

Induction

Planner



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Induction

Every beginning teacher is required, following Initial Teacher Education (ITE), to complete successfully a period of induction and Early Professional Development (EPD) in order to be employed in grant-aided schools in Northern Ireland.

Induction, the second stage of teacher education, is an individual programme of professional development that involves being assessed against professional competencies, often referred to as teacher competencies, relevant to induction.

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.

EPD is the third stage of teacher education following the successful completion of induction. It is a further two years of training and professional development in which all teachers are required to participate.

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 beginning teachers should expect at each stage and provides useful prompts for you to consider.

The Planner contains all of the information you need about the induction process, your school's responsibilities, details of the teacher competencies you will need to meet, a copy of the review forms that will be used by your employer to review and record your progress, and information on how you can access advice and support.

Each section of the Planner has prompts for you to check and points on which to reflect.

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 beginning teachers to ensure that you have the best possible start to what will be a challenging but very rewarding career.

Preparing for induction

Before you start:

1. Complete your Career Entry Profile (CEP) (see page 8) in conjunction with your Higher Educational Institute (HEI) tutor in order to identify targets for your Induction Action Plan (see page 8).
2. Make sure you have the basic information to begin induction, including your job description, timetable, details of the routines of the school and relevant school documentation.
3. If possible, pay a visit to the school. This may provide an opportunity to meet the staff, get to know the layout of the school and spend some time with the class you are going to teach in your induction year.

Points to consider

- The first key task on beginning induction will be to draw up jointly with your teacher-tutor your Induction Action Plan.
- What are the characteristics of a successful beginning teacher?
- What do you feel your strengths and areas for development are?
- What will you need to focus on to meet the core values and teacher competencies?
- What support do you think you might find helpful during your induction?

Preparing for induction

Job descriptions

It is important that you are not given a job description that makes unreasonable demands on you during your induction period. 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 beginning teacher should serve the induction period in a post that:

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

Time for induction activities

There is no statutory right to a reduced timetable for the period of induction. However, the principal is required to give adequate time.

The NASUWT recommends a 10% reduction on the time given to other classroom teachers.

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 beginning teacher have a role in identifying induction activities.

Career Entry Profile

Career Entry Profile (CEP)

The CEP is a professional development tool used to help you identify your professional development needs. The CEP focuses on three transition points: the end of ITE; the start of induction; and towards the move from induction to EPD.

The CEP is intended to help you make links between your ITE, induction and your future development as a teacher. It is not an assessment tool, nor is it a record of progress.

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.

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 teacher-tutor about your progress and your support needs.

Induction Action Plan

The Induction Action Plan is revisited and reviewed on an ongoing basis throughout the induction period.

Action planning involves the teacher-tutor and the beginning teacher:

- discussing the information in the CEP;
- agreeing strengths and development needs;
- agreeing initial priorities at the start of induction;
- revisiting and reviewing priorities as induction progresses;
- agreeing the summary content for the Interim Review Report (usually completed in January) and, as induction progresses, for the Summative Report at the end of induction.

The Induction Action Plan should contain the areas for development, the timescales for completion, the support arrangements, the success criteria and the monitoring and evaluation arrangements.

How induction works

Starting an induction programme

You do not have to start your induction straightaway after you have successfully completed ITE. 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 ITE. You may find it more difficult to obtain a job if you have a long delay between completing ITE and starting induction.

Posts suitable for induction

Most posts are suitable for induction but if you start in a further education (FE) college, it will have its own induction programme.

If you have concerns about or difficulties with a particular post, contact the Education Authority (EA) for advice.

A teacher in a homework centre or Education Other Than At School (EOTAS) centre who makes a prior arrangement with the Curriculum Advisory and Support Service (CASS), maintains regular contact with CASS and develops a portfolio of evidence while at the centre, can be assessed and signed off induction.

Length of induction

The induction period for a full-time beginning teacher usually lasts for one academic year.

Completing induction in different schools

It is possible to complete the induction period in different schools. If you leave a school after one or more terms, the principal should retain the documentation about the support, monitoring and evaluation that you have received to that point. The principal in your new school should then obtain these records. You should also ensure that you have a copy. This will ensure that you receive a consistent and coherent induction programme. You should also keep copies of all the records of your induction in all the schools where you have been employed. The principal should advise the EA that you have changed schools.

How induction works

Working as a substitute teacher or on a short-term contract

If you are employed for a short period, then you should contact the EA as soon as your employment starts. The appropriate EA advisor will give you advice on the best way to collect evidence for your portfolio.

If you are employed for a period of ten weeks or more, at the end of your period of employment, the school should ensure that you have completed your portfolio as far as it is possible to do so.

If you are employed for a shorter period but the contract is incrementally extended, you should ensure that your induction is extended throughout the extension of the employment.

If you are employed on a day-to-day basis, make sure that you contact the EA as soon as you do any teaching so that the EA advisor can support you in doing whatever is possible to enable the teaching to count towards induction. Unfortunately, if you are subbing only on odd days, you are not able to count periods of less than one term in a particular school towards your induction.

It should be noted that the principal must agree, before the start of any period of substitute teaching, that it will count in a Summative Report for induction.

The NASUWT is acutely aware that there are serious issues in relation to beginning teachers obtaining permanent teaching positions in Northern Ireland that would in turn allow for a smoother transition through the induction process.

The NASUWT regards this situation as unacceptable and continues to press the Northern Ireland Assembly to use the evidence provided to the Union from beginning teacher members to initiate policy that guarantees all beginning teachers a teaching post whereby induction can be undertaken fully.

How induction works

Taking a break from induction

You can take a break during your induction.

If you take a break in your induction, then you are normally expected to complete your induction and the two years of EPD within five years of the date when you started induction.

Sickness absence

If you are absent due to ill health, then you should request an extension to your induction period.

Maternity leave during induction

If you take a break in your induction for statutory maternity leave, then you have the choice of whether or not you want to extend your induction period on your return. 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 your induction period for a period commensurate with the length of your maternity leave, then you need to apply 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 beginning teacher.

Your Summative Report 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 beginning teacher.

What to watch out for

Allocation of classes with demanding behavioural issues

As a beginning teacher you should not be required to teach, on a day-to-day basis, classes with acute or especially demanding discipline 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 teacher-tutor and the NASUWT. The school should make arrangements for you to teach another class.

You should expect the school to provide you with appropriate training, access to a teacher-tutor, 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 to a pupil's disability and to issues relating to racial discrimination and behaviour management.

Cover for absent colleagues during induction

You should not be asked to cover any more than any other teacher in the school.

Although you have no statutory entitlement to a reduced teaching timetable, the NASUWT believes the reduction should be at least by 10%.

It is not helpful to your development if you are asked regularly to use that time for cover.

If you think your cover load is unreasonable or you find that your progress is being adversely affected by the requirement to cover, you should take advice from the NASUWT.

Undertaking management responsibilities

There should be no expectation that you will be given or accept management responsibilities and your principal 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, and this can include being asked to co-ordinate a subject area, you should contact the NASUWT.

Roles and responsibilities

The beginning teacher

As a beginning teacher, you are responsible for ensuring that you are familiar with the teacher competencies 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 competencies. You need to ensure that this is happening and advise your teacher-tutor 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 your school discharges its responsibilities and if required you should seek advice from the NASUWT.

Teacher-tutor

Your teacher-tutor should be your line manager, a senior member of staff or a suitably experienced teacher who has considerable contact with you. It could be the principal, but is unlikely to be so. Schools identify the staff they consider the most appropriate.

Your teacher-tutor should be fully aware of the requirements of the induction period and should have the skills, expertise and knowledge to work effectively in the role.

Your teacher-tutor has day-to-day responsibility for monitoring, supporting and evaluating you during your induction.

Your teacher-tutor will co-ordinate observations. S/he should ensure that your induction programme fulfils the requirements of the teacher competencies, make sure that you know about and understand your role and responsibilities and inform you about the nature and purpose of any assessments.

The principal

The principal is responsible for ensuring that an appropriate induction programme is in place.

S/he oversees the arrangements, ensuring that the beginning teacher can take advantage of appropriate induction activities and has an appropriate teacher-tutor assigned to them, and raises the whole staff's awareness of their role in induction.

Roles and responsibilities

The board of governors

The board of governors is responsible for confirming the principal's recommendations at the end of the induction period and ensuring that the necessary procedures are followed.

The board of governors also has access to the beginning teachers' Career Entry Profile (CEP) after appointment.

The Education Authority

On 21 April 2015, Education Library Boards (ELBs) were replaced with the EA. Initially, the EA will continue to function as local/regional branches and replace the ELBs locally. Therefore, beginning teachers should contact their local/regional branch of the EA to register for induction. Additionally, the EA should also have responsibility for offering beginning teachers relevant courses throughout their induction period.

The EA is the lead partner in induction processes.

The EA is best placed to offer a programme of support, including in-service provision and in-school and in-class support.

The EA offers a range of in-service training (INSET) days to all schools from which beginning teachers can select the courses that meet their identified needs.

It also provides training for teacher-tutors and advice to schools on induction.

Schools have responsibilities that are designed to ensure that you get the most from induction.

School responsibilities

Knowing the school's responsibilities as well as your own is essential if your induction period is to be productive and give you a firm foundation on which to build your future career.

The school's responsibilities are detailed on the following pages.

Roles and responsibilities

Your school should ensure that you have a 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.

NB: The Education and Training Inspectorate (ETI) advises schools that beginning teachers require at least a 10% reduction in their timetables.

Your school should ensure that you normally serve your induction period in a post that involves similar planning, teaching and assessment processes to those in which teachers working in substantive posts in the school are engaged.

You should have time set aside specifically for:

- working with others in the school to plan lessons and programmes of work;
- observing more experienced teachers within the school or in other schools;
- visiting other schools and educational settings;
- taking part in formal training events and courses.

Your school should ensure that you have an assigned teacher-tutor who is fully trained and who should be fully aware of their professional responsibilities towards you as a beginning teacher. Your teacher-tutor should be a relatively senior and experienced teacher who will have considerable contact with you during the course of your beginning teacher period. This is the colleague with whom you can discuss your progress, any difficulties you are having and with whom you can plan out the activities and experience you will need in order to help you meet the teacher competencies.

Your school should ensure that you will only have to teach children with severe behaviour problems if additional support is provided. All teachers need time and support to develop the skills required to manage behaviour appropriately.

Your school should ensure that you are allocated four days' substitute cover during your induction year to allow you to participate in EA INSET, for internal INSET and other activities within the school. Post-primary schools should also ensure that beginning teachers are protected from frequent cover duty.

Your school should ensure that you will serve your induction period in a post that involves regular teaching of the same class. An essential skill for a qualified teacher is the ability to establish an effective and productive working relationship with groups of pupils. By teaching the same class(es) on a regular timetabled basis, you have the opportunity to consolidate and develop further these essential skills.

Roles and responsibilities

Your school should ensure that you 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. 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 teacher competencies, you are entitled to be regularly reviewed, whether formally or informally. Regular meetings with your teacher-tutor are an essential part of ensuring a positive outcome to the review.

Your school should ensure that they put in place a comprehensive programme of support for you 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 teacher-tutor. The programme should, among other things, indicate when you will have opportunities to meet with your teacher-tutor to discuss your progress and include 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 teacher competencies.

Your school should ensure that you receive warnings at an early stage of any perceived problems or difficulties with your progress. Judgements formed by your teacher-tutor, your line manager or your principal 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.

Your school should ensure that you are treated at all times 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.

Core values

The following is an extract from the General Teaching Council For Northern Ireland's (GTCNI's) Code of Values and Professional Practice. The full code can be found at www.gtcni.org.uk/uploads/docs/GTC_code.pdf.

The core values of the profession are as follows:

Trust	Honesty	Commitment
Respect	Fairness	Equality
Integrity	Tolerance	Service

A commitment to serve lies at the heart of professional behaviour. In addition, members of the profession will exemplify the values listed above in their work and in their relationships with others; recognising, in particular, the unique and privileged relationship that exists between teachers and their pupils. In keeping with the spirit of professional service and commitment, teachers will at all times be conscious of their responsibilities to others: learners, colleagues and indeed the profession itself.

Many of the commitments outlined below are also underpinned by legislation and the profession will always seek, as a minimum, to comply with both the spirit and detail of relevant legislative requirements.

Commitment to Learners

Teachers will:

- maintain professional relationships with those pupils/learners entrusted to their care which respect the pupil/learner as a person and encourage growth and development;
- acknowledge and respect the uniqueness, individuality and specific needs of each pupil and thus provide appropriate learning experiences; and
- aim to motivate and inspire pupils with a view to helping each realise their potential.

Commitment to Colleagues and Others

Teachers will:

- work with colleagues and others to create a professional community that supports the social, intellectual, spiritual/moral, emotional and physical development of pupils;
- promote collegiality among colleagues by respecting their professional standing and opinions and, in that spirit, be prepared to offer advice and share professional practice with colleagues;

Core values

- co-operate, where appropriate, with professionals from other agencies in the interests of pupils;
- ensure that relationships with the parents, guardians or carers of pupils, in their capacity as partners in the educational process, are characterised by respect and trust; and
- respect confidential information relating to pupils or colleagues gained in the course of professional practice, unless the well-being of an individual or legal imperative requires disclosure.

Commitment to the Profession

Teachers will:

- as reflective practitioners, contribute to the review and revision of policies and practices with a view to optimising the opportunities for pupils or addressing identified individual or institutional needs; and
- in keeping with the concept of professional integrity assume responsibility for their ongoing professional development needs as an essential expression of their professionalism.

Professional Values and Practice

Professional Competence 1

- Teachers should demonstrate that they understand and uphold the core values and commitments enshrined in the Council's Code of Values and Professional Practice.

Professional Competence 2

- Teachers will have developed a knowledge and understanding of contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented.

Professional Competence 3

- (i) Teachers will have developed a knowledge and understanding of the learning area/subject(s) they teach, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up to date through reflection, self-study and collaboration with colleagues.

Core values

- (ii) Teachers will have developed, in Irish medium and other bilingual contexts, sufficient linguistic and pedagogical knowledge to teach the curriculum.

Professional Competence 4

- Teachers will have developed a knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum* and be aware of curriculum requirements in preceding and subsequent key stages.

Professional Competence 5

- Teachers will have developed a knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.

Professional Competence 6

- Teachers will have developed a knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.

Professional Competence 7

- Teachers will have developed a knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice, to establish an effective learning environment.

Professional Competence 8

- Teachers will have developed a knowledge and understanding of the need to take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these.

Professional Competence 9

- Teachers will have developed a knowledge and understanding of their responsibilities under the Special Educational Needs Code of Practice and know the features of the most common special needs and appropriate strategies to address these.

* Including the Northern Ireland pre-school curricular guidance that applies in the nursery sector.

Core values

Professional Competence 10

- Teachers will have developed a knowledge and understanding of strategies for communicating effectively with pupils, parents, colleagues and personnel from relevant child and school support agencies.

Professional Competence 11

- Teachers will have developed knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role, and how this competence embeds across all of the competences.

Professional Competence 12

- Teachers will have developed a knowledge and understanding of the interrelationship between schools and the communities they serve, and the potential for mutual development and wellbeing.

Professional Competence 13

- Teachers will have developed a knowledge and understanding of the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.

Professional Competence 14

- Teachers will set appropriate learning objectives/outcomes/intentions, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland Curriculum* in terms of knowledge, skills acquisition and progression.

Professional Competence 15

- Teachers will plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives/outcomes/intentions, showing high expectations and an awareness of potential areas of difficulty.

Professional Competence 16

- Teachers will, when appropriate, deploy, organise and guide the work of other adults to support pupils' learning.

* Including the Northern Ireland pre-school curricular guidance that applies in the nursery sector.

Core values

Professional Competence 17

- Teachers will plan for out-of-school learning, including school visits and field work where appropriate.

Professional Competence 18

- Teachers will manage their time and workload effectively and efficiently and maintain a work/life balance.

Professional Competence 19

- Teachers will create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose of activities.

Professional Competence 20

- Teachers will use a range of teaching strategies and resources, including E-Learning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.

Professional Competence 21

- Teachers will employ strategies that motivate and meet the needs of all pupils, including those with special and additional educational needs and for those not learning in their first language.

Professional Competence 22

- Teachers will secure and promote a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of the school policies and what is known about best practice.

Professional Competence 23

- Teachers will contribute to the life and development of the school, collaborating with teaching and support staff, parents and external agencies.

Professional Competence 24

- Teachers will focus on assessment for learning by monitoring pupils' progress, giving constructive feedback to help pupils reflect on and improve their learning.

Core values

Professional Competence 25

- Teachers will select from a range of assessment strategies to evaluate pupils' learning, and use this information in their planning to help make their teaching more effective.

Professional Competence 26

- Teachers will assess the levels of pupils' attainment against relevant benchmarking data and understand the relationship between pupil assessment and target setting.

Professional Competence 27

- Teachers will liaise orally and in written reports in an effective manner with parents or carers on their child's progress and achievements.

Notes

Don't forget

**Check the Top Tips on page 49.
Your roles and responsibilities on page 13.**

Term one

Starting out:

1. Meet with your teacher-tutor to jointly determine your Induction Action Plan.
2. Ensure that you know the areas identified in the Plan for development.
3. Ensure that you know the arrangements for your monitoring and evaluation and have your schedule of meetings with your teacher-tutor (usually weekly in the initial stages).
4. Ensure that you have started to compile your induction portfolio and you are aware of what you should be adding to the portfolio over the course of your induction.
5. Ensure that you have a staff handbook, or equivalent, and all appropriate school policies and procedures.
6. Ensure that you have your class list(s) and are familiar with the layout of the school.
7. Ensure that you have a copy of your conditions of service.

Points to consider

- Are there any issues you will need to raise with your teacher-tutor at your first meeting?
- Do you know what your areas for development are and in what timescale you have to meet them? Are there any immediate barriers you can identify?
- 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 considered and developed your immediate strategies to deal with behaviour management?

Around mid-September

1. Meet with your teacher-tutor to discuss initial progress, air any concerns and seek advice.
2. Meet with your teacher-tutor to discuss the focus for your first observation.

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. Are there any methods you feel unsure about using?
- There should be a genuine dialogue about lesson observation; no-one should be trying to 'trip you up'. Have you established the parameters of the lesson observation/classroom visits?
- Consider how you can play to your strengths. What has been going well so far and why?
- Do not forget that next time will not feel as daunting. If you are able to, develop a rapport with your teacher-tutor, then you will feel as if you are progressing together.
- Do not be afraid of seeking people out with experience and asking their advice. Experience is important in teaching. The most successful beginning teachers draw on the experiences of other teachers to continue to move forward. Are there any experienced teachers you feel would be particularly useful for you to observe or talk to?
- 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.

Use the appropriate meetings log and observations log to keep a record of meetings with your teacher-tutor and classroom visits.

Use the Record of Professional Development form to log professional development activities (PDAs).

By the end of October

1. You should have had a classroom visit by now and you should have received detailed feedback identifying your strengths and areas for development.

Points to consider

- 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 core values and teacher competencies?
- What are the key areas that have been identified for future development?
- Consider how you can set realistic goals.

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.

Term one

By half term

1. Review feedback of general progress related to your Induction Action Plan with your teacher-tutor.
2. Arrange a meeting with the special educational needs co-ordinator (SENCO).
3. Meet with your teacher-tutor to discuss the focus of your second observation.

Points to consider

- What have you learned so far? How do you feel now, compared to those first days of the term?
- Are there any areas where you can demonstrate that you have met the teacher competencies?
- Consider a lesson that went well and one that went less well. What were the key similarities and differences?
- Have you established which of your pupils have SEN?
- How have you developed as a teacher over the past half term?
- What would you wish to improve upon?
- Are there any particular areas of the curriculum on which you need more information, help or advice?
- Consider your goals for the rest of the term.
- Ask and arrange to observe a more experienced teacher.
- When observing a more experienced teacher, consider what makes this teacher successful. Do they use any particular techniques, practices or methods for motivating that would be useful in your teaching? When discussing the lesson with this teacher, take care to ensure that you are positive, even if you believe that you could have handled certain aspects better!

The end of the first term

1. You should be clear on what will be entered in the Interim Review Report – normally completed in January.
2. You should have been given detailed feedback in your weekly meetings with your teacher-tutor.
3. You should be aware of your current progress and whether you are likely to meet the teacher competencies.
4. You should be clear on your goals for the next term.
5. Your induction portfolio should be up to date.
6. You will have had your second observation and will have had detailed feedback.
7. You will have had a meeting with your teacher-tutor to review your progress and action plan.

Points to consider

- Have you got any more evidence that you are meeting the teacher competencies?
- Do you know how much progress you have made? Are there any areas you are concerned about?
- Were the goals set at the beginning of term realistic and achievable? If not, what can you do to ensure that the ones set now take account of this?

Induction portfolio

All beginning teachers should compile a portfolio throughout the induction programme.

By the end of induction the portfolio should include:

- the CEP;
- the Induction Action Plan;
- two examples of planning for teaching and learning and reflection;
- three samples of pupils' work with intended learning outcomes that relate to the Induction Action Plan;
- written feedback from lessons observed by the teacher-tutor, other key staff and the principal. These lessons should relate to the targets on the Induction Action Plan.

Meeting with your teacher-tutor

To enable you to complete successfully your induction period, 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 from your teacher-tutor. In the first term the meetings are usually weekly, reducing to fortnightly in the second term and reducing even further in the third term.

Your teacher-tutor 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 teacher-tutor does not meet with you, then you should raise this with them. You should speak to the principal if this is not resolved since they are 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 for advice and support.

The induction assessment and evaluation process

You should have meetings with your teacher-tutor on a regular basis as described above. These meetings are the opportunity to review progress, raise any queries or concerns and to ensure that you are receiving the support agreed in the Induction Action Plan. There should be a note kept of the outcome of each meeting. Reports should include progress towards professional development goals set and steps taken to help you meet the goals. You should receive a copy of the notes.

Lesson observation/classroom visits

Beginning teachers should be observed at least twice during their induction period; one of these observations will be by the principal. The focus of each observation/visit should be agreed between you and your teacher-tutor in the Induction Action Plan. Each observation should highlight your strengths and areas for further development within the teacher competencies. If your first observation is not following this path, you should arrange a discussion with your teacher-tutor. Most problems can be ironed out informally. However, if the problem persists, you may want to discuss the matter with your principal and you should also keep the NASUWT informed.

Relationship with the teacher-tutor

The relationship between you and your teacher-tutor is a professional one and you should be able to get objective and appropriate support, even if you do not like your teacher-tutor or you have differences of opinion. However, if your relationship with them is having an impact on your ability to demonstrate that you are meeting the teacher competencies, 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 teacher-tutor or it may be more appropriate to take up your concerns with the principal. Whatever you do, it is vital that you take action as soon as any problems become apparent. Remember that your ability to complete successfully your induction may depend on you taking action at this stage.

Observing a more experienced teacher or visiting a different educational context

All beginning teachers going through 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 teacher-tutor in the first instance. If you still have problems, contact the NASUWT.

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 supported, you cannot get meetings with your teacher-tutor, you are being asked to teach classes of pupils with severe behavioural problems and you are not receiving any additional support, your teacher-tutor is not making objective judgements about your performance, or your induction

Term one

programme does not include monitoring and evaluation in areas that are specified in the teacher competencies, 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 passing induction 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 teacher-tutor or the principal.

If you cannot speak to your teacher-tutor or the principal, 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 Education Authority (EA). Again, you should seek advice and support from the NASUWT before doing this.

Make sure that you include any concerns that you have on the Interim Review Report when your review takes place. This will provide a formal record that could be used as evidence later on. Always keep a record yourself.

During the first half of the term

1. Everything is going well, you have had your formal interim review meeting, and the Interim Review Report has been completed.
2. With your teacher-tutor you will select areas for development for your action plan.
3. Targets for the half term have been set.
4. You have self-reviewed against the teacher competencies.
5. You have considered what can be added to your induction portfolio.
6. You will meet with your teacher-tutor to discuss the focus for your next observation.

Points to consider

- How can you ensure that you meet the goals set? 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. Look for whether the teacher at the outset explains in simple terms what the class should learn from the lesson. The Education and Training Inspectorate (ETI) looks for this. What are the similarities with and differences from your own teaching styles?
- If you feel more confident with your teacher-tutor and have developed a rapport, consider using the classroom visits to experiment with new ideas. What might these be?

Term two

Half term

1. You should have been given detailed feedback on your third observation.
2. You should have discussed goals for the next half of the term.
3. You should have self-reviewed against the teacher competencies.
4. You should have spent more time looking at pupil progress and pupil management.

Points to consider

- How close are you to meeting the goals for this term?
- As you reach the halfway mark of your induction period, reflect on the highs and lows so far. What are they?
- 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 to support your progress and development? What has been helpful so far?

Term two

By the end of term two

1. You will have continued to meet your teacher-tutor to review progress.
2. You will have been given detailed feedback on your progress.
3. You should be aware of your current progress and whether you are likely to meet the teacher competencies.

Points to consider

- Are you on course to meet the teacher competencies? What more can you do to meet them?
- Do you know how much progress you have made? What more do you need to do?
- Were the goals you set at the beginning of the term realistic and achievable? If not, what can you do to ensure that the ones that you identify now take account of this?

Interim Review

The Interim Review is an important milestone in the induction period.

It is the opportunity to review progress and to identify the next stages of development.

The contents of the Interim Review should be in the context of the Induction Action Plan and with reference to the teacher competencies.

What is recorded should be the outcome of a joint discussion between the beginning teacher and the teacher-tutor.

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 you 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 you have your Summative Report.

Term three

At the start of the term

1. If progress is on track, meetings with your teacher-tutor may be further reduced.
2. Discuss goals for the term and begin to reflect on what will be needed for your Early Professional Development (EPD).
3. Self-review against the teacher competencies.
4. Arrange to observe a more experienced teacher.
5. Meet with your teacher-tutor to discuss the focus of your next observation.

Points to consider

- What are your remaining goals for this term and what can you do to be certain that they will be achieved? Are there any teacher competencies 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 visits, try to ensure that you showcase how much you have learned this year. How might you do this?
- You may wish to consider observing a teacher who is engaged in EPD 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! What would you seek to gain from this experience?

Term three

By half term

1. You should have received detailed feedback on your latest observation.
2. You should have received and developed, as appropriate, the final goals for the last half term of your induction period.
3. You should have discussed activities for the next half of the term.
4. You should have self-reviewed against the teacher competencies and ensured that there is focus on meeting any remaining competencies that need to be developed.
5. You should have reviewed your induction portfolio to ensure that it is up to date and can be used as supportive evidence when meeting regarding your Summative Report.

Points to consider

- Have you got the evidence you need for the Summative Report? This is where your induction portfolio will be particularly valuable. It should ensure that you have all the evidence you need to show that you have met the teacher competencies, organised in an easily accessible way.
- What are the final points you need to focus on in order to pass your induction?
- What are your strengths as a teacher now that you have almost completed your induction period?
- What went less well this year? Can you identify why?
- What are your goals/priorities for next year and your EPD? For example: would you like to focus on different year groups or new subject/topic areas? Are you interested in developing your repertoire/portfolio in readiness for a career move/promotion? Who can you talk to within the school to achieve these aims?

Term three

By the end of the final term

1. You will have been given detailed feedback on your classroom visits.
2. You will have had a formal evaluation meeting. Within this meeting, your teacher-tutor will have completed the Summative Report.

Points to consider

- Make sure that you give yourself the opportunity to reflect on your achievements. What are they? Many teachers believe that this year is the hardest.
- Consider the professional development you wish to undertake during EPD.
- EPD is designed to move the focus from thinking about teaching to thinking about learning. EPD should focus on your professional development needs in the context of the school and classes you teach.

The end of the induction period

At the completion of the induction period, the principal must sign the Summative Report on induction and make a decision on his/her recommendation to the board of governors.

The Summative Report is based on evidence from:

- observations of teaching;
- observations by peers and critical friends; and
- portfolio of professional development.

The board of governors must then make its decision whether to confirm the recommendation of the principal.

In light of a satisfactory completion of induction, a certificate of completion is produced, copies of which are given to the beginning teacher, retained by the school and sent to the General Teaching Council for Northern Ireland (GTCNI).

Where the beginning teacher is not in a permanent position at the school at the end of the induction period, the Summative Report must still be completed. If there is a recommendation for a further term of induction, then the next school will pick this up and carry out the monitoring and evaluation.

Unsuccessful induction

If the period of induction has been unsuccessful, then the Summative Report recommends the beginning teacher for a further period of induction, i.e. a term.

The school will then draw up another Induction Action Plan and monitor and evaluate progress.

At the end of the term, the school either completes a Summative Report and signs off the beginning teacher as having been successful or, if insufficient progress has been made, draws together a Summative Report highlighting strengths and areas of concern. In this case, the beginning teacher will enter the procedure for supporting effective teaching. You can find out more about the procedure for supporting effective teaching through the Department of Education Northern Ireland (DENI) at www.deni.gov.uk.

Term three

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.

The EA induction adviser can be contacted for advice. The beginning teacher should be advised in writing by the principal that the procedure for dealing with teachers when further support is needed is being initiated.

If you are concerned about the outcome of your Summative Report, you can use the school's procedures to appeal. The NASUWT will advise you on this process and support you through it.

Summative report

School _____

Date _____

Signed (beginning teacher) _____

TR number _____

Signed (teacher-tutor) _____

Counter-signed (principal) _____

NB: Complete as an outcome of joint discussion between the beginning teacher, the teacher-tutor and the principal and with reference to the Induction Action Plan, the Interim Review Report, the teacher competencies and the core values.

- a Achievements and area(s) of strength
- b Area(s) for continuing professional development
- c Interim plans for focusing early professional development

Recommended for successful completion of induction?

Yes/No

(Please delete as appropriate)

Induction action plan

Date _____ Signed (beginning teacher) _____

Signed (teacher-tutor) _____

NB: Complete as an outcome of joint discussion and with reference to the Career Entry Profile, the teacher competencies and the Code of Values and Professional Practice (see GTCNI – Teaching: the Reflective Profession).

Area(s) for Development	Actions (including timescales)	Support Arrangements	Success Criteria	Monitoring and Evaluation (including evidence in portfolio)
Target: Competencies:				

Interim review report

School _____

Date _____

Signed (beginning teacher) _____

TR number _____

Signed (teacher-tutor) _____

Counter-signed (principal) _____

NB: Complete as an outcome of joint discussion between beginning teacher and teacher-tutor, with reference to the Induction Action Plan, the teacher competencies and the core values.

Review of progress with area(s) for development and target(s)

- a Achievements and area(s) of strength
- b Area(s) for continuing professional development as shown in the Induction Action Plan

Completion of induction

Wording for the completion of induction

The board of governors confirms, on the recommendation of the principal and in the light of a satisfactory report on induction that meets the criteria for the completion of induction described in the Teacher Education Partnership Handbook, that:

Name of beginning teacher _____

TR number _____

has completed the induction stage of teacher education and may begin early professional development.

Signed (principal) _____

Date _____

Signed _____

(Chairman on behalf of the board of governors)

School name _____

Date _____

A copy of this certificate of completion has been:

- given to the beginning teacher;
- retained by the school; and
- sent to the General Teaching Council for Northern Ireland, 3rd Floor, Albany House, 73-75 Great Victoria Street, Belfast BT2 7AF.

All appropriate forms can also be accessed in the Teacher Education Partnership Handbook online at www.deni.gov.uk.

Top tips – Your teaching practice

Why observations are important

Observations of beginning teachers' teaching practice during the induction period, if utilised correctly by the school, can be an effective aid to beginning teachers' development and progress.

Before the observation

The objectives of each observation should be agreed between the beginning teacher 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 professional competencies.

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 beginning 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 beginning 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 beginning 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.

Top tips – Your teaching practice

The ensuing discussion and written and local feedback should be positive and constructive and should point out what beginning 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, 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, beginning teachers should make sure they keep their own records.

www.naswt.org.uk/NewTeachers

Top tips – Behaviour management

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.

2. Use positive language

Tell pupils what you do want them to do, not what you don't 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 shouldn't be doing are negative and encourage young people to break rules. The message they get 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.

4. Be persistently consistent

Tell your class(es) what your rewards and sanctions will be. Keep your sanctions doable 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

Top tips – Behaviour management

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.

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. Don't make rules for rules' sake.

Top tips – Behaviour management

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.

Top tips – Using technology safely

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.

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 Acceptable Use Policy (AUP) as this will contain school 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

Top tips – Using technology safely

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.
- Don't connect personal devices, such as mobile phones, to school networks.

For more information on using technology safely, visit
www.naswt.org.uk/UsingTechnology

Top tips – Special educational needs and disabilities

To complete your induction successfully, you need to be able to show that you plan effectively to meet the needs of the 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, including 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.nasuwt.org.uk/send

Contacting the NASUWT

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.

Want to be more involved in the NASUWT?

Find out more at www.nasuwt.org.uk/GettingActive



twitter.com/nasuwt.



You can also follow the NASUWT General Secretary on twitter.com/Chris_K_NASUWT.



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 Northern Ireland Centre

Ben Madigan House
Edgewater Office Park
Edgewater Road
Belfast BT3 9JQ.

Tel: 028 9078 4480

E-mail: rc-nireland@mail.nasuwt.org.uk

There is also an out-of-hours advice line for members in Northern Ireland. The contact number is: 0808 100 2221.

Notes

