

Getting Started

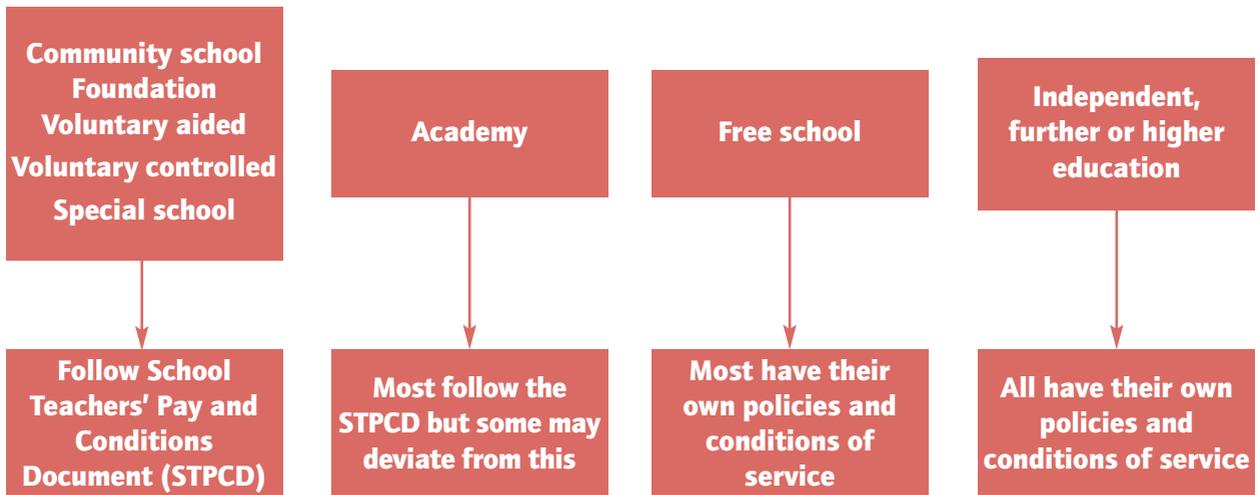
This section contains information to help you identify on which contract you will be employed.



The NASUWT is committed to supporting and protecting the interests of all newly qualified teacher members. In whichever type of school you teach, you will have the full backing of the largest teachers' union in the UK. Support is provided to new teachers through a national advice team and our network of local representatives and Regional Centres.

In England, there is a wide range of school types with varying degrees of freedom concerning structure, curriculum, pay and conditions. It is important that you are aware of what type of school you will be working in and how this may affect your terms and conditions.

Which contract are you on?



The School Teachers' Pay and Conditions Document (STPCD) provides the contractual entitlements for teachers working in certain schools. The growth in academies and free schools has resulted in a greater diversity of school policies.

Many schools are also covered by the Burgundy Book, which sets out additional contractual provisions. More detailed guidance is available on the NASUWT website.

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

Newly Qualified Teacher”



For more information and advice about starting your teaching career, visit:

www.nasuwt.org.uk/NewTeachers

Finding Your First Teaching Post

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



Finding a Vacancy

- Start looking for a job as soon as possible and definitely by the Spring term of your final year.
- Find out about any 'pool' systems operated by local authorities where new teachers are appointed to the local authority and subsequently, allocated to schools as vacancies are reported.
- Find out whether the local authority operates a recruitment database whereby they receive application forms and hold them on file to match against suitable vacancies when they arise.
- Use the internet to seek jobs. There is a range of website resources such as the *Times Educational Supplement* (TES) job-finding service at www.tes.co.uk and e-teach www.eteach.com.
- Consult the NASUWT online resource for advice on compiling your letter of application and curriculum vitae (CV) at www.nasuw.org.uk/FindingYourFirstTeachingPost.
- Consider supply teaching as an option if a permanent placement is unavailable.
- If you are considering supply teaching, contact The Supply Register, a supply agency driven by ethical values, at www.supplyregister.uk.
- Look at the teaching jobs sections of all the local authorities' own websites.
- Speculative applications to schools can be successful if they are received at the appropriate time or if they make such an impression that the school keeps your application on file.
- You can identify vacancies through contacts. Friends and course tutors may have contacts who inform them of vacancies that arise. Be alert to job vacancies from contacts you may make during your teaching practice placements.

Making an Application

- Take careful note of guidance on the appointments procedure and follow the employers' instructions.
- Prepare a rough draft of the application first.
- Ensure that your knowledge, experience and skills are matched to each criterion on the person specification when you write your supporting statement.
- Make sure that your application is clear and easy to read.
- Unless you are applying online, use a good-quality black pen, as your form may need to be photocopied.
- Word process your supporting statement and attach it as a separate document.
- Check carefully your spelling and grammar.
- Ask someone to check the application before you submit it.
- Keep a copy of your application. You will need to remember what you said when preparing for an interview and it can be referred to when completing other applications.
- Write a supporting letter unless stated otherwise. This will provide you with an opportunity to set yourself apart from other candidates. The letter is an opportunity to get your personality across, but should be concise.
- Every job is different, so whilst previous applications can be used as a template, make each application as specific and targeted as possible.
- Use evidence-based examples that are relevant to the job description and person specification.

Finding Your First Teaching Post

The Interview

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

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

Newly Qualified Teacher”



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

www.nasuwat.org.uk/findingYourFirstTeachingPost

Your Appointment

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



After the Interview

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

This should include:

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

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

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

Fitness to Teach

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

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

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

Teachers with a Disability

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

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

Visiting your New Workplace

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

You may wish to make get in touch with the NASUWT Workplace Representative/contact in the school, who will be pleased to provide you with advice and information.

Your Appointment

Appointment Checklist

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

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

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



“The NASUWT provides considered and useful advice that specifically addresses the problems.

Newly Qualified Teacher”



For more information and advice about your first appointment, visit:

www.naswt.org.uk/BeingAppointed

Getting Registered

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



The Teaching Regulation Agency

The Teaching Regulation Agency (TRA) is responsible for:

- supporting schools and headteachers with safeguarding responsibilities;
- the regulation of teacher conduct.

The TRA holds a record of teachers who have been awarded Qualified Teacher Status (QTS), those who have passed induction and those who have been prohibited from teaching.

The TRA undertakes a regulatory function for all teachers and instructors in all maintained schools, non-maintained special schools, academies, free schools, sixth-form colleges and independent schools. These functions were previously the responsibility of the National College of Teaching and Leadership (NCTL), which no longer exists.

There is no compulsory requirement for newly qualified teachers to register with the TRA. There is no fee for registering.

More information can be obtained from the Department for Education (DfE) website: www.education.gov.uk.

The Disclosure and Barring Service

The Disclosure and Barring Service (DBS) helps employers in England and Wales to prevent unsuitable people from working with vulnerable groups, including children.

Your employer will give you a form to complete and return to them, along with certain documents proving your identity, which may include a passport, driving licence and/or a birth certificate.

There are two types of disclosure certificate: Standard and Enhanced.

For teachers, an Enhanced Disclosure (ED) is required. The ED contains details of any convictions, as well as cautions, warnings and reprimands held at a national level by the police. It also contains non-conviction information, held in local police records, that a chief police officer considers may be relevant to the post for which an application is being made.

The ED includes a check against the national list of persons barred from working with children, held by the Secretary of State for Education.

The application fee for an ED is currently £44 for teachers in England. The payment of the fee is legally the responsibility of the applicant. However, in practice, many employers pay the fee on behalf of the applicant.

If a member believes that the information revealed in a DBS disclosure is factually inaccurate, the matter can be raised either through the DBS disputes procedure or directly with the Chief Constable of the relevant police force.

Members with concerns in this regard should seek advice from the NASUWT.

If you have a criminal conviction and are concerned about its nature and potential impact on any job application, contact the NASUWT for advice.

A criminal conviction does not always automatically mean you cannot teach. It will depend on its relevance to your employment.

For more information and advice about starting your teaching career, visit:

www.nasuwt.org.uk/NewTeachers

Your Induction

This section contains essential information about your rights as a new teacher undertaking induction.



One of the NASUWT's central aims is to ensure that all newly qualified teachers have the best and the most effective start to their career, and the Union has developed a number of strategies to support new teachers.

The NASUWT is committed to ensuring that all new teachers have a statutory right to high-quality support and induction, including access to early professional development.

Access to guaranteed employment for new teachers is a prerequisite for ensuring that new teachers get off to the best possible start in their careers, and the Union is campaigning for this to be a contractual entitlement.

The NASUWT also understands that for most newly qualified teachers, the actual process of developing skills and abilities through the induction process is of key importance.

If you feel that you are not getting access to your rights (see overleaf) and appropriate support that would allow you to be successful in induction, you should contact the NASUWT. Failure to complete the induction period satisfactorily means that the newly qualified teacher is no longer eligible to be employed as a qualified teacher.

The newly qualified teacher must be dismissed, unless an appeal is pending, in which case the employer may continue to employ the newly qualified teacher on restricted duties pending the outcome of the appeal.

If you believe you are in danger of failing your induction period, or you have been told that you are likely to fail your induction period, you should contact the NASUWT for advice immediately.

Key Rights

The key rights that newly qualified teachers in England should expect to receive when going through the induction period are:

- the right to a 10% reduction in timetabled teaching time. (This is in addition to the guaranteed 10% Planning, Preparation and Assessment (PPA) time that is every teacher's contractual entitlement.);
- the right not to teach outside the age range or subject for which they have been trained;
- the right to access and experience the planning procedures used by other teachers;
- the right to an induction tutor or mentor;
- the right not to teach routinely classes or individual children with particularly or especially challenging discipline problems;
- the right to teach the same class(es) on a regular basis;
- the right to receive regular feedback and support on their progress;
- the right to a comprehensive programme of support during their induction period;
- the right to receive early warning of any perceived problems or difficulties with their progress;
- the right to be treated as a professional.

Continuing Support from the NASUWT

If members experience any difficulties during their induction programme, they should contact the NASUWT immediately. Delay in doing so can hinder the resolution of problems.

Induction should be a supportive, not punitive, process. The NASUWT also offers a wide range of professional advice and support for newly qualified teachers undertaking induction.

This includes:

- guidance on the Teachers' Standards for newly qualified teachers, which can be found on the NASUWT website www.nasuwt.org.uk/NewTeachers;
- free professional development seminars to all new teacher members before they enter the classroom;
- 'Preparing For Your First Teaching Post' seminars, which offer important information about the induction process, as well as other areas of professional practice;
- follow-up seminars for new teachers throughout the induction year.

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

For more information about your induction rights, visit:
www.nasuwt.org.uk/InductionPeriod

Your Teaching Practice

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



Why Observations are Important

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

The Department for Education (DfE) states that new teachers should be observed at 'regular intervals' and that such observations will help with the effective assessment of new teachers' teaching practice.

Before the Observation

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

Each observation should highlight your strengths and areas for further development within the Teachers' Standards.

If your first observation is not following this path, you should arrange a discussion with your induction tutor/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 Teaching Regulation Agency (TRA) states that observations of new teachers can be undertaken by the induction tutor or another suitable person holding Qualified Teacher Status (QTS).

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

If new teachers have concerns about the range of people observing their practice, and if these concerns cannot be resolved in the school, they 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, one observation a half-term would be adequate, but only within the induction period.

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

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

Observation of Teaching Practice

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

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

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

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

The NASUWT's Induction Planner is an essential resource to assist with such record keeping.



For more information and advice about starting your teaching career, visit:

www.nasuwat.org.uk/NewTeachers

Your Salary

This section provides information about your salary and pension rights.



Salary

Schools in England and Wales have their own pay policies. Some of these will be based on the School Teachers' Pay and Conditions Document (STPCD), which details the pay and working conditions for teachers in schools under local authority control.

Pay Checklist

When starting a new school or applying for a job, you should:

- check if the STPCD provisions apply;
- request a copy of your school's pay and appraisal/performance management policies;
- confirm your starting salary and pay scale, including the maximum salary and expected time to reach it;
- check the criteria that may apply for progressing through the pay spine.

If there is any doubt over which provisions apply, members should contact the NASUWT for advice.

More information and advice can be found on the NASUWT website at www.nasuwt.org.uk/Pay.

Teachers' Pension Scheme (TPS)

Teachers in England and Wales are entered automatically into the TPS, the occupational pension scheme for teachers, by their employer, if the employer is:

- a school maintained by a local authority;
- an academy;

- a further or higher education establishment;
- an independent school that has been accepted into the Scheme.

You are entitled, if you wish, to opt out and make your own pension arrangements. However, the NASUWT strongly recommends that teachers remain in the TPS.

The NASUWT provides members with regular updates on pensions.

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

Newly Qualified Teacher



For more information about teachers' pensions, visit:

www.nasuwt.org.uk/Pay

Staying Safe

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



Assaults

Teachers do an excellent job in maintaining discipline in schools, but problems can arise. The NASUWT is here to support you if anything should occur.

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

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



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

Newly Qualified Teacher



For more information about staying safe in school, visit:

www.nasuwt.org.uk/Assaults.

Using Technology Safely

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



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

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

A guide to protecting your online privacy and full details of the NASUWT research can be found at www.nasuw.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  #NQT2019
- 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 would not want colleagues, parents or pupils seeing?
- Avoid interacting with pupils and parents online, unless using a school account for the intended purpose.
- Perform an online search of yourself using different key words and review the results.
- Keep personal and professional use separate, including social media accounts, phone numbers and emails.

Top Tips

- Read your 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 e-mails 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.
- Keep personal online accounts separate to work accounts to avoid revealing personal information to pupils, such as browsing history, targeted adverts based on browsing history, or personal contact details.
- Bear in mind that some social media platforms, such as Twitter, can display tweets 'liked' by people who are following, and that you have no control over what those individuals 'like'.
- Be vigilant for phishing emails or messages. If you have any concerns, check the origin of the message or speak to the designated person in your school or the NASUWT.
- In the age of viral stories, it is easy for a hoax to take root quickly and grow into a national story. Check sources before taking any action to ensure you are not perpetuating a false story.
- Ensure that any internet-based information used in lessons, such as from searches and social media, has been checked to prevent inappropriate content being viewed.



For more information on using technology safely, visit:
www.nasuwt.org.uk/StayingSafeOnline

About the NASUWT – Putting Teachers First

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



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

Why NASUWT?

- **Teacher Focused** – Only education professionals with a contractual responsibility to teach, lecture or instruct can be members of the NASUWT.
- **Confidential Advice** – The NASUWT provides all members with confidential advice on issues of concern relating to their employment.
- **Democratic** – The national policy is determined by the NASUWT's membership of serving teachers and school leaders.
- **Politically Independent** – The NASUWT is political, but not party political. It does not affiliate to any political party. The NASUWT serves the best interests of teachers no matter what party forms the Government at national or local level.
- **First-class Representation** – You will have access to first-class legal and professional services through a high-quality network of local officers, national and regional professional staff and specialist legal advisors.
- **Committed to Equality** – The Union leads the fight in championing equality. We recognise that not only are teachers and school leaders entitled to work in a fair and just environment, free from discrimination, but that they also play an essential role in challenging discrimination, inequality and intolerance.

- **Campaigning to Deliver Change** – The NASUWT is a campaigning union and has secured real achievements in improving teachers' conditions of service.
- **Cross-sector Representation** – Our members work in all sectors, from early years to further education, and represent teachers at all stages of their careers, including school leaders.
- **Practical Advice and Guidance** – A full range of our publications is available on the NASUWT website, containing excellent practical advice and guidance.
- **Training, Conferences and Information** – The NASUWT offers an extensive programme of free trade union and professional courses and conferences. Details can be found at www.nasuwt.org.uk.
- **Benevolence Assistance** – Teachers sometimes experience financial hardship. Members are eligible to apply to the NASUWT Benevolent Fund if they are, or have been subscribing members of the NASUWT.



For further information on the NASUWT, go to:
www.nasuwt.org.uk

Talk To Us

The Most Useful Number and Email in Your Contacts List

03330 145550

advice@mail.nasuwt.org.uk



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.

www.nasuwt.org.uk

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

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

Over 250 regularly updated offers can be found at www.nasuwbenefits.co.uk or by scanning the QR code on your membership card.

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

If you are not receiving the eZine and would like to, simply notify us at membership@mail.nasuw.org.uk or **03330 145550**.

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

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

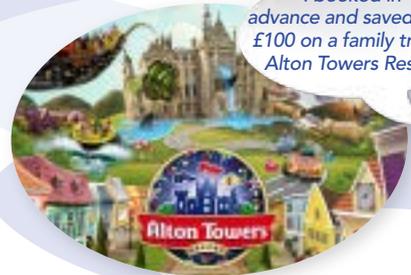


Examples are illustrations of savings that can be made. Prices correct at time of going to print 04/2019.

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



I booked in advance and saved over £100 on a family trip to Alton Towers Resort



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



I saved £85 off a week in a French holiday cottage



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



Get the NASUWT App

Get the NASUWT app

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

Get great features at your fingertips.

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

available on

