

Induction

making it work for you

Our guide for newly qualified teachers



Student and
NQ series



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It could be the start of a beautiful friendship...

Foreword by Dr Mary Bousted

General secretary, ATL

Welcome to ATL. I am delighted that you have joined us as a newly qualified (NQ) member. You can be confident that you have become part of a strong union that is active in your school or college and supports over 160,000 members across the UK. We will give you face-to-face support from your workplace rep; comprehensive career advice; first-class legal assistance; extremely effective training; and an opportunity to be involved in your union.

I believe today's NQs are the best ever. We have high-quality people going in ready to do a good job, which is excellent for the teaching profession. New teachers are also far more prepared for entering the classroom than ever before.

Of course, we know that entering the classroom is also a huge challenge. As an NQ, not only are you dealing with the pressures of your induction year and the natural concerns about performance that all NQs have, but you are also trying to establish a presence in the school, and to be seen to be effective and in control of your class. Not to mention having a lot of lesson planning on your plate.

But ATL is here to help. We understand the challenges you face and are committed to supporting you from the beginning of your career right the way through. This publication is designed to help you make your induction year work for you. We also have a range of other excellent publications to support you in your daily work, as well as a lot of useful information and features available on our website, www.new2teaching.org.uk. And, of course, ATL is always working hard at the national level to defend our members' interests and influence policy before it is set in stone.

I hope you find this publication useful, and may I take this opportunity to wish you every success with your induction year and for the rewarding and exciting career ahead of you.

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ATL is here to help

Introducing induction

Induction is a complex process but this guide is designed to take you right through, from understanding induction and how it can work for you to what to expect from your local authority and your school. We also discuss what might happen should your induction not go as smoothly as hoped and explain how ATL can help in this most crucial start to your career as a teacher. Please note the information published here is correct at the time of going to print but may be subject to change.



The statutory basis of induction

Generally induction refers to the procedures employers use to make sure staff new to the role are given the appropriate guidance and support. For newly qualified (NQ) teachers, induction has a very precise meaning. To be eligible to continue to teach without restrictions in maintained and non-maintained special schools in England you must successfully complete the required induction period, equivalent to three terms of teaching, by meeting the Core Standards formerly known as Induction Standards.

The requirements for induction are set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2008, which apply from September 2008. In addition, headteachers have a contractual responsibility under the Education (School Teachers' Pay and Conditions) Order "for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations, and making a recommendation at the end of such induction periods as to whether such teachers have met the prescribed Core Standards as required by those Regulations".

However, the laws and regulations on their own do not give details on what is really expected from schools and NQs. This comes in the form of *Supporting the induction process: TDA guidance for newly qualified teachers* (referred to throughout this publication as 'the guidance'). Although this guidance is not statutory, local authorities (LAs), schools, headteachers and induction tutors will be expected to follow it.

The standards

The Core Standards set out the criteria against which NQs will be assessed. The standards are published by the Training and Development Agency for Schools (TDA).

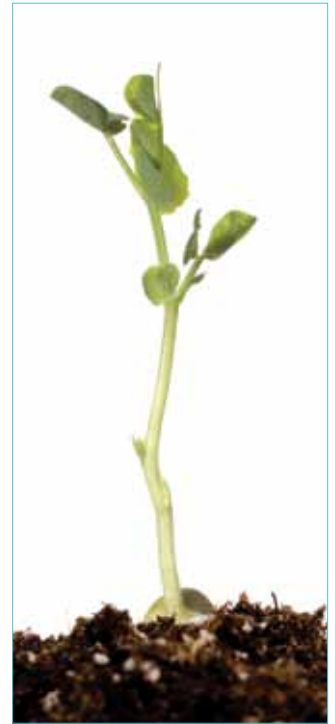
Important update: Induction regulations in England are currently under review, with new arrangements expected to come into force by September 2012, following a government consultation in 2011. From September 2012, the Core Standards and QTS Standards are due to be replaced by one set of Teaching Standards. In April 2012 the functions of the TDA are due to be taken over by the Department for Education and a new Teaching Agency.



The induction system

The induction system was introduced with a legal footing to ensure that all NQs have a systematic and consistent induction with thorough assessment, and to establish that every NQ should receive a programme of monitoring and support during their first year of teaching.

The guidance states that induction helps develop informed professionalism by providing significant opportunities for you to show your potential, to make rapid advancement towards excellence in teaching and to begin to make a real impact on your school's development. Induction is seen as providing a firm foundation for your future professional and career development. Clearly a positive induction experience is crucial in being able to pursue your teaching career. As your professional association, ATL is here to advise and support you every step of the way: see page 38 for the many ways ATL can help.



Does induction apply to you?

This guide is primarily intended for those who come under the statutory requirements for induction and have a contract of employment for one term or more in a maintained setting. To be eligible to begin induction you must have been awarded QTS after 7 May 1999 and you must secure a suitable post for at least a full term, although this could be on a part-time basis. Periods of supply teaching of less than one term or intermittent supply teaching cannot count towards the induction year (see 'Supply teachers' on page 8).

Induction can also be completed in:

- a special school as long as the headteacher can be confident that the school can offer the breadth of experience to let you meet all the Core Standards, which may include additional experience in a mainstream school
- a maintained nursery school or other early years setting, but only where there is a headteacher, your induction tutor has QTS and the school or setting can provide the opportunity for you to meet all the Core Standards
- sixth form /further education colleges
- independent schools.

It is usual for teachers to complete induction in the first year of teaching, although for teachers on a part-time contract this will be proportionately longer.

Those who qualified before 7 May 1999, even though they may be teaching for the first time, are not required to complete this formal induction year. An exception is also made for teachers who, although they gained QTS after 7 May 1999, have taught for at least two terms in Wales before September 2003. They are eligible to teach in England without undertaking an induction period.

Neither do the Induction Regulations apply to any teacher teaching for the first time in England who has already satisfactorily completed induction, probation or the equivalent in Scotland, Northern Ireland, Wales, Isle of Man, Guernsey, Jersey, Gibraltar, or a Service Children's Education (SCE) school in Germany or Cyprus.

You cannot complete induction if you can only obtain employment for a period of less than one term or as a short-term supply teacher, or if you are employed in a pupil referral unit, a secure training centre or a school in special measures unless one of Her Majesty's Inspectors certifies in writing that the school is suitable.

What about everyone else?

Supply teachers: If you do not wish to, or are unable to, obtain employment on a permanent, uninterrupted basis and seek employment first as a supply teacher, it will only count towards the induction period if it is clear from the outset that the contract will last for a minimum of one term. There is a limit of four terms, beginning from the date of your first employment, to your eligibility to teach as a supply teacher. Once this period has elapsed you cannot undertake supply work in a maintained or a non-maintained special school unless:

- it is for at least one term, and thus can count towards your induction period, or
- the LA has agreed to extend your entitlement to short-term supply teaching because of exceptional circumstances that prevent you from obtaining a suitable post in which to serve the induction period. The extension is entirely at the discretion of the LA, on a case by case basis, and is for a maximum of one year. Examples of circumstances that might be considered as exceptional could be serious illness, personal circumstances or because there is a shortage of suitable posts in your area.



If your QTS has been deferred: A small minority of new teachers may have the award of QTS deferred because they have not yet successfully passed the required skills tests in one or more of literacy, numeracy or ICT. From 1 September 2008, no teacher can legally teach in the maintained sector without having passed all the skills tests (not applicable to independent schools). If you are in this situation, you will not be able to formally begin induction until you have QTS.

From September 2012, all those wishing to enter postgraduate teacher training will have to pass both a literacy and numeracy test at the outset. Candidates who fail one or both of the skills tests will be limited to the two resits for each test. The IT test will be dropped.

Independent schools: Induction is not compulsory in independent schools, including independent nursery schools. However, they may offer induction if an agreement has been reached between the school and an LA or the Independent Schools Council Teacher Induction Panel (ISCTIP) to act as the 'Appropriate Body'

(see page 12 for a definition) before your induction starts. If this route is chosen, the school must offer the same provisions as for NQs in maintained schools.

Sixth form colleges/the FE sector:

The Induction Regulations are not compulsory in sixth form colleges (SFCs) and FE colleges. If an SFC/FE college chooses to offer induction, it must arrange for an LA to act as the Appropriate Body, provide an induction tutor who is a senior member of staff and who holds QTS, offer a suitable timetable and at least the equivalent of 10 working days teaching pupils of compulsory school age in a suitable school (indeed every effort should be made to ensure a further 15 days teaching in this kind of school).

If you start your career in an independent school or an SFC/FE college that is not operating induction under the Induction Regulations, you will have to complete induction in accordance with the Regulations if you later take up a post in a state-maintained school or a non-maintained special school.

ATL's advice is that if you are eligible and you may wish to teach in a maintained school or a non-maintained special school at any time, you should seek to complete the induction period whenever and wherever this is available to you. This means that if you later wish to teach in a maintained school or in a non-maintained special school you could do so as an experienced teacher without the necessity of completing induction.

Wales: Induction has been a statutory requirement for NQs who began teaching in Wales from September 2003. Periods of one term or more completed under the Induction Regulations in Wales can be counted towards induction in England, and service under the Induction Regulations in England can be counted towards induction in Wales. The induction system in Wales does differ from that in England but most of the general advice in this guide will be relevant.

Northern Ireland: There are different arrangements for the induction stage in Northern Ireland, which are outside the scope of this guide. Teachers who complete this stage are exempt from the Induction Regulations if they later teach in English schools.

Scotland: There are different arrangements for induction in Scotland, where it is known as probation.

For specific advice on your particular situation, or for more details about the situation in Wales, Northern Ireland or Scotland please see www.new2teaching.org.uk or contact ATL (see page 38).



Is your post suitable for induction?

The guidance says that you should normally serve the induction period in a post that:

- does not demand teaching outside the age range and subject(s) for which you have been trained
- does not present you on a day-to-day basis with acute or especially demanding discipline problems
- involves you in regularly teaching 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
- does not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

It may not always be possible to avoid these problems. However, your school/induction tutor should be aware that your post may not be an ideal one for induction and should show how they intend to offer you additional support.

Nevertheless, if you feel that your post is unsuitable for induction and that there is no sign of this being recognised, you can seek advice from ATL (see page 38).



Induction: a first look

Good induction helps you to feel at home, to fit in, to make sure you know all the routines and procedures and to understand the values, objectives and purposes of the organisation you join.

What you should know right from the start

The guidance suggests that you should expect to receive advice before you take up your post or right at the start of your induction period on the following:

- the name of your induction tutor
- the timetabling of lessons and support arrangements
- a schedule of your formal assessment meetings
- the name of the 'named contact' (see below) at the LA or Independent Schools Council Teacher Induction Panel (ISCTIP) if you teach in an independent school
- school policies covering health and safety and equal opportunities
- your entitlements to pay during sickness and other absences, eg maternity leave, arrangements for salary payments, pensions, etc
- other relevant policies including arrangements for cover, child protection, etc
- the nature of the contract of employment, a list of duties and management arrangements.

The named contact: This is the contact within the local authority/ISCTIP that you can go to if you have any concerns about the quality of the induction you are receiving. You should be given contact details for this person at the beginning of your induction period.



Throughout induction

The guidance says that induction should help NQs to take increasing responsibility for their own professional development as the induction support programme progresses. Induction should:

- provide a programme of monitoring, guidance and support that is tailored to individual needs and will help you meet the requirements for the satisfactory completion of induction
- involve the headteacher or induction tutor and you in discussions using the career entry and development profile (CEDP – see below), which result in short-, medium- and long-term objectives relating to identified individual needs, the specific school context and the requirements for the satisfactory completion of induction
- involve regular reviews of progress, leading to termly reports on your progress being sent to the LA or ISCTIP
- develop your skills of self-evaluation and provide a sound foundation for your CEPD.

As part of the induction support programme, your headteacher has a duty to make arrangements such that you are not required to teach for more than 90 per cent of a normal timetable. You are also entitled to 10 per cent non-contact time for planning, preparation and assessment (see page 19 for more details).

Career entry and development profile: The CEDP is a template that can be used to help trainee and newly qualified teachers think about their professional development. It may be used at key points towards the end of initial teacher training and during induction. The profile is based on three transition points: towards the end of ITT, at the start of induction and finally at the end of induction. See pages 31-33 for more information about the CEDP.

The support you should expect

Your induction programme should be designed to support you to become an effective and successful teacher. You should expect to have:

- support from a designated induction tutor
- observations of your teaching and follow-up discussions
- professional reviews of your progress
- opportunities to observe other experienced teachers
- other targeted professional development activities.

All of these have been shown to help NQs make a smooth transition into teaching, and they should all be available to you in your school. Other sections of this guide explain in detail what should be provided.

One thing is certain – support from experienced and sympathetic colleagues is an essential part of successful induction.

Alongside your induction programme there will be additional termly formal assessment meetings if you are full-time (they will be held at equivalent intervals if you are part-time). These are important meetings and detailed information can be found on page 24.

An induction to suit you

Induction is most effective when tailored to the needs of the individual NQ and the specific teaching context. After all, teachers begin from different starting points and meet different demands and opportunities in their first teaching post.

This is where the CEDP comes in. It is meant to act as a bridge from your initial teacher training (ITT) and to contribute to this individualised programme by identifying for your school your individual strengths and priorities for further professional development. For more information on the CEDP, see pages 31-33.



A fair assessment

As well as a programme of support, the Induction Regulations require each NQ to be assessed against and to meet:

- the standards for the award of QTS, ie the standards against which you were assessed as a trainee teacher, and
- the Core Standards.

Both sets of standards are published by the TDA and you should have received them when you completed your initial training. From April 2012 the functions of the TDA are due to be taken over by the Department for Education and a new executive agency called the Teaching Agency. From September 2012, the Core Standards and QTS Standards are due to be replaced by one set of new Teaching Standards.

The intention is that all NQs are assessed in the induction year against the same set of professional expectations and that the standards represent explicit and shared understandings. Despite this, teaching contexts do vary enormously. This is why, throughout this guide, we shall emphasise:

- what high-quality support should look like and why you should take action if you do not receive it
- the importance of a fair and equitable assessment, based on open, shared, unbiased, convincing evidence.

Quality assurance in terms of induction is the responsibility of the Appropriate Body (see below).

Appropriate Body: This is the body that decides whether an NQ has met the Core Standards. In maintained schools, the LA will be the Appropriate Body and will make a decision based on the headteacher's recommendation. The LA may also act as the Appropriate Body for some independent schools. Alternatively, independent schools that wish to make the induction year available to their NQs may choose the ISCTIP as the Appropriate Body.

The Appropriate Body is also responsible for making sure that headteachers and governing bodies are aware of, and capable of, meeting their responsibilities for monitoring, support and guidance, and for undertaking a rigorous and equitable assessment of the NQ.

It's your induction

What you should and shouldn't do

It is important to remember when it comes to induction that you come first. You have just one chance to show that you can teach successfully so it is important that you help to create the right conditions for your success. So what else besides teaching causes problems for a newly qualified teacher?

Well, not surprisingly, there are the usual culprits:

- personal relationships
- money worries
- poor accommodation
- difficult or tiring travelling arrangements
- loneliness
- getting to know a new group of people
- health problems.

It makes sense for you to take as much care as you can to avoid any situation that could create stress when you start teaching. If any personal problems begin to cause you concern and to distract you from your teaching, try to resolve them as soon as possible.

Remember that you can always contact ATL for advice and support – see 'ATL is here to help' on page 38 for details of the points of contact available to you.



The demands of becoming a teacher

It is important to remember that the special challenges of teaching remain challenges for many teachers – not just for you.

Teaching makes great demands on you personally. Motivating children, gaining their respect and cooperation, and being constantly 'on show' all need particular personal resilience. You may also become anxious because you are totally responsible for a class for the first time. Sometimes the anxiety can become so great that you feel you cannot make decisions even about small matters.



Remember that teaching:

- is a physically and emotionally demanding profession
- involves constantly standing, walking, squatting and kneeling, being alert, listening and paying attention
- can involve comforting distressed children and calming angry ones; encouraging insecure children and challenging complacent ones; dealing with distressed and discouraged parents and with demanding and insecure parents
- is intellectually demanding when you have to plan for children with a wide range of abilities and look afresh at a subject from the children's viewpoint.

Be reassured that NQs commonly report difficulties in classroom management. This can obviously be stressful and demoralising but you must share your problems with your colleagues. Teachers are busy and school days never go to plan but there will usually be someone available with the time to help new teachers.

Why not find out if you can share preparation, or ask your colleagues for practical suggestions? ATL also produces the guide *Managing classroom behaviour*, which provides practical advice on creating the conditions for good behaviour and finding proactive rather than reactive strategies. It is available free of charge to members (call **0845 4500 009** or email despatch@atl.org.uk) or can be downloaded from www.new2teaching.org.uk, where you will also find lots of other useful advice on behaviour management.

Above all, ask for help when you need it – don't just suffer in silence!

Your responsibilities

You have responsibilities during induction. As a teacher, you have statutory conditions of employment set out in the School Teachers' Pay and Conditions Document and these include the professional duty of "participating in arrangements for his (sic) supervision and training".

The guidance also emphasises that you are expected to:

- participate fully in the programme of monitoring, support and assessment as agreed with your induction tutor
- be familiar with the Core Standards and monitor your own progress in relation to them
- take increasing responsibility for your own professional development.

Please note: from September 2012 the Core Standards, along with the QTS Standards, are due to be replaced by one set of new Teaching Standards.

It is important, therefore, that you demonstrate you are involved and interested in your further development as a teacher. You should actively engage in the programme of monitoring, support and assessment, and consider how you can show evidence that you are doing so.

Records of observations of your teaching, the outcomes of professional review meetings and a copy of reports to the LA or the Independent Schools Council Teacher Induction Panel after the termly assessment meetings should always be made available to you.



Raising your concerns

You have a responsibility to express and raise any concerns you have about the quality of the content and delivery of your induction programme.

There is explicit provision for you to do so both at school level and with the named contact at the LA/ISCTIP (see page 37).

ATL would always advise you to seek our guidance first over any concerns in your induction year to ensure that you have the personal support you need.

Developing professionally

Currently one of the Core Standards requires that each NQ can show a commitment to improving their practice through appropriate professional development. This emphasis on taking responsibility for your own professional development is a key element in the expectations of teachers as professionals.

Although it is here tied to the statutory requirements for induction, it is implied that you should:

- care about your own professional growth and development
- have objectives and plan for the professional skills you need now and in the future to do your job well
- have expectations that the organisation you work for will facilitate and enhance your professional development, and demonstrate a positive attitude to your professional future in teaching.

You should also:

- make yourself familiar with the Core Standards at the start of your induction period so you know what is expected of you
- participate fully in planning your programme of monitoring, support, assessment and development activities, and in revising your objectives
- be prepared to evaluate your own strengths and weaknesses so that you can set your priorities for your professional development (using the CEDP with your induction tutor should support you in doing this – see page 31 for more information on using the CEDP).

This means that it is important for you to make time for reflecting on your own work, and to identify aspects of the standards where you have not yet had opportunities to develop, for example, by offering suitable objectives for your professional development.

However, it is also accepted that you may need support to understand whether you are achieving the standards, and your induction tutor should be able to tell you at your professional review meetings whether your self-evaluation is accurate or wide of the mark.

If you are unsure about whether you are reaching the standards, and if you are not clear about what objectives have been set for you to reach the standards, you can seek advice from your ATL representative (see page 38).



Looking after yourself

Nurturing the body, mind and soul is vital in getting the most out of your induction.

If you look after your health and well-being, you are more likely to be an effective, happy teacher.

- Don't give up on sport and exercise. In some schools, staff organise sports activities – some even have fitness clubs. It can be a good way to get to know your colleagues.
- Make time for outside interests and seeing your friends.
- If your schedule seems too much, maybe give some thought to massage, meditation, yoga, relaxation exercises or aromatherapy – anything that might help to defuse your anxiety.
- Make time in your schedule for eating sensibly and getting plenty of sleep – not always easy when you start a career.
- Use all the support networks in teaching that you can, including the special networks for NQs that many LAs operate (see also page 38 for how ATL can support you).
- Don't let teaching absorb all of your time. Set limits so that you can look after yourself.
- Don't expect to be the one to help every child. There will be other colleagues there for them too!
- Don't set unrealistic expectations for the holidays. Despite the temptation to catch up on the housework or your paperwork, you need to be able to relax too.
- Treat yourself! Arrange breaks to visit friends and family in advance, and don't alter your plans because you think you are too busy.
- Keep thinking about why you wanted to be a teacher!



Information sources

Your LA may have produced resource materials covering a number of subjects such as:

- the characteristics of good teaching and learning
- pro-formas for lesson observation and self-evaluation, with headings or questions which focus attention on the key features on which you should concentrate
- objective setting and action plans
- how to assemble your evidence for professional review meetings and assessment meetings.

Remember also that ATL's website, www.new2teaching.org.uk, has been specially designed to cover the key issues and areas of concern that new teachers have, from lesson planning, behaviour management and report writing to dealing with stress.

The role of your school

The professional culture of a school plays a very significant part in your induction. If things don't seem to be going smoothly, it may not be you but other factors in the school. Some of the characteristics of a strong professional culture are:

- an atmosphere of trust
- good communications
- everyone involved in decision-making
- supportive management
- recognition of good work
- an emphasis on enhancing everyone's confidence
- a concern to make the working environment more attractive
- encouraging professional development
- collaborative activities
- supportive colleagues.

In this kind of organisation, you will find that your colleagues are open with each other about the difficulties they are having and know that it is acceptable to ask for support and help from others. It may be particularly useful to seek out last year's NQs, who often have more experience of the problems you are encountering.

However, if you find that you don't have enough support at your school or you are finding your particular environment challenging to work in, your ATL representative can offer you personal and confidential advice. If your school doesn't have a representative, contact your local branch secretary or ATL (see page 38).

It could be that some schools that have taken on NQs would not usually be regarded as suitable environments for induction. In this circumstance, the Appropriate Body would have to be involved, as it is its duty to ensure that each school is capable of meeting its responsibilities for monitoring, support and guidance, and for undertaking a rigorous and equitable assessment of standards. Once again, ATL can advise you on a possible approach to the named contact at the LA or ISCTIP for independent schools.



Your timetable

The School Teachers' Pay and Conditions Document states that it is a professional duty of the headteacher to ensure that “teachers serving induction periods under the Induction Regulations do not teach for more than 90 per cent of the time a teacher at that school who does not receive points for responsibility...would be expected to teach”.

- You are, therefore, not expected to take on a full teaching load.
- During induction, you should have a reduced timetable representing no more than 90 per cent of the normal average contact time of experienced teachers at your school, and in addition you should receive the 10 per cent non-timetabled time for PPA that all teachers are entitled to.
- The 10 per cent remission for induction reasons should be used for professional development, monitoring and assessment activities. It should not be used to cover absent colleagues. Nor should it be used simply as non-contact time – it should form part of a coherent induction programme.
- The time does not necessarily have to be distributed equally on a week-by-week basis. Your headteacher may distribute the induction release time in whatever way is most appropriate to your needs and those of the school. However, the release time should not be accumulated just to give you block release later in the term or year, leaving you with a full timetable for long periods. Some release time should be allocated on a weekly basis.

If your school has not planned for a 10 per cent reduction in your timetable or if you feel the way it has been allocated across a term or the year will mean the balance of your workload – and what is expected of you for professional development – is unreasonable, you can seek advice from ATL (see page 38).



Your programme of monitoring and support

Your headteacher should ensure that professional development activity begins as early as possible after the start of the induction period.

Your programme of monitoring and support should have the following key components:

- the identification of an appropriately experienced teacher to act as an induction tutor (see page 21)
- observation – this works both ways, with your teaching being observed and you observing your more experienced colleagues' teaching (see page 24)
- professional review meetings every half term with the induction tutor (see page 26)
- the provision of a range of carefully selected and targeted professional development activities, which should be linked to the priorities identified in the CEDP (see page 27).

The linchpin for support is the professional review meetings every half term when you meet with your induction tutor. The focus is on the standards that should be achieved during the year, namely confirmation that:

- you have continued to fulfil the standards for the award of QTS in a working context at the end of your first term of teaching or the pro-rata equivalent if you are a part-time teacher
- you are beginning to meet the Core Standards at the end of your second term of teaching or the pro-rata equivalent if you are a part-time teacher
- you are successfully meeting both sets of standards in full at the end of your induction year or the pro-rata equivalent if you are a part-time teacher.

Assessment of these clear expectations about standards of teaching and professional behaviour on a national basis should form the constant backdrop. This is why everyone involved in your induction should have an explicit and shared understanding of what is being required of you.

Establishing what development opportunities you may need to reach the standards should be done early in planning your individual induction programme to ensure that:

- you are fully supported in meeting the Core Standards
- the assessment is fair and well-founded.

Very soon after taking up your appointment, your school should make sure that you are aware of the assessment requirements, the procedures that will be followed and the expectations of your role.

If, at any time, you feel that you are not clear about the assessment standards, requirements, procedures and criteria for success, you should raise this with your induction tutor and particularly before your first observation.

The headteacher's role

Headteachers are responsible, in conjunction with the Appropriate Body (the LA or ISCTIP), for the supervision and training of NQs during their induction period, and for ensuring that the NQ has an appropriate induction programme.

The guidance also makes it clear that your headteacher must ensure you have an appropriate workload, ie one that allows a reasonable work-life balance and has regard for your health and welfare.

The headteacher must also recommend to the Appropriate Body whether or not you have met the requirements for satisfactory completion of the induction period. While the headteacher may not delegate these responsibilities, many of the associated tasks can be carried out by an induction tutor (who the headteacher must identify) or by other suitably experienced colleagues who will have considerable contact with you.



The induction tutor

Under the Induction Regulations, there is a clear responsibility placed on schools to provide NQs with support from an induction tutor. The role of induction tutor has specific and distinct responsibilities, which are defined in the Induction Regulations. Some schools may use the term ‘mentor’ interchangeably with ‘induction tutor’ or to describe an additional teacher assigned to help you. For this reason you should make sure you know exactly who is acting as your induction tutor.



The role of your induction tutor

The induction tutor should be a suitably experienced teacher who has considerable contact with you, for example, your line manager or a senior member of staff.

The induction tutor should:

- be fully aware of the requirements of the induction period
- provide or coordinate guidance and effective support for your professional development
- most importantly, have the necessary skills, expertise and knowledge to work effectively in the role; in particular he or she should be able to make rigorous and fair judgements about your progress in relation to the requirements for completing induction satisfactorily.

The induction tutor is expected to:

- provide day-to-day monitoring and support; if the support function is allocated to another teacher, this should be clearly specified at the beginning of induction
- usually undertake most of the observations of your teaching, and provide constructive feedback
- be the person you meet for the professional reviews of your progress every half-term, and with whom you review and revise your objectives in the CEDP and who makes the written record of the progress towards your objectives
- provide your summative assessment, which will be a judgement as to whether you have successfully reached the standards relevant to that stage of your induction, in the termly assessment meetings at the end of each of the first two terms
- keep dated copies of reports of all observations, review meetings and objectives and make sure you receive copies too

- usually be involved in the final summative assessment at the end of the induction period
- evaluate your progress towards and against the standards, and provide constructive feedback and professional development opportunities in such a way that you are able to improve your performance and to reach the standards.

This is obviously an important role, and the quality and personality of your induction tutor will be a big factor in your induction. Equally important are the induction tutor's evaluative skills which he or she will need in making a fair assessment of you. Schools should take this into account when identifying induction tutors, and when preparing and training them.

Many teachers make superb induction tutors and take on these additional assessment responsibilities considerably and conscientiously, having been fully involved in planning induction as part of the way the school supports its staff. However, some schools may be:

- less well organised
- less aware of their responsibilities
- unclear about the training, preparation and expertise required
- less conscientious in ensuring that NQs receive the high-quality support demanded from the school by the Regulations.

If you have any concerns at all about the quality of your induction programme or the support from your induction tutor, you can contact ATL for advice (see page 38).

Splitting the role of induction tutor

The guidance recognises that the support and assessment functions may be split between two or more teachers where this suits the structures and systems of the school. If this is the case in your school, it should be made clear to you how these responsibilities are split at the beginning of your induction.

Arrangements should also be made to ensure that monitoring and assessment are based on, and informed by, your teaching and professional development. The separation of responsibilities is particularly likely where a headteacher acts as the induction tutor but finds that he or she does not have the time to fulfil all of the day-to-day responsibilities (see page 23).

What role does a ‘mentor’ have?

Some schools may decide to allocate a mentor to you, who acts on an informal and voluntary basis solely to provide you with additional personal support. This could be a recently qualified teacher who is closer to you in understanding the challenges you will experience.

It is possible that you may be asked to choose a colleague to mentor you. The reason for this – a key factor in a supportive professional relationship – is that both of you feel there is a good personal relationship between you.

A mentor may then be asked to undertake one or more of your professional reviews, which form part of your monitoring and support programme, in place of your induction tutor. This is sometimes advocated on the grounds that it is difficult to maintain a trusting, open and self-critical relationship with a colleague who will ultimately carry out your assessment.

However, if the support and assessment functions of induction are separated in your school, it is important that the mentor providing support receives adequate training in the requirements of induction. This is to make sure that accurate evaluative information can be passed from the mentor undertaking the professional review to the induction tutor who will undertake your assessment.



The headteacher as induction tutor

Your headteacher may act as your induction tutor. However, ATL advises against it wherever possible. The particular relationship between a teacher and headteacher, when continued employment is the issue, can put a greater strain on the role of providing day-to-day support. It also adds complications when the headteacher splits the role of induction tutor with another colleague.

In addition, under the Induction Regulations, the headteacher's role, on many occasions, is to provide a second opinion. For example, when the headteacher is not the induction tutor, he or she is required to observe the teaching of any NQ at risk of failing the induction period and to review the evidence.

Ensuring impartiality is important. Where the headteacher is the induction tutor and he or she has undertaken all your observations, consideration should be given to ways in which a third party might be involved in giving evidence. This is so the headteacher (and others) are confident that the assessment can be shown to be fair.

If your headteacher is the induction tutor and you are considered not to be making satisfactory progress, a third party should review the evidence and observe your teaching. Should this happen, and if your headteacher is your induction tutor, it is reasonable for you to ask who may act as a third party; ATL would expect that person to be from outside the school.

If, during your induction year, it appears that no one other than your headteacher is to observe you, or if you feel that you are at a disadvantage because your headteacher is your induction tutor, you should contact ATL for advice (see page 38). Where feasible, consideration should be given to allocating the role to another colleague, or to clarifying roles and responsibilities.



If you have concerns about your induction tutor

The vast majority of induction tutors take their responsibilities seriously and offer excellent support and advice. However, if you have any concerns at all about the support you are receiving from your induction tutor, it is important to raise them as soon as possible.

You should never hesitate to seek advice if you feel that:

- the responsibilities of your induction tutor and other colleagues are not clear
- you are not confident of their experience, especially in supporting you and assessing you against the standards

- you are not getting constructive feedback on your lessons and in your professional reviews against the standards.

In the first instance you should raise the issue through the school's internal procedures for raising professional concerns, which includes the governing body. You can also talk things over with your ATL representative, local branch secretary or one of ATL's member advisors (see page 38 for contact details).

Although it can be very difficult to broach your concerns, remember that you have a right to clear, consistent, harmonious and fair arrangements for your induction. It is in everybody's interests that you make a critical assessment of what you are being offered.

Observation and assessment

Observation of your teaching is the basis for formative (giving feedback on your progress) and summative (formal) assessments. The guidance states that your induction tutor is likely to undertake most of the observations of your teaching.

Observation timings

Observation should take place as follows:

- if you are a full-time teacher, you should be observed in the first four weeks of your new teaching post, after which you should be observed teaching at least once in any six-to-eight-week period, ie approximately once each half-term
- if you are a part-time teacher, these intervals should be adjusted accordingly but you should still have received your first observation in the first half-term.

You should keep a record if any observation falls outside the guidance that is given above, where possible indicating the reasons that were given to you as to why you could not be observed. If observation does not take place, or if it doesn't happen in line with the timings indicated above, you should raise this with your induction tutor, your head of department or the headteacher as appropriate.

All arrangements for observation should be agreed with you in advance. You should always know what the particular focus of any observation is going to be, and be able to see that it is related to completing the requirements for the Core Standards.



The importance of feedback

There should also be a follow-up discussion when your induction tutor analyses the lesson he or she has observed.

The quality of this feedback is the most important part of the tutoring process. It should be constructive and clearly indicate the extent to which you are achieving the standards. It should also take place as soon as possible after the observed lesson so that you can gain the maximum benefit.

You should be given a brief, written record of each observation, which relates to your objectives for development and which clearly indicates where action should be taken. If any objectives have been revised, this should be clear on the written record. You should be involved in the review and in setting new objectives. If any of these provisions for your observation are breached, you should raise this with your induction tutor.

Inadequate or unhelpful feedback is a more difficult issue, but you should always seek further help from ATL on how you might remedy this, because your success during the year is linked to the support you receive to improve your teaching.

Observations by teachers other than your induction tutor

While your induction tutor is likely to undertake most of the observations of your teaching, it is possible that you will be observed by other teachers with particular specialisms or responsibilities such as special educational needs (SEN) or pastoral care. You may also be observed by advanced skills teachers from other schools or tutors from higher education institutions.

Whoever observes you, the principles remain the same:

- it should be part of a programme agreed in advance
- you should understand clearly why you are being observed
- there should be a follow-up discussion to analyse the lesson that was observed
- a brief, written record should be made, relating to your objectives for development and indicating where action should be taken.

If you are not happy with the way you are being observed, seek advice from ATL.





Professional reviews of progress

The professional review of progress is the most important part of your induction support programme. Professional review meetings should take place at regular intervals and there should be at least one scheduled review meeting in any six-to-eight-week period, ie every half-term.

For part-time teachers, the intervals between professional review meetings should be adjusted, but the first meeting should still take place in the first half-term.

Your objectives should be reviewed and revised in light of the standards and your needs and strengths. There should be a written record of your progress towards your objectives, any new objectives and the steps that will be taken to support you to achieve these objectives.

The role of the induction tutor should be to provide **formative** as well as **summative** assessments, since both make an important contribution to your development. In effect, you should know:

- the extent to which you are judged to be meeting the relevant standards
- if you are judged not to be meeting the standards, exactly where you are deficient and how you can plan to improve your skills.

The professional review meetings, therefore, should be discussions between you and your induction tutor that should be informed by evidence, eg from observation of your teaching.

Evidence – a key word here – is not your induction tutor's opinion. It is based on specific incidents in your teaching set against evaluative criteria which allow you to see exactly what it was that made the difference between your performance and acceptable standards.

Some LAs may provide guidance on evidence collecting as part of their quality assurance responsibilities. It would obviously be sensible for you to read this. You can expect your induction tutor to discuss it with you.

Professional review meetings are also meant to focus on the CEDP (see page 31), and to review and revise your objectives for professional development in your action plan in the light of the formative assessment. These objectives should determine what development activities are arranged as part of your individualised programme of support.





Your action plan

Setting objectives is a useful way for your induction tutor to help you reach the standards by planning development opportunities through which your teaching will improve. They form part of your individualised action plan, drawn up and discussed with your induction tutor.

Your action plan should identify the following.

Objectives: between three and five, which are carefully phrased, focused, realistic and achievable; enable you to build on your identified strengths; support your needs; and are related to achieving the Core Standards.

Success criteria: clearly phrased, descriptive criteria against which you can judge whether you have achieved each objective.

Actions: that you and others need to take to achieve the objectives, and an indication of who needs to do what and which actions are realistic and achievable within the resources available.

Resources: that will be needed to support the plan, including the time that will be allocated for your development opportunities.

Target dates for achievement: which are realistic and manageable.

Review dates: when progress will next be evaluated, usually the date of the next professional review meeting.

Professional development activities

A clear purpose of induction is to begin the process of 'lifelong learning' with the expectation of continuous professional development. You are meant to have planned and targeted professional development activities during the induction year that are based on your CEDP action plan.

The professional development activities are intended to help you meet the Core Standards. They could include:

- taking part in any staff programme at your school, eg on the literacy and numeracy strategies
- making contributions with other teachers to specific school improvement activities
- spending time with the school's SEN coordinator to focus on general or specific SEN matters
- receiving appropriate advice or training from professionals outside the school, and attending external training events that are relevant to your identified needs.

There must be evidence that you have had opportunities for professional development if your school is to show that it has met the requirements for your induction period.

Observing experienced teachers

The guidance specifies that NQs should be given opportunities to observe experienced teachers to help develop good practice in specific areas of teaching, in their own or other schools. Such observation is often found by NQs to be the most useful induction activity. It is good practice, therefore, for observation of experienced teachers to be arranged for you by your induction tutor.

The important point to remember about observation is that you must know:

- why you are going to observe
- what it will contribute to your objectives
- that what you observe will be discussed – preferably with both the experienced teacher(s) and your induction tutor.

It should be seen as a professional development activity and not just something set up for its own sake. You should be involved in identifying it as a need at one of your professional review meetings.

If you are unsure how an observation fits in with your action plan and objectives, or if you feel that observing an experienced teacher would help you develop, raise this with your induction tutor.

Assessment arrangements

As we have explained in earlier sections, assessment against the standards is a continuous theme in the Induction Regulations. Your induction tutor should work with you to plan an individual induction programme to ensure that:

- you are fully supported in meeting the Core Standards
- the assessment is fair and well-founded.

It is essential for you to be aware of the assessment requirements, the procedures that will be followed and what is expected of you.

One of your responsibilities will be to know what standards are needed for the award of QTS and the Core Standards. Induction tutors will also need to be familiar with the standards and to have skills in assessment.





Formal assessment meetings

The Induction Regulations provide for three formal assessment meetings during the induction period. These will be between the NQ and either the headteacher or the induction tutor acting on behalf of the headteacher. Formal assessment meetings should:

- for full-time NQs, take place near the end of every term; for part-time NQs, an initial assessment meeting should be held towards the end of the first term, and then across subsequent terms at equivalent intervals to those for full-time NQs
- be informed by written reports from at least two observations and two professional review meetings that have taken place during that term
- have an agreed agenda and be held in a setting where interruption is unlikely.

These are important meetings and they should be clearly distinguished from the more informal and formative professional review meetings.

Ideally a formal assessment meeting should not take place immediately after a professional review meeting, as potentially it could be a stressful and tiring experience. It also leaves insufficient time for you to reflect on the advice you have received. If this is proposed, you could seek advice from ATL (see page 38).

You should expect to:

- receive a schedule for formal assessment meetings
- have the written reports made available to you before the formal assessment meeting.

In most cases:

- the first meeting will be concerned with the extent to which you are consistently meeting the QTS standards
- the second meeting is likely to be concerned first and foremost with the extent to which the Core Standards are being met
- the third meeting makes a final summative judgement as to whether all the Core Standards have been met, and its main focus will be on identifying new objectives for the second year of teaching.

The guidance says that the judgements should be based on evidence systematically gathered during the induction period and should relate directly to the standards for the award of QTS as well as the Core Standards.

The evidence should emerge from your everyday work and from your support programme, rather than being compiled just for the purposes of assessment. The guidance emphasises that there should be no surprises.

As well as these written records, other examples of evidence are:

- formal and informal assessment records of pupils for whom you have responsibility
- information about liaison with others, such as colleagues and parents
- your lesson plans, records and evaluations
- your self-assessments and record of professional development.

At the end of each formal assessment meeting, a report will be completed by the headteacher – or the induction tutor acting on behalf of the headteacher – which will be forwarded to the Appropriate Body. This report should be made available to you. The guidance says that these reports should indicate clearly whether or not you are judged to be making satisfactory progress at that stage of your induction period.

You, your induction tutor and your headteacher are all required to sign the assessment form, which should be sent to the Appropriate Body within 10 working days following the summative assessment meeting.

There is a space on the form for you to make comments, which must be done within the 10 working days allowed for the return of the form. The guidance states that NQs should be encouraged to add their comments to the report. Although there are special arrangements for NQs who are not making satisfactory progress (see page 34), it is important for you to make sure your comments are recorded at this stage if you believe there are concerns which are not fully represented in the formal, written summative assessment.

You should seek advice from your ATL representative if you have any doubts as to whether you should sign the form or if you want advice on what comments you should make.

If you cannot see that evidence is being systematically gathered, or where it relates to the standards, you should raise your concerns at the formal assessment meeting. We would advise you not to attend a formal assessment meeting if you have not had the written reports from at least two observations and two professional review meetings – not without consulting ATL first.



Your career entry and development profile

The career entry and development profile (CEDP) is intended to play a central role in the statutory induction arrangements. The guidance describes the purpose of the CEDP as to:

- help you make constructive connections between initial training, induction and the later stages of your professional development
- guide the processes of reflection and collaborative discussion
- focus your reflection on your achievements and goals.

It is supposed to be used to help your school:

- make the best use of the skills and abilities that you take with you
- use the standards for the award of QTS and the Core Standards to build on your achievements.

You can see that this fits in with the idea that, increasingly, you will take responsibility for your own professional development.

It is important to note that the CEDP is not a statutory requirement and does not appear in the Induction Regulations. However, it is a good resource for professional discussion and reflection. What is important is that it is used to support your development throughout your induction and to ensure that you receive the appropriate support during that time.



Your CEDP: what you must do

You should be given a CEDP when you are a trainee teacher and it should summarise the discussions you had with your ITT provider about your strengths and professional development priorities.

You must:

- make your CEDP available to the school
- work with your induction tutor to set objectives for your professional development, and devise an action plan
- make an active contribution to your professional development.

If you are not asked for it, you must ensure that your induction tutor knows that you have your CEDP readily available.

If the CEDP action plan you bring with you from initial teacher training includes areas in which you have less confidence and need more experience, practice, support and development (and if this is likely to remain important in your induction post), you must specifically draw attention to this the first time you meet your induction tutor and in your professional review meetings.

During your induction, the key milestones within the CEDP are transition points two and three. Transition point two is designed to fit at the beginning of the induction period and transition point three towards the end of the induction.

Transition point two meeting

Timing: This meeting should take place quite early within your induction period. Every half-termly professional review meeting should give you an opportunity to reassess your professional development needs.

Workload: This is a concern for all teachers and NQs can feel under a lot of pressure from planning, assessment and marking in the early stages of their career. For this reason, your school and induction tutor should not demand detailed written evidence that you have answered all the questions in the CEDP as it can be quite a time-consuming task. Maintaining a professional profile is a voluntary activity. If it is accepted professional practice for all your colleagues then your school should make allowance for this in the allocation of directed time.

Your professional confidence: If you don't feel able to suggest what support or development opportunities would help you move forward or to assess how productive discussions with your induction tutor have been, you should seek help and support – your ATL representative may be able to advise you.

Signing CEDP paperwork: There are opportunities within the supporting paperwork to sign your ongoing profile and plans, and for those to be countersigned by a school representative. It is not obligatory to do so – don't forget, these are not statutory documents. It is important that you only sign forms when:

- your early priorities for professional development have been discussed at a scheduled, dedicated meeting for this purpose
- you have a written action plan to demonstrate that you and your induction tutor have begun to plan an individualised programme in order to meet your priorities, which you agree is realistic and achievable.

If you sign a form and the above is not true then it could be difficult to demonstrate later that you might not have had the support you needed. Remember that your set objectives are goals which will be affected by the level of support/resources and professional development you receive during your induction period, so it is important to keep your profile updated and accurate. It is wiser to use these forms as working documents which support your development, rather than as 'contracts'.



Transition point three meeting

Timing: The Induction Regulations specify that there must be a formally assessment meeting. The third and final assessment meeting is very significant in that it should confirm whether you have successfully completed induction. After this meeting your headteacher must give you a copy of the recommendation as to whether you have, or have not, satisfactorily completed induction. However, the meeting described in the CEDP is not and should not be a substitute for the formal assessment meeting.

ATL advises that the meeting at transition point three should take place only after the third formal assessment meeting and after it has been confirmed that you have successfully completed the induction period.

Workload: In suggesting a meeting to look back at your induction period and to think about your progress, your support programme and your aspirations for your continuing professional development in the CEDP, the TDA appears to be proposing an additional meeting for both you and your induction tutor. Your school may feel that the benefits can be achieved in your final

professional review meeting or in your first performance management meeting, particularly where your induction tutor will continue as your team leader. In ATL's view this additional meeting is not necessarily warranted.

Again, to answer the questions in the CEDP in detail and in writing could be extremely time-consuming. Your school and induction tutor should not demand detailed written evidence that you have answered all the questions in the CEDP at transition point three.

Evaluating your induction support programme:

The CEDP suggests that you will be asked by your school to offer views on what you have valued in your induction programme and what further preparation and support you need. ATL fully supports the idea behind evaluation, but we are equally aware that for some NQs and in some schools this may be an uncomfortable process. If you are not happy with giving such information, or if you feel you cannot do so honestly and openly, you should always contact ATL for advice (see page 38 for contact details).



The induction tutor and the CEDP

Your induction tutor is responsible for supporting you and working with you to devise an action plan and a programme of monitoring, support and review. If your induction tutor is not using the CEDP, or if there seems to be no action plan for your professional development, then you should ask the induction tutor when you will be discussing the action plan and, if necessary, raise this with your headteacher.

Don't be deterred by the suggestion that you are doing fine and do not need opportunities for development. Remember that the provision of a range of carefully selected, targeted professional development activities is part of the required programme of support for you during induction.

If there's a problem with your induction

What if I am absent due to illness during my induction year?

If you are absent from work for 30 or more school days in the induction period, your induction period is extended by the aggregate total of absences.

What if I have to take statutory maternity leave during the induction period?

You should seek advice from ATL as soon as you know that you are pregnant. You are able, on an entirely voluntary basis, to request an extension of your induction period and your request cannot be refused. ATL would usually advise NQs in this position to request an extension.

You do not have to have your induction period extended by the period of your absence on statutory maternity leave but you will not have successfully completed induction and will no longer be eligible to teach if you do not (unless your headteacher tells you that he or she will be in a position to inform the Appropriate Body, ie the LA/ISCTIP, that you have satisfactorily completed the induction requirements).

What if I am told that my teaching is unsatisfactory?

If a report following a termly assessment meeting indicates that you are at risk of failing to complete the induction period satisfactorily, you should contact ATL's member advisors immediately as they will be able to advise you during every stage of the process (see page 38 for contact details).

The report form sent by your headteacher to the Appropriate Body should set out:

- weaknesses that have been identified
- the objectives that you have agreed with your induction tutor in relation to satisfactorily completing induction
- the support planned for you
- the evidence the school has used to inform the judgement that you are at risk of failing to complete the induction period.

However, before this happens:

- if your headteacher is not your induction tutor, he or she should observe your teaching
- if your headteacher is your induction tutor, a third party should review the evidence and observe your teaching.

If you have any doubts about whether someone other than your induction tutor is observing you, and for what reason, you should ensure that you find out. It is very important that all these procedures take place in line with the government guidance.

Your headteacher should write to you about the assessment and the consequences if you fail to make an improvement.



What happens next?

As soon as it is recognised that you may fail to complete the induction period satisfactorily, both the headteacher and the Appropriate Body should assure themselves that:

- the assessment of you is well-founded and accurate
- areas in which you need to improve have been correctly identified
- appropriate objectives have been set to guide you to reach the standards
- a relevant support programme is in place to help you meet those objectives.

This is where consistent and sustained support from ATL can help. It is critically important that you understand the reasons why you may be at risk of not completing the induction period and that you feel confident there is a strategy to ensure you can be helped to improve. Don't be afraid to ask for clarification from your headteacher and your induction tutor, and for specific advice on what to do.

In essence, you should do all you can to comply and you should always be able to show that you have followed advice and taken action. Where your LA has provided examples of effective teaching and learning that reaches the standards, you should read this carefully and discuss it with your induction tutor.

The Appropriate Body should respond to a request from your school for guidance, support and assistance for you. If your school does not request such help on your behalf and you feel you cannot raise this with your induction tutor, you should ask your ATL representative to raise this for you.

If you do not think the support being provided is adequate, you are entitled to raise this with the 'named contact' (see page 10 for a definition). ATL can advise you on this.



What happens if I still do not make satisfactory progress?

A small number of NQs may struggle to show that they are reaching the standards required during their induction year.

If this applies to you, it will become even more important to be clear about what you have to do to reach a satisfactory standard if you are still in this position at the end of the second term. You should continue to do all you can to demonstrate that you have followed advice and taken action.

What happens if, at my final assessment, I am not considered satisfactory?

ATL does not want this to happen to anyone and will provide as much help as possible to try and avoid it. However, in such an event the details of the procedures are set out in the government guidance. Your headteacher must send you a copy of the recommendation as to whether you have, or have not, satisfactorily completed induction.

If you have not been successful, you must seek advice from ATL's member advisors immediately (see page 38 for contact details).

The Appropriate Body must take into account written representations from you (providing that these are received within 10 working days of the headteacher's recommendation) and it can decide whether you should have an extension. It is vital, therefore, that you receive advice from ATL on what to put in your written representation. LAs should be prepared to give you a personal hearing, which your ATL representative could attend with you.

Extensions are normally granted only in exceptional circumstances. Examples of this might be where, for unforeseen reasons or reasons beyond the control of one or more of the parties, it became unreasonable to expect you to meet the requirements. Extensions might also be granted if there is insufficient evidence on which to decide if the induction requirements have been met.

ATL will support its NQs throughout this process.



Appeals

The appeals procedure is set out in the guidance. If you wish to appeal, ATL can give you support and help in using all the rights of appeal.

ATL will advise you if it would be prudent for you to appeal against an extension or the decision that you had failed induction.



What if I am unhappy with the quality of the induction provided by my school?

The guidance emphasises that it is your responsibility, if you are not satisfied with any aspect of your induction, to act as quickly as possible. In the first instance, you should raise your concerns with the school using the internal procedures, including those involving the governing body. However, you should always first seek advice from your ATL representative or branch secretary (see page 38). It is the headteacher's responsibility to make sure that your concerns are addressed satisfactorily.



The Appropriate Body's responsibilities

The arrangements for induction do make provision for NQs who feel their school is not providing an induction programme as set out in the Induction Regulations. Under the Induction Regulations, the Appropriate Body, ie the LA or the ISCTIP for independent schools, has responsibilities for the training and supervision of NQs. It should also ensure that headteachers and governing bodies are aware of, and are capable of, meeting their responsibilities.

The Appropriate Body must identify a named contact with whom the NQ can raise issues about induction that have not been resolved within the school. (If, for any reason, you are unable to find out the named contact at your LA, contact either your ATL branch secretary or, for the ISCTIP, ATL's London office.)

The guidance advises that, if you feel your concerns have not been addressed by the school, or if your concerns go beyond the school's systems and procedures, you should contact this named contact at the Appropriate Body.

The named contact must not be directly involved in providing monitoring and support for NQs or in making decisions about the satisfactory completion of the induction year.

If you wish to raise your concerns with your school/ governing body or, where not resolved, with the named contact at your LA/ISCTIP, please contact ATL. In doing so, you will be able to:

- discuss your problem, and the reason for wanting to speak to the named contact
- receive further advice and support on the action to take next and guidance on whether and how the named contact should be involved.

ATL is here to help

As your union, ATL wants to ensure that you have every opportunity for a productive and successful induction period, so do make use of all the advice and help that we can offer on any issue that concerns you.

ATL representatives

Your first port of call should be your ATL representative. Your rep will be able to offer you practical and personal support, and can be an invaluable colleague in helping you to understand the organisational culture of your school, the personalities of those responsible for your induction, and perhaps even the 'background politics' which could influence the support you receive.

If you do not know your ATL representative, please contact your local branch secretary.

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, and will have details of the named contact for NQs.

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

Other ATL support

As an ATL member, you also have automatic access to:

- **ATL's member advisors: 020 7930 6441** during office hours.
- **ATL's out-of-hours helpline: 020 7782 1612** between 5pm-8pm, Monday to Friday during term time.

Both helplines provide confidential and personal support on any issue related to employment and are staffed by member advisors who are experienced in the issues facing NQs.



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