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Your first teaching job marks an incredibly exciting time ahead but as well as excitement you may also feel apprehension. You certainly won't be alone in this. Knowing where to turn for help and advice before you start work will assist you to thrive, not just survive, in this all-important year. That's why we've created this booklet for you. Not only does it include tips on things like parents' evenings, writing reports or disciplining pupils, it also guides you through the various ways ATL can provide advice and support.

And don't forget, you can also get lots of information on our website created especially for students and new teachers at www.new2teaching.org.uk. Everything from lesson planning to managing classroom behaviour or taking assemblies is covered. You'll also be able to download 25 of ATL's well-researched and incredibly useful publications for free.

Good luck!



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Before you start

Getting your first teaching job

It's rare to come across a new teacher who truly relishes the prospect of finding and applying for teaching posts. With careful preparation and planning, however, it's possible to make the process more of a challenge than an ordeal. ATL's publication *Apply yourself* contains lots of advice to help make applying for your first job as straightforward as possible. Members can order a copy free from our publications despatch line on 0845 4500 009.

ATL also offers a job finder service for new teachers. To access hundreds of teaching jobs and for advice on job seeking, see the 'job finder service' page in the 'job hunting' section of www.new2teaching.org.uk.

Maintained schools in England and Wales are covered by the School Teachers' Pay and Conditions Document for pay and working conditions, and the Conditions of Service for School Teachers in England and Wales for sick leave and maternity leave (copies should be available from your school and are on the ATL website). Independent schools and academies (including free schools) can set their own pay and conditions. Teachers in Scotland are covered by the Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service. Teachers in Northern Ireland should see the Northern Ireland Department of Education website www.deni.gov.uk.

Please note all policy and guidance referred to was correct at the time this edition was printed. Regulations on induction in England are likely to change in 2012 following a government consultation in 2011.

Checking the contract you have been offered is right for you

Tempting though it might seem, don't fall into the first job that is offered to you without taking time to look over the finer details of the contract. Although any contract is only as permanent as the notice period enshrined in it, opting for anything other than a 'permanent' contract could potentially be problematic.

In order for a contract to count towards your induction period in England and Wales (referred to as being 'inductable'), it must be a term or more in length and the headteacher must agree that the post counts towards the induction year. ATL's advice is to opt for a full year's contract if you can.

If you do decide to accept a temporary or fixed-term contract, make sure that you know its end date so you can organise your job hunting. Also, be aware that certain conditions apply to the length of time you can teach before starting your induction period. In short, you can accept temporary 'non-inductable' contracts for a maximum of four terms after gaining Qualified Teacher Status. However, you can appeal to have this four-term limit increased. Once you have completed your induction period successfully, you can of course continue to teach on temporary contracts.



The type of contract you accept does not change the fact that in the maintained sector you should be paid as a qualified teacher, ie be placed at least at point one (M1) on the main pay scale for England and Wales. The same scale applies to new teachers in Northern Ireland. In Scotland probationers start on 'point 0' of the main grade scale. Check your contract or letter of appointment to ensure that you will receive the correct salary. However independent schools, free schools and academies can set their own pay.



If you have any doubts at all about the type of contract or the salary you have been offered, or if you have any questions or concerns about whether you can accept a non-inductable post, contact ATL (details on page 34). This is a potentially tricky area and it is better to be safe than sorry. You may also find ATL's publication *The rights of fixed-term employees* useful. It is available from **0845 4500 009** or can be downloaded as a PDF from the 'resources' section of www.new2teaching.org.uk.

What you should be paid

A newly qualified teacher taking up her/his first teaching appointment in a maintained school in England and Wales can expect to be on main pay scale point one (M1).

For the latest salary figures, visit the 'pay' section of ATL's website at www.atl.org.uk/pay-scales, where you will also find details of pay in Northern Ireland and Scotland.

Independent schools and academies (including free schools) are free to determine their own arrangements so pay systems vary widely in this sector. However, as the dominant employer of teachers, the maintained sector sets a benchmark which most independent schools and academies seek to match or better. Check what type of school it is; the information here applies to schools in the maintained sector.

It may be possible to negotiate a higher starting salary. Schools have the discretion to recognise other relevant experience when setting an appropriate starting salary. If you feel that you have relevant experience (for example, experience of teaching in the independent sector or previous employment experience relevant to your subject area) then you can ask for this to be taken into consideration when setting your starting salary.

Schools should have a pay policy which sets out the extent to which they will exercise their discretion to award additional points in recognition of other relevant experience.

Schools can award up to one further incremental point per year for years of relevant experience. However, in practice many set a ceiling on the number of points that will be awarded in this way and some will award discretionary points at the rate of one point for so many years of relevant experience (eg one point for every three complete years of relevant experience).

The best time to discuss starting salary and discretionary points is when you receive a firm offer of employment from the school. If you are awarded a discretionary point or points, this entitlement will be permanent and will be carried forward to any subsequent teaching appointment in the maintained sector.

All full-time teachers working in schools that participate in the Teachers' Pension Scheme (TPS) in England and Wales have pension contributions deducted from their salaries. Membership of the TPS is not compulsory – you can opt out – but ATL recommends that you do not do so. Part-time teachers are





automatically enrolled to the TPS. Academies and free schools must offer the TPS. ATL produces a popular set of factsheets on the TPS, see www.atl.org.uk/pensionfactsheets.

In Scotland there is the Scottish Teachers' Superannuation Scheme, see www.sppa.gov.uk/scot_teachers/home.htm, and in Northern Ireland there is the Northern Ireland Teachers' Pension Scheme, visit www.deni.gov.uk for details.

Detailed information on pay scales can be found on the ATL website at www.atl.org.uk/pay-scales. If you feel that the salary offer made to you is too low or possibly unfair, or if you have any pension queries, don't hesitate to contact ATL for advice (see page 34 for details).

Serving your induction/ probation period

In England, all teachers who gained Qualified Teacher Status after 7 May 1999 must serve a statutory induction period and the same applies in Wales from September 2003, save for certain exemptions. This induction period is the equivalent of one academic year of full-time teaching. If you fail to complete your induction period successfully, you will not be able to continue teaching in a maintained school or non-maintained special school. Similar arrangements exist in Northern Ireland. In Scotland the Teacher Induction Scheme offers a position for a complete academic year for probationer teachers.

Please note the induction regulations in England are likely to change in 2012.

Newly qualified teachers undergoing induction in England and Wales are entitled to a timetable that is 90 per cent of the usual full teaching load in your school (your right to 10 per cent planning, preparation and assessment [PPA] time is in addition to this). The additional non-contact time must be evenly distributed throughout the school year and used for targeted professional development. PPA time does not apply as yet in Northern Ireland, although it remains an agreed aspiration between teaching unions and the management side.

You will be assigned an induction tutor for the duration of your induction. S/he will provide day-to-day monitoring and support, will probably undertake most of the observations of your teaching, and will review your progress regularly. Some schools also assign mentors to NQs as a source of additional personal support.

If you are off sick for more than an aggregate total of 30 working days throughout your induction period, your induction can be extended by the number of days you have missed.

Although you'll have three formal assessment meetings – one at the end of each term in a three-term year – it's useful to keep your own written record of your progress and reflections through the year.

If you have any concerns about the way in which your induction period is being managed by your school, raise these at the earliest opportunity. Speak to your induction tutor first and then, if matters aren't resolved, contact your headteacher and/or the named contact person at your LA with responsibility for NQs. Make a note of your discussions with other colleagues for future reference.

In Wales, induction is followed by a two-year programme of early professional development (EPD).

A special ATL publication for teachers in maintained schools *Induction: making it work for you* (English and Scottish versions) is available offering comprehensive advice on the induction year. To order a copy, see www.new2teaching.org.uk where you will also find information on induction in Northern Ireland and Wales, and probation in Scotland.

During your first year

Here are some ideas to help you during your first few weeks:

- Aim to meet key people before term starts. This will probably mean paying the school a visit towards the end of the summer term if at all possible. You should at least have met the headteacher, your induction tutor and/or mentor, and any immediate line managers such as department heads before your first day.
- Give yourself a few achievable goals for the first week. For example, you won't learn all the pupils' names but aim to cement a handful in your mind each day.
- Take time to read through the records your school has on each pupil you teach. Ask relevant pastoral heads if there is anything specific you should know about pupils, eg any medical conditions they may have, their previous national curriculum levels reached and any special educational needs you should be aware of.
- Take in plenty of resources such as pens, pencils, tissues, notepads, etc. Lesson planners, board markers and stationery for pupils should all be provided by the school.



- Be sure to find out how and where you can secure your personal belongings. You should be given a locker, lockable drawer or secure area in the staffroom. It is worth spending some time each day familiarising yourself with school policies (your induction tutor will be able to point you in the right direction). Look out in particular for policies on teaching the gifted and talented, discipline, teaching and learning, and assessment.

ATL's publication *Achievement for all* offers advice and information about teaching pupils with special educational needs. You may also like to order *Assessment literacy for wise decisions* for an explanation of assessment and assessment processes. Both these publications are available to download from the 'resources' section of www.new2teaching.org.uk or if you prefer hard copies, call **0845 4500 009**.



Relationships with colleagues

The relationships you form with staff, students, parents and governors can make all the difference in the early stages of your career. As a new teacher, you are trying to make a good impression, understand the school culture and work out who's who. Here are a few points to help with this:

- Take your time – you don't have to suss everyone out.
- Beware of being isolated within your department, which may stop you forming other helpful relationships, notably with other new teachers.
- If you do notice cliques, try to stay neutral. It is important not to get drawn into internal disputes.
- Try not to allow your enthusiasm to be dampened by others' negativity – you need to retain positive energy for your teaching.
- Help others when you can – people will respect someone they can rely on and will be more likely to return the favour.
- At break time, it is worth observing the 'staffroom etiquette'. For example, be careful not to use someone else's mug or sit in someone's 'special' chair. This sounds trivial but could help you to avoid getting off to a bad start with your colleagues.





- Well-established staff can sometimes feel threatened by change or new ideas. Acknowledge the skills and expertise of your more experienced colleagues, but don't forget that your view matters. Have the confidence to voice your ideas and suggest improvements – but remember to tread carefully.
- In your first term, you not only need to get to know your colleagues but also the complex network of relationships that exists in the school. Help and guidance may come from unexpected sources. Working out how the staff relate to each other is invaluable, especially the relationships between teaching and support staff.

For more tips on working relationships, see www.new2teaching.org.uk.

Time management

Your ability to manage your time effectively will be the difference between surviving and thriving in your first job. Here are some ideas:

- Get used to prioritising tasks – be ruthless!
- Do the essential stuff first but be discerning about what you attach that label to. Not everything is essential!
- If you are planning for one lesson, aim to plan for a series of lessons.
- Don't allow tasks to pile up with a view to catching up over the weekend. You'll need a good break and will grow to dread Sundays if they're dominated by school work.
- Work at your own pace, not at the pace of those around you.
- Don't be afraid to ask for help if you need it and take any that is offered. Most colleagues should be sympathetic as they know what it's like – there really is no need to reinvent the wheel.
- Assign a time limit to each task you have and remain focused on it until it is done.
- Aim to gain a sense of how and when you work most effectively. Don't force yourself to do tasks at times when you experience natural slumps in energy, such as at 4pm when you're hungry and tired.



Taking on additional duties

The reality of life in schools, as you'll appreciate from your initial teacher training, is that teaching your class(es) is not where your workload begins and ends. There are many additional duties and tasks you could take on, from joining the parent staff association to putting on the Christmas concert or running a club linked to your specialist subject.

However, certainly for the duration of your induction period, you are perfectly justified in keeping these additional duties to a minimum while you focus on settling into the profession.

Never feel bad about saying no. Express yourself assertively, giving your reasons. You might feel that it is appropriate to offer to reconsider when your induction period is complete.

If you do decide to take on an additional duty such as running a school club, only do so on the condition that you can review the decision after half a term. This will give you a 'get-out' if you feel that it is having an adverse affect on your workload.

Teachers should not be asked to do supervision duties at lunchtime, at the end of the morning session or at the beginning of the afternoon session. Although you could be asked to cover for absent staff, this should certainly not happen during the time allocated in your timetable for targeted induction or planning.

There are various administrative tasks that need not be routinely carried out by teachers in England and Wales. This means that your school should be working towards ensuring teachers do not routinely have to perform them. For a list of these tasks, visit the workload pages of the 'help and advice' section at www.atl.org.uk.

In Northern Ireland there is guidance on tackling bureaucratic burden at www.deni.gov.uk/index/teachers-pg.htm. For a list of administrative and other non-teaching tasks in Scotland see the SNCT handbook at www.snct.org.uk.

If you have any concerns about additional tasks that you are asked to do, you should discuss them with your induction tutor or mentor. ATL is always available to offer advice and support with any query you may have on additional duties or workload. For up-to-the-minute information and news on workload, visit ATL's website at www.atl.org.uk.

Maintaining a work-life balance

No matter how good your time management, there is no denying that teaching is a demanding career. Nevertheless, it should not dominate your life to the extent that all else is eclipsed by marking, preparation and the sheer exhaustion of it all. Helping teachers to maintain a work-life balance has been a major focus for ATL in recent years. See the workload pages of the 'help and advice' section of www.atl.org.uk for information on work-life balance, including our work-life balance toolkit. You should also consider the following:

- The law of diminishing returns applies as much to your preparation as it does to anything else in life. Put too much time into it and you'll risk getting a disproportionately small amount of benefit from

your efforts. Limit the amount of time you spend working at home during the evening. Never work late into the night – you need to unwind fully before going to sleep.

- Don't let your relationships outside work slip. Friends, partners and family will understand your need to work long hours, but they shouldn't be forgotten altogether. Plan time to be with these people and keep that time sacrosanct.
- All teachers do some work in the school holidays but don't blur the boundaries between term time and holiday time so much that they are no longer distinct.
- Try to make sure that a fixed number of evenings in the week are completely work-free – don't lose sight of your hobbies and interests.

Parents' evenings

Whatever these are called in your school (sometimes open evenings, consultation evenings or appointment evenings), parents' evenings can be daunting even for experienced teachers let alone if it's your first one. Yet they are a great opportunity to find out more about your pupils.

The following ideas should help you to get the most out of them:



- Make sure you don't save up big issues for parents' evenings; these should be dealt with as appropriate throughout the term.
- Have your marking up-to-date and attendance records and attainment levels to hand.
- If you are seeing a parent who is known to be difficult or aggressive, ask a colleague, possibly a member of the senior management team, to witness the consultation.
- Remember to avoid using educational jargon as far as possible; it could be lost on your audience.
- Focus on the progress a student has made.
- Observe experienced colleagues talking to parents if you get the chance.

Writing reports

Government guidance states that teachers are required to produce at least one report to parents per pupil per academic year. When the time comes for you to report to parents on the progress of the pupils you teach, these tips will help:

- Reports should not be excessively long. Follow your school's guidance on this, but always keep in mind that a relevant, concise, helpful and positive paragraph will serve pupils and parents far better than something longer yet less precise.

- There is software available designed to speed up the report-writing process but in reality it isn't always effective. You should seek the advice of your induction tutor if you are planning to take this route.
- Always avoid the clichés, such as 'could try harder'. Be aware that the comments you write could be interpreted as more of a reflection of your teaching than of a child's learning!
- Focus on achievements and improvements. What progress has the child made? Always add something the child could usefully do to improve.
- Take care over presentation, especially if reports are handwritten in your school. Get someone to read them through before submitting them.
- Jot down a few key words about each child before starting the writing process. It will almost certainly be too much to do rough drafts first, but key words will help to ensure you don't miss anything out.
- Try to avoid unnecessary educational jargon or abbreviations as far as possible.

For more advice on writing reports, see www.new2teaching.org.uk.



Other common issues

Taking pupils away from the school site



The educational and social value of school trips makes such activity an essential part of any young person's learning. Nevertheless, a series of high-profile incidents plus the volume of health and safety requirements have understandably heightened teachers' fears about liability and negligence.

Teachers taking pupils on school trips or visits do have an obligation to take reasonable care of them, taking account of their ages and aptitudes, the level of risk in the activity and the environment concerned, which should be considered in the risk assessment. However, if an accident happens, the employer is primarily responsible for any compensation, rather than the individual teacher.

The government has published an eight-page guidance on school trips, which is available at www.education.gov.uk. The guidance *School trips and outdoor learning* is available from the Health and Safety Executive website at www.hse.gov.uk/services/education/school-trips.pdf.

For common sense advice, see ATL's publication *Taking students off site*, which is available from www.new2teaching.org.uk.



Taking sick leave

As a newly qualified teacher, you are entitled to full pay for 25 working days of sick leave and, after completing four calendar months' service, half pay for 50 additional days. These entitlements increase with years in service.

You are entitled to self-certificate for seven calendar days of absence due to ill health. This means that you don't need to obtain a sickness absence certificate (although you would be wise to seek medical advice if your illness continues beyond three or four days). If you are ill for more than seven calendar days, you will need to give your headteacher a 'fit note' (normally obtained from your GP), stating the reason for your absence and the projected duration of sick leave. The fit note was introduced on 6 April 2010 to replace sick notes. Previously a sick note simply stated whether a doctor believed that a person should or should not be in work. The new fit note has two options: that the person is 'not fit for work', or that the patient 'may be fit for work' taking account of advice on a phased return to work, altered hours, amended duties and workplace adaptations.

The school should have a sickness absence policy that outlines the procedures for sick leave. Keep your headteacher informed whenever you suffer illness that requires sick leave. Always ring the school as soon as you know you will not be able to attend. If you cannot telephone, arrange for someone to call on your behalf. The reason for your absence should be treated as confidential by your headteacher.

If you feel able to suggest work for your class(es) this will be appreciated but you are not under any obligation to do this. Many schools have contingency plans in place in the event of staff sickness.

Child protection issues

All teachers owe a duty of care to their pupils and colleagues. An important aspect of this duty is to take reasonable steps to safeguard and promote pupils' health, safety and welfare. This is particularly important in the area of child protection – all children have the right to protection from abuse and exploitation.

Child abuse has been categorised as follows for the purposes of the child protection register:

- neglect – persistent or severe neglect, or the failure to protect a child from exposure to any kind of danger
- physical injury – actual or likely physical injury to a child, or failure to prevent physical injury or suffering to a child
- sexual abuse – actual or likely sexual exploitation of a child
- emotional abuse – actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection.



Find out what your school's procedures are for dealing with suspected abuse, and follow these.

As soon as you suspect neglect or any form of abuse, talk to the designated teacher with responsibility for child protection at the school. Do not wait to gather more evidence of abuse. It is always better to act sooner rather than later.

For further guidance on child protection issues see www.education.gov.uk.



Disciplining pupils

Classroom behaviour and discipline is a perennial concern for all teachers but is often a major worry for those new to teaching. Your school discipline policy should state clearly what sanctions are available and who has the power to impose them. Clarify what authority you have to impose punishments and if there are circumstances where you must refer an issue to a senior colleague.

The school should publish an escalating system of sanctions, usually ranging from removal from classes, loss of privileges (such as staying in at break times), reporting to senior staff, contact with parents/guardians, being placed on 'report' and behaviour 'contracts', through to temporary or ultimately permanent exclusions.

Legislation sets down detailed controls on some of these sanctions. For example, only the headteacher can exclude a pupil from school, and s/he must observe a procedure when doing so. Detentions can be imposed only when it is an established sanction that is 'reasonable in all the circumstances' and ATL recommends that 24 hours' notice is given.

Finally, one thing is clear: corporal punishment is not a legitimate sanction in maintained schools.



If you need more information on handling difficult pupils, order ATL's popular publication *Managing classroom behaviour*, which offers practical tips on coping with the types of incidents that can happen in the classroom. This can be downloaded from www.new2teaching.org.uk, where you'll also find lots of other useful information on managing pupil behaviour, or for a hard copy call **0845 4500 009**.

Physically restraining pupils

Staff in all schools are authorised to use reasonable force on pupils in the following situations:

- to prevent them from committing a criminal offence, eg assaulting another pupil or member of staff
- to prevent pupils from injuring themselves or others
- to deal with an imminent danger to property, including the pupil's own property
- to maintain discipline at school or on trips out of school, eg where the pupil's behaviour is causing a serious disruption.



All schools should have a policy about the use of force to control or restrain pupils, which you should familiarise yourself with.

In these situations, remember the following guidelines:

- use your voice first – verbal instructions should be given before and during any physical intervention
- use restraint only when necessary to resolve the incident – this should be the minimum force required, lasting for the shortest practicable time
- the purpose should be restraint and the reduction of risk – do not strike blows or retaliate against pupils; to do so would exceed your authorisation to intervene and run the risk of an allegation of assault being made
- use restraint in line with the school procedures and any related training you have received.

Always try to keep calm and consider your own safety. As soon as the incident is over, record exactly what happened with a senior member of staff. And remember that ATL is here to advise you, should you have any concerns following an incident (see page 34 for contact details).

For further advice, see government guidance on restraint, which is available at www.education.gov.uk.

Coping with physical assault

The assault of teachers in schools does happen but not frequently. When it occurs, however, it's invariably a disturbing and frightening experience that can knock confidence and encourage fear. If you are assaulted at work by a colleague, pupil or parent it is essential to record the incident as soon as possible with your headteacher; the situation needs to be treated with urgency and seriousness by all concerned.

There are a number of steps outlined below that should be considered following a physical assault.

- You should be allowed access to a private area where you can sit with a friend. You may wish to leave the school and go home, if so, appropriate arrangements, including transport, should be made.
- You may have to attend your GP or a hospital, accompanied by a friend, representative or colleague.
- A medical assessment of any injury should be made as soon as practicable. A doctor's report, or even photographs of the injury, can be important evidence in any claim or legal proceedings.
- A written record of the assault, any injury and the circumstances leading up to the assault should be made as soon as possible.
- Depending on the severity and/or effects of an injury, you may be eligible to claim Industrial Injuries Disablement Benefit. You should contact your nearest Industrial Injuries Disablement Benefit delivery centre, see the 'benefits and financial support' section of www.direct.gov.uk or, in Northern Ireland, www.nidirect.gov.uk. In Northern Ireland, the Health and Safety Executive for Northern Ireland may have a role, contact ATL's Northern Ireland office.

- Report the incident to the police promptly. You may be reluctant to do this but it is an important step to take, particularly if you seek compensation under the Criminal Injuries Compensation Authority (CICA) scheme.

You should also notify ATL for advice where appropriate on issues such as sick pay, the possibility of prosecution, compensation and ATL's assaults insurance for members. For a copy of ATL's guidance *Violence, threatening behaviour and abuse* (available free to members) call ATL despatch on **0845 4500 009** or download it from www.atl.org.uk/publications.



First aid

While administering medicines is not part of a teacher's contractual obligations, there may well be occasions when you need to deal with accidents. Your school should have clear guidelines on first aid and will have qualified first aiders on its staff. Remember that first aid should normally only be given by a qualified person. Never leave a casualty to get help – always send a pupil to do this.

Take a moment to focus on accident prevention. Your school may have procedures for this. Accident prevention includes checking furniture for cracks and splits, making sure windows are safe and that repairs are carried out promptly.



Your school will also have procedures for reporting accidents and incidents so you should familiarise yourself with these.

If you have any queries about your own health and safety, or that of your pupils or colleagues, speak to the ATL safety representative at your school who can offer advice and support. You can also contact ATL's member advisors (see page 34 for details). Finally, ATL provides comprehensive information on health and safety issues at www.atl.org.uk.

ATL is here to help

As your professional association, ATL wants to ensure that your first years in teaching are as productive and successful as possible, so do make use of all the advice and help that we can offer on any issue that concerns you.

Your ATL rep at your school

Your first port of call should be your ATL rep, who will be able to offer you practical and personal support.

Your local ATL branch

Your branch secretary can provide help and advice from a local angle, especially on the guidance and expectations your LA will have for its NQs.

If you do not know the name/telephone number of your ATL rep or local branch secretary, please contact ATL on **020 7930 6441**.

Other ATL support and helplines

As an ATL member, you can call ATL's member advisors on **020 7930 6441** (during office hours) or the out-of-office helpline **020 7782 1612** (between 5pm-8pm, Monday to Friday during term time) for confidential and personal support on any issue related to employment.

This document was originally written for ATL by Elizabeth Holmes, a former head of history who now writes extensively on education issues: www.elizabethholmes.co.uk.

ATL is the union for education professionals across the UK. Active in the maintained, independent and post-16 sectors, we use our members' experiences to influence education policy, and we work with government and employers to defend your pay, conditions and career development. From early years to HE, teachers to support staff, lecturers to leaders, we support and represent our members throughout their career.

For a free copy of ATL's publications catalogue, please call ATL despatch on **0845 4500 009**.

To receive the text of this book in large print, please contact ATL on **020 7930 6441**.

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Whatever your query,
www.new2teaching.org.uk
from ATL has all the advice and support you
need to help you begin your teaching career.



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