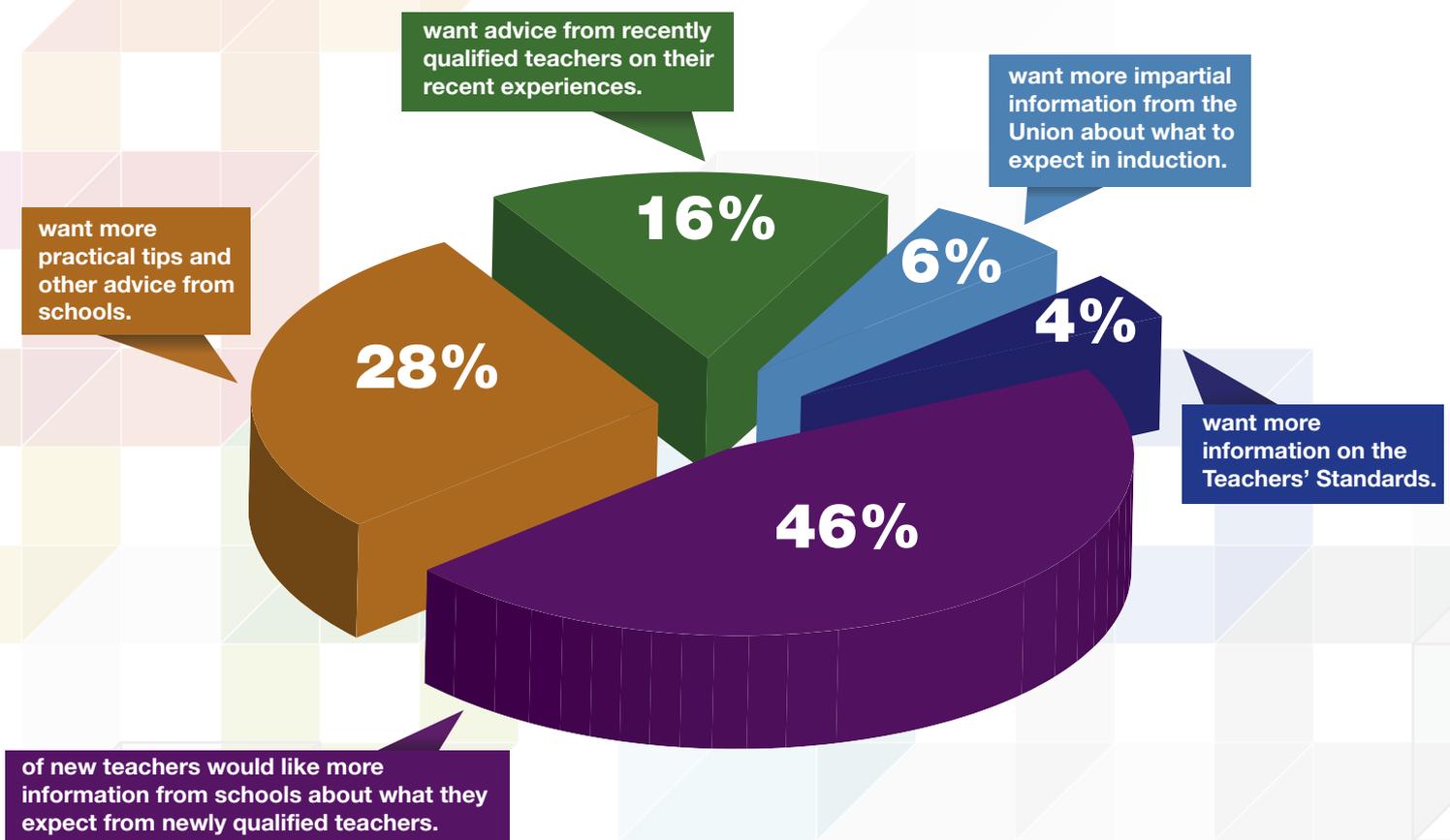
1. Feedback from newly qualified teachers confirms that:
  - 1.1 the continuing recruitment and retention of newly qualified teachers is vital for securing high educational standards for all children and young people;
  - 1.2 new teachers are committed, dedicated professionals at the cutting edge of pedagogy and educational practice;
  - 1.3 new teachers do not have a reasonable work-life balance and the imbalance is largely being driven by excessive paperwork, form filling and marking rather than actual teaching.

2. The NASUWT has deep and serious concerns regarding the treatment of new teachers, including issues relating to:
  - 2.1 increasing workload;
  - 2.2 a lack of support from schools including a lack of support in the best ways to tackle poor pupil behaviour;
  - 2.3 a lack of work-life balance;
  - 2.4 a lack of consistent opportunity to observe the practice and excellent practice of other more experienced teachers;
  - 2.5 a lack of funding to attend professional development training;
  - 2.6 inconsistent access to an experienced induction mentor who has adequate time to provide the required support and advice;
  - 2.7 a lack of accessible written advice on how to meet the professional standards in relation to the induction/probation year;
  - 2.8 pressure some new teachers feel to take on extra responsibility in their induction year including leadership responsibilities.



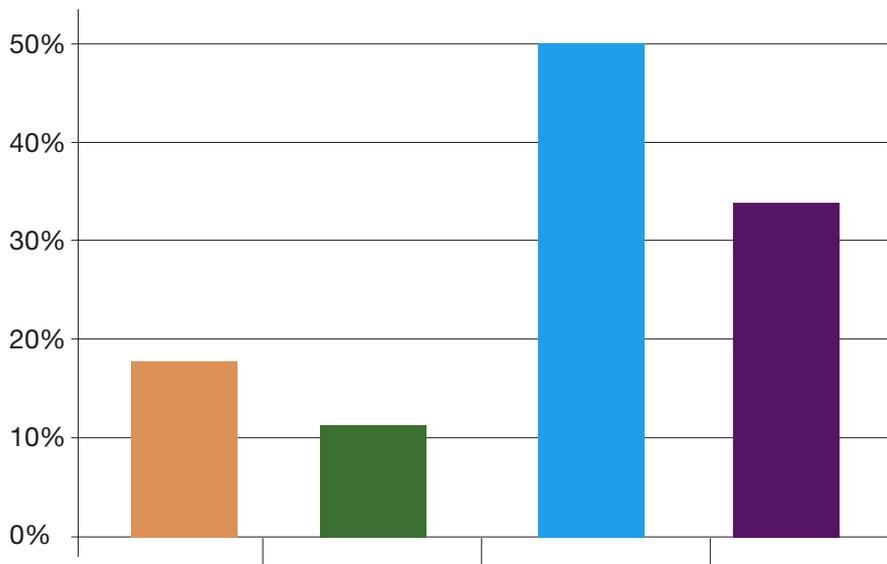
## New Teachers Poll Results

What extra support in teacher training would have prepared you for induction?



# New Teachers Poll Results

What, if any, significant problems have you experienced with your induction year so far?



**18%**

of new teachers have had no reduction in timetabled teaching and have experienced excessive workload.

**11%**

of new teachers have not been allocated a mentor as they approach the end of the first term of teaching.

**50%**

of new teachers do not have a reasonable work-life balance.

**34%**

of new teachers say less paperwork and form filling would be the biggest factor in improving their work-life balance.

The NASUWT takes the impact of excessive workload on new teachers very seriously. The Union is committed to highlighting to Government and administrations the concerns raised by new teachers.



## The NASUWT calls for urgent action to:

- ensure new teachers are not overburdened with excessive marking and other forms of paperwork and data that erodes their ability to focus on teaching;
- address the failure of many schools to take action to remove excessive workload that adversely impacts on new teachers' work-life balance;
- ensure there is a consistent approach across all schools when allocating experienced teachers to act as mentors for new teachers, which also allocates reasonable time for mentors to exercise their responsibilities towards new teachers;
- ensure a consistent approach to allowing new teachers access to other entitlements such as the practice and planning of excellent teachers in and outside of their own schools;
- guarantee that new teachers are not put under pressure to take on overburdensome responsibilities including leadership responsibilities;
- make sure all new teachers have access to good-quality, relevant CPD and other types of support.