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Induction for newly qualified teachers in Wales

(revised September 2012)



Draft guidance

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(revised September 2012)

Audience	Newly qualified teachers; external mentors; headteachers; appropriate bodies/local authorities; consortia co-ordinators; chairs of governors; independent schools; further education institutions; supply agencies; initial teacher training institutions; and Estyn.
Overview	Induction is a statutory requirement for all newly qualified teachers in Wales who have gained qualified teacher status after 1 April 2003. This is statutory guidance and provides details of the requirements for the management and delivery of induction in Wales.
Action required	For all persons or bodies involved in statutory induction in Wales to apply, and have due regard to, the procedure and advice set out in this draft guidance.
Further information	All enquires about this draft guidance should be sent to: The Induction Team Learning Improvement and Professional Development Division Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2080 1389 e-mail: inductioninfo@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Welsh Government's website at www.wales.gov.uk/educationandskills
Related documents	<i>Revised professional standards for education practitioners in Wales</i> (Welsh Government, 2011)

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Introduction

This guidance is given under Regulation 20 of the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005 (S.I. 2005/1818 (W.146)) ('the Regulations'). Any person or body exercising a function under the Regulations must have regard to this guidance when exercising those functions.

This guidance supplements the requirements of the Regulations and must be read in conjunction with the Regulations.

Statutory induction for all newly qualified teachers (NQTs) in Wales was introduced in September 2003 and applies to all teachers who gain their qualified teacher status (QTS) after 1 April 2003.

The purpose of statutory induction is to:

- build on the experiences gained in initial teacher training (ITT)
- provide all NQTs with the opportunity to develop their practice by focussing on the requirements set out in the practising teacher standards
- ensure that all NQTs in Wales are assessed against the prescribed national standards (the practising teacher standards)
- prepare all NQTs for their career as a teacher by establishing the skills and behaviours that they need to build on throughout their career
- ensure that all NQTs focus on the priorities of literacy, numeracy, reducing the link between poverty and attainment, behaviour management, additional learning needs (ALN) and reflective practice during their induction period.

The practice review and development model

For NQTs, the practice review and development (PRD) model provides the overarching context for their long-term professional development and sets out the professional standards – the practising teacher standards – that they are required to meet at the end of their induction period.

The PRD model aims to raise standards of teaching and improve learner outcomes across Wales by linking together practitioners' professional standards, performance management and professional development into one coherent system.

All practitioners involved in the PRD process will be entitled and expected to collaborate with others to:

- reflect regularly on their practice using nationally agreed descriptions of practice (**the standards**¹)
- use such reflections to identify areas for further development
- participate in professional experiences, which will lead to further development in the areas identified, based on evidence of best practice (**professional development**)
- formally record and make available, at least annually, evidence of their participation in this process (**performance management**).

¹ For NQTs the relevant standards are the practising teacher standards.

The induction arrangements in Wales

Eligibility to commence induction

It is a legal requirement in Wales that NQTs must hold QTS and must be registered with the General Teaching Council for Wales (GTCW) in order to be employed as a teacher. It is essential that this is done before the NQT is employed. An induction period cannot start unless the NQT is registered² with the GTCW and holds QTS.

Details of the registration process can be found on the GTCW's website at www.gtcw.org.uk

Length of the induction period

All NQTs must complete an induction period of three school terms or the equivalent. For NQTs who are not employed on a full-time basis, they must complete three hundred and eighty school sessions. For NQTs without regular employment, these sessions can be accrued until three hundred and eighty school sessions have been completed.

Periods of employment that count towards induction

All periods of employment of one school session³ or more must count towards a NQT's induction period. There is no flexibility regarding this and neither NQTs nor schools can request that a period of employment does not count towards induction.

Institutions where induction can take place

- Maintained schools in Wales (including maintained nursery schools where the school has a headteacher and the school can satisfactorily provide an induction period that will allow the NQT the opportunity to meet the practising teacher standards).
- Non-maintained special schools in Wales.
- Further education institutions in Wales – see Annex B for more details.
- Independent schools in Wales, where:
 - the curriculum for any primary learners at the school meets national curriculum requirements (other than assessment arrangements)

² If a NQT registers part way through a term then induction can commence from the date of registration.

³ One school session is defined as one morning or one afternoon of employment in a school.

- the curriculum for any learners at Key Stage 3 or 4 includes all core and foundation subjects
- an agreement has been reached between the school and either a local authority or the Independent Schools Teacher Induction Panel (ISTip) that they will act as the school's appropriate body. This must be arranged prior to the start of the induction period. If not, any periods of induction that have been completed prior to this agreement will not count. There is no discretion regarding this requirement.

Institutions where induction cannot take place

- Pupil referral units.
- Community or foundation special schools established in a hospital.
- Schools requiring special measures unless one of Her Majesty's inspectors of education and training in Wales certifies in writing that the school is suitable for providing induction*.
- Independent schools that do not meet the criteria described in the Regulations.
- Independent nursery schools (unless they are independent schools that meet the criteria specified in the Regulations) and other early years settings (unless they are maintained nursery schools).
- * Schools requiring special measures will be judged by Estyn for suitability to provide induction. That decision will be reviewed each time the school is monitored. If a school is inspected and found to require special measures, but has a NQT already in post serving an induction period or the NQT was employed at the school as a graduate teacher or registered teacher before the school was found to require special measures, then induction can be completed in the school. The appropriate body will be responsible for ensuring that any necessary additional support is in place.

Exception from the requirement to serve induction in Wales

The exceptions from the requirement to serve induction in Wales are set out in Schedule 1 of the Regulations.

Reduced teaching time during induction

A teacher serving an induction period under the Regulations must not teach for more than ninety per cent of the time that a teacher at the school would be expected to teach. This requirement is set out in the *School Teachers' Pay and Conditions Document* (Department for Education, 2011).

In addition, NQTs are also entitled to a further ten per cent reduction in their remaining teaching timetable to provide them with statutory non-contact time for planning, preparation and assessment (PPA).

Periods of induction completed before 1 September 2012

Any period of induction completed prior to 1 September 2012 will be carried over and will count towards induction under the Regulations.

Induction for full-time NQTs – supervision and training

All full-time NQTs must complete an induction period of three school terms. The structure of the whole induction period should be as follows.

Term 1

At the start of the induction period

- The headteacher must complete the 'induction registration form' and submit to the GTCW (with a copy sent to the appropriate body) before induction commences.
- The appropriate body must assign an external mentor to support the NQT through their induction period.
- The headteacher must assign a school-based mentor to support the NQT on a day-to-day basis.
- The NQT must decide if they wish to commence the Masters in Educational Practice.

Before half term

- The school-based mentor and/or headteacher must have met the external mentor.

- The NQT's observation timetable will have been agreed between the NQT, the external mentor and the headteacher or the school-based mentor.
- The external mentor will discuss the practising teacher standards with the NQT and provide advice on how to gather portfolio evidence in preparation for assessment against the standards at the end of the induction period.
- The external mentor will have set the NQT's objectives which will draw on evidence from the school, from the NQT's career entry profile (CEP) and the practising teacher standards.

Before the end of the first term

- The school-based mentor and/or the headteacher must meet the external mentor for a second time to discuss progress.
- The external mentor must have completed their first observation of the NQT's teaching.
- The NQT and the external mentor must have met for their first coaching session which must include a review of the NQT's induction portfolio evidence against the practising teacher standards.

At the end of the first term

- The school should invoice the GTCW to claim funding to cover the NQT's ten per cent non-contact time during their first term of induction. This will be based on reimbursement of the NQT's actual salary costs. Full details can be found on the GTCW's website at www.gtcw.org.uk

Term 2

Before half term

- The school-based mentor must have completed their first observation of the NQT's teaching.

Before the end of the second term

- The school-based mentor and/or the headteacher must have met with the external mentor for a third time to discuss progress.
- The external mentor must have completed their second observation of the NQT's teaching.

- The NQT and the external mentor must have met for their second coaching session which will include a review of the NQT's induction portfolio evidence against the practising teacher standards.

At the end of the second term

- The school should invoice the GTCW to claim funding to cover the NQT's ten per cent non-contact time during their second term of induction. This will be based on reimbursement of the NQT's actual salary costs. Full details can be found on the GTCW's website at www.gtcw.org.uk

Term 3

Before half term

- The school-based mentor must have completed their second observation of the NQT's teaching.

Before the end of the third term

- The school-based mentor and/or the headteacher must have met with the external mentor for the final time to discuss progress.
- The external mentor must have completed their final observation of the NQT's teaching.
- The NQT and the external mentor must have met for their final coaching session which will include a review of the NQT's induction portfolio evidence in preparation for assessment against the practising teacher standards.

At the end of the third term

- External mentors must undertake the initial assessment of all induction portfolios. (It is recommended that this is completed on a regional basis.) This must include assessment of the evidence provided to the external mentor from the NQT's school(s) which should be included in the NQT's induction portfolio.
- National moderation of induction portfolios must be completed by external mentors and organised by consortia. This moderation must be based on a sample of induction portfolios.

- Evidence must be provided to the appropriate body by the external mentors to support the final decision – this must include a written analysis by the external mentor and the NQT's induction portfolio (which will include relevant evidence from the NQT's school(s)).
- The appropriate body must make the final decision as to whether the NQT has passed, failed or requires an extension to induction.

At the end of the third term

- The school should invoice the GTCW to claim funding to cover the NQT's ten per cent non-contact time during their third term of induction. This will be based on reimbursement of the NQT's actual salary costs. Full details can be found on the GTCW's website at www.gtcw.org.uk

Induction for part-time NQTs

All part-time NQTs must complete an induction period of three hundred and eighty school sessions.

The induction period for part-time NQTs must follow the same pattern as that for full-time NQTs but should be organised on a pro-rata basis. Part-time NQTs must have the same number of observations, meetings and coaching sessions as full-time NQTs.

Where a NQT has two or more part-time contracts across two or more schools at the same time, the external mentor will provide the link between the schools and develop an appropriate induction programme for the NQT.

Schools are able to claim funding for the ten per cent non-contact time for part-time NQTs from the GTCW at the end of each term. This will be reimbursed on a pro-rata basis. Only actual salary costs can be claimed. All funding will be administered by the GTCW. Full details can be found on the GTCW's website at www.gtcw.org.uk

Peripatetic NQTs

Peripatetic NQTs are able to complete their induction by accruing together their teaching from each school where they are employed. At the start of the induction period the appropriate body must appoint an external mentor who will support the peripatetic teacher throughout their induction and work across the schools to gather evidence of the NQT's progress.

Moving schools during induction

If a NQT moves schools during their induction period then the external mentor will remain the same (providing that the NQT has moved within their consortia area) and will continue to support the NQT's induction. It is important that the GTCW are notified by the headteacher that the NQT has changed schools and a new 'induction registration form' must be completed by the new school and submitted to the GTCW within fifteen working days of the NQT taking up their new post. It is essential to notify the GTCW about this change due to their role in funding induction in maintained schools.

If a NQT moves to a school outside their consortia area then the appropriate body will need to decide on a case-by-case basis who takes on the role of external mentor. Wherever possible, the external mentor should remain the same in order to provide the NQT with consistency throughout their induction period. However, there will be cases where this is impractical, for example, if the NQT has moved a significant distance away.

Induction for short-term supply teachers

All NQTs undertaking their induction through the accrual of short-term periods of supply teaching must accrue together three hundred and eighty school sessions before they are able to be assessed against the practising teacher standards. All periods of employment of at least one school session undertaken from 1 September 2012 onwards must count towards induction. NQTs will have the responsibility for logging these periods of employment with the GTCW.

NQTs completing their induction through short-term supply teaching will be required to complete an induction portfolio of evidence to demonstrate their progress against the practising teacher standards. Headteachers must provide day-to-day support to NQTs undertaking their induction through short-term supply teaching. Exemplar induction portfolios, further information and resources for supply NQTs can be found on the Welsh Government's website at www.wales.gov.uk/educationandskills

For each period of supply teaching, NQTs will be required to ensure that their school or supply agency has verified the period of teaching. This verification must be collected and kept in the NQT's induction portfolio.

Once a NQT has completed one hundred and ninety school sessions, they must submit interim evidence to the appropriate body where they have undertaken the majority of their supply teaching and be assigned an external mentor who will provide guidance and support. The GTCW must provide written notification to the NQT and to the relevant appropriate body once one hundred and ninety school sessions have been completed. For the remainder of the NQT's induction the assigned appropriate body and external mentor must support the NQT.

The GTCW must notify the appropriate body and NQT in writing once three hundred and eighty school sessions have been completed. At this stage the NQT will be required to submit their induction portfolio of evidence to the external mentor for assessment against the practising teacher standards.

Accruing together periods of teaching

All periods of teaching count towards a NQT's induction period. Different periods of employment must be accrued together until three hundred and eighty school sessions have been completed. For NQTs moving between full-time employment, part-time employment and supply teaching the NQT must ensure that they record all periods of employment in their induction portfolio and ensure that the sessions that they undertake as a supply teacher are recorded with the GTCW.

Induction portfolios

All NQTs will be expected to gather a portfolio of evidence throughout their induction period to demonstrate their progress against the practising teacher standards. At the end of the induction period the induction portfolio must be submitted by the NQT to the external mentor for assessment and moderation, and this will provide part of the evidence that is considered by the appropriate body in the final assessment.

The induction portfolio should signpost towards evidence which demonstrates how the NQT has met each of the practising teacher standards, including evidence of direct observation of the NQT's teaching.

The external mentor role

The appropriate body has a duty to provide for the supervision and training of all NQTs undertaking their induction. This includes providing NQTs with supervision and training by persons with knowledge of the practising teacher standards. It is expected that appropriate bodies will achieve this by allocating an external mentor for each NQT.

The external mentor has a key role in the induction process as they will work with a group of NQTs across a region to provide high-quality support, advice and coaching in order to enable NQTs to develop their practice and to gather evidence against the practising teacher standards.

External mentors must be experienced practitioners with knowledge of the practising teacher standards, and have the skills required to successfully coach and mentor NQTs through their induction.

Where NQTs choose to undertake the Masters in Educational Practice, the external mentor will also support them through their masters.

External mentors must be allocated by the local authority (the appropriate body for the purposes of induction) and organised on a regional basis. This regional role is crucial in ensuring consistency for NQTs during their induction and for providing additional, broader support beyond the NQT's school experience.

During induction, external mentors will be expected to:

- work collaboratively with the NQT's school
- set the NQT's objectives (drawing on evidence from the school, the NQT's career entry profile and the practising teacher standards)
- meet with the headteacher/school-based mentor once a term to discuss progress
- observe the NQT teaching once a term
- provide termly coaching and mentoring, particularly in relation to the NQT's induction portfolio of evidence against the practising teacher standards
- work in partnership with external mentors both regionally and nationally to ensure consistent high-quality support
- assess all induction portfolios against the practising teacher standards

- moderate induction portfolios on a national basis
- provide evidence to the appropriate body to inform the final decision at the end of the induction period.

For external mentors assigned to support NQTs completing their induction through periods of short-term supply teaching, due to the nature of the employment it is suggested that a bespoke programme of induction support is developed for each NQT. This bespoke programme will need to include:

- initial analysis of the NQT's induction portfolio of evidence (at the one hundred and ninety sessions stage)
- setting objectives
- observation of the NQT
- coaching and mentoring, particularly in relation to the NQT's induction portfolio of evidence against the practising teacher standards.

It is unlikely that the external mentor will be able to build up a close partnership with the schools where the NQT is undertaking short-term supply teaching, but if supply teaching is undertaken regularly in one or more schools then the school(s) should contribute to the NQT's induction programme.

The headteacher and the school role

Schools employing a NQT must provide the NQT with day-to-day support throughout their induction, work in collaboration with the external mentor and provide evidence at the end of the induction period that will contribute to the final assessment of the NQT. It is the headteacher's responsibility to ensure that this support is provided.

The day-to-day support will include:

- assigning a school-based mentor to the NQT
- working with the external mentor to develop the NQT's objectives
- termly meetings with the external mentor to discuss the NQT's progress
- termly observations of the NQT's teaching.

Schools must ensure compliance with the requirements set out in the *School Teachers' Pay and Conditions Document* and ensure that NQTs do not teach for more than ninety per cent of the time that a teacher at the school would be expected to teach. Schools are eligible for funding to cover this reduction in timetable and this can be claimed on a termly basis. Funding is administered by the GTCW and further information and claim forms can be found on their website at www.gtcw.org.uk

The appropriate body role

The appropriate body has the overall statutory responsibility for the supervision and training for all NQTs and for making the final decision at the end of the induction period as to whether the NQT has passed, failed, or requires an extension to their induction.

The appropriate body is responsible for ensuring that the induction of all NQTs comprises of a programme of professional development, monitoring and support based around the core priorities of literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management and reflective practice.

The appropriate body must inform the GTCW of the outcome of induction for all successful inductees, and also those who fail induction or have their induction period extended.

The appropriate body must ensure that effective and robust quality assurance systems are put in place so that all NQTs receive the highest quality induction support. The methods of quality assurance should be determined at a regional (i.e. consortia) level and within the wider context of ensuring that there is national consistency in approach.

Who acts as the appropriate body?

For maintained schools and non-maintained special schools, the local authority for the school's area must serve as the appropriate body.

For independent schools, the appropriate body to perform these tasks is either any local authority in Wales or, if the school is a member of the Independent Schools Council (ISC), the Independent Schools Teacher Induction Panel (ISTip).

Independent schools must agree with a local authority or ISTip that they will act as the appropriate body before induction is offered to a NQT at the school. Not all independent schools can offer induction. The appropriate body should therefore satisfy itself that an independent school meets all of the requirements for the statutory induction of NQTs in Wales before the induction period commences and that this remains the case during the induction period.

The appropriate body for further education institutions is any local authority in Wales, though it is recommended that the local authority for the further education institution's geographical area should serve as the appropriate body for that further education institution. Further education institutions must agree with a local authority that they will act as the appropriate body before induction is offered at the institution.

For independent schools and further education institutions, the appropriate body may make reasonable charges (not exceeding the cost of supplying the service) for supplying the service.

Allocation and management of external mentors

It is recommended that the appropriate body allocates and manages external mentors on a regional (i.e. consortia) basis in order to provide NQTs with consistent support across a wide area rather than support that is restricted to the NQT's school or local authority area.

The Welsh Government will provide a range of online resources to support external mentors.

How the external mentors are deployed will be for the appropriate body to decide. This, in part, will be determined by the number of NQTs who commence their induction and by the number of NQTs who choose to undertake the Masters in Educational Practice. Local authorities will receive grant funding from the Welsh Government to support the external mentor role.

A sample of NQT induction portfolios must be moderated at a national level. This moderation must be undertaken by a group of external mentors and organised by the consortia. The number of national moderations is flexible depending on demand, but it is recommended that moderation takes place at least once per term.

External mentors will be required to gather evidence that will inform the appropriate body's final decision at the end of the induction period.

This evidence must include:

- the NQT's induction portfolio (which should include evidence from the NQT's school(s))
- external mentor evidence, including observations of the NQT's teaching
- any relevant evidence from the national moderation process
- the external mentor's written analysis of the evidence.

Making the final decision at the end of the induction period

It is essential that the appropriate body's role in deciding whether a NQT has met the practising teacher standards is fair, consistent and rigorous.

The appropriate body must base its decision on the written evidence received from the external mentor, along with the NQT's induction portfolio (which should include evidence from the NQT's school(s)). The appropriate body must also consider any written representations received from the NQT themselves in relation to their final assessment.

If the NQT does not have sufficient evidence to demonstrate that they have met the practising teacher standards, before making a decision that the NQT has failed their induction, the appropriate body must consider whether an extension to the induction period would be appropriate.

In order to maintain quality assurance and to ensure consistency, it is recommended that all appropriate bodies set up an assessment panel to moderate and confirm final judgements about NQTs' progress against the practising teacher standards. It is recommended that this is done on a consortia basis.

Extensions

Extensions prior to the completion of the induction period

It is recommended that if a NQT has been absent from work for thirty school days or more during their induction period then, in most cases, their induction should be extended by the aggregate period of absences (e.g. if a NQT is absent for a total of thirty-five school days, their extension should be for thirty-five days).

However, in some exceptional, individual circumstances, an appropriate body may consider it to be appropriate to extend a NQT's induction period by less than the aggregate period of absence or not to extend their induction period at all, such as where the NQT has:

- been caring for a severely ill child
- been caring for a severely ill partner
- been caring for a severely ill parent
- had a period of paternity, parental or adoption leave
- had a period of long-term sick leave.

In all such cases the appropriate body should discuss the circumstances with the NQT in question before making a decision as to whether an extension will be made and, if appropriate, what length of extension will be made.

An appropriate body can only impose an extension that is the equivalent to the NQT's aggregate period of absence(s) or less.

It will normally be expected that the NQT will have their induction period extended by the aggregate period of absence(s), and not less. It will only be in exceptional, individual circumstances that the appropriate body will exercise their discretion.

If a NQT's induction period is not extended or is extended by less than the aggregate period of absence(s), the appropriate body may decide at the end of the NQT's induction that their induction period must be extended if the NQT cannot demonstrate that they are able to meet the practising teacher standards.

Maternity leave

The appropriate body should not extend an induction period by the length of absence on ordinary maternity leave unless the NQT agrees to this. The appropriate body and the NQT involved should discuss the progress towards meeting the practising teacher standards and the implications of not extending the induction period. Where a NQT agrees to extend their induction period but their period of absence takes them a few weeks into a new term or beyond the end of their period of employment with the school, the appropriate body can adapt the length of the extension to best meet the needs of the NQT.

Extensions after completion of the induction period

It is for the appropriate body or, on appeal, the GTCW to decide whether a NQT's induction period should be extended after its completion, but it is recommended that an induction period should only be extended in exceptional circumstances. For example, where, for reasons unforeseen and/or beyond the control of one or more of the parties involved, it was unreasonable to expect the NQT to meet the requirements by the end of their induction period, or there is insufficient evidence on which a decision can be made about whether the practising teacher standards has been met.

Extensions in a different school or institution

It is possible that NQTs who have been required by an appropriate body or, on appeal, the GTCW to extend their induction period will not have continuing employment in the school in which they completed their original induction period. In such cases it is the NQT's responsibility to find another teaching post in which to complete their induction period. An extension does not have an expiration date. It is the NQT's responsibility to ensure that they make a school aware that they are required to complete an extension to their induction period when they take up employment in a school. The extension will also be logged by the GTCW on the register of teachers.

Unsatisfactory progress

If a NQT is not making satisfactory progress towards completing their induction period successfully, early action must be taken in order to support and advise the NQT to make any necessary improvements.

Action in the event of unsatisfactory progress

1. If the external mentor or the school have any concerns about a NQT's progress this must be raised with the other immediately. This should not wait until the termly meetings between the school and the external mentor.
2. Once it becomes apparent that the NQT is not making satisfactory progress, this should result in an immediate stepping up of support systems, together with a range of more specific objectives, closer monitoring and recording of progress.
3. The external mentor must take the lead on co-ordinating this additional support.
4. The external mentor must communicate promptly, in writing, any concerns related to the NQT's progress to all those with responsibilities in the induction process, including the NQT, the NQT's headteacher(s) and the appropriate body induction co-ordinator. There will be a need for additional observations and coaching and mentoring sessions to be arranged, and the NQT's objectives must be reviewed and regular meetings between the school, external mentor and NQT set at agreed intervals to monitor the NQT's progress.
5. As soon as it is recognised that a NQT may fail to complete their induction period satisfactorily, both the external mentor and the appropriate body induction coordinator should assure themselves that:
 - a) the assessment of the NQT is well founded and accurate
 - b) weaknesses have been correctly identified
 - c) appropriate objectives have been set to remedy weaknesses
 - d) a relevant support programme is in place to help the NQT to overcome identified weaknesses.

6. The external mentor should write to the NQT about the requirements for assessment and the consequences of failing to make the necessary improvement. The external mentor should point out the consequences of failure to complete the induction period satisfactorily. This written notification should set out the areas of weakness, development objectives and planned additional support. A copy of the written notification should be sent to the NQT's school(s) and to the appropriate body's induction co-ordinator.

Action in the event of serious capability problems

In a few particularly serious cases, it may become apparent that the NQT is not only likely to be incapable of completing an induction period at the school satisfactorily, but also that the education of the learners under the NQT is being seriously affected. In such instances the headteacher, following consultation with the external mentor, may wish to consider instigating a capability procedure at any stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the school the induction procedure must continue in parallel with the capability procedure.

The Staffing of Maintained Schools (Wales) (Amendment) Regulations 2009 require governing bodies to establish disciplinary procedures including rules and procedures for dealing with lack of capability by staff and they must make these procedures known to staff.

If a headteacher chooses to take this route, the external mentor and the appropriate body's induction co-ordinator must be notified in writing.

Following the completion of the induction period

For the purposes of this draft guidance a working day means any day other than a Saturday, Sunday or public holiday.

1. Within ten working days of the completion of a NQT's induction period, the external mentor must provide written evidence to the appropriate body based on the NQT's induction portfolio (which has been nationally moderated and includes evidence from the NQT's school(s)) and evidence from the external mentor to enable the appropriate body to make the final decision.
2. Within twenty working days of the completion of the induction period, the appropriate body must decide whether the NQT:
 - a) has completed their induction period satisfactorily
 - b) requires an extension to their induction period (of a maximum of three school terms)
 - c) has failed to complete their induction period satisfactorily.

The appropriate body must have regard to any written representations received from the teacher in making this decision.

3. Within three working days of the decision being made and recorded, the appropriate body must write to the NQT, the governing body or proprietor as appropriate, the headteacher (in whose school the NQT was working at the end of their induction), the employer (if other than the appropriate body itself), and the GTCW.

If the appropriate body decides to extend the period of induction or concludes that the NQT has failed to complete their induction period satisfactorily, the appropriate body must inform the NQT in writing of their right to appeal to the GTCW, with the address of the GTCW, and the deadline for appeals.

4. A NQT wishing to appeal must send a notice of appeal so that it is received by the GTCW within twenty working days of the NQT receiving this notification. After twenty days, this right expires except where the GTCW extends the time limit but it can only do so if it is satisfied that not extending the time limit would result in substantial injustice.

Appeals

The procedure relating to appeals is set out in Schedule 2 of the Regulations.

Employment consequences of failure to complete induction satisfactorily

Failure to complete the induction period satisfactorily means that a NQT is no longer eligible to be employed as a teacher in a maintained school or non-maintained special school as they will be removed from the GTCW's register of teachers.

NQTs who fail their induction period and who do not apply for or are not awarded an extension cannot undertake their induction again in a different institution.

Establishments where teachers can be employed having failed their induction include, for example, secure training units, independent schools and further education institutions.

The employer of a NQT who has failed induction must dismiss the NQT so that the dismissal takes effect within ten working days from the date when the NQT gave notice that they did not intend to exercise their right to appeal, or from the date when the time limit of twenty working days for appeal expired without an appeal being brought.

If the NQT's appeal is heard and fails, the employer should dismiss that NQT so that the dismissal takes effect within ten working days of being notified of the outcome of the hearing.

If a NQT has failed their induction and is appealing, the employer is not required to dismiss them at that point but may continue to employ the NQT pending the outcome of the appeal. If the employer continues to employ a NQT who has failed induction pending the outcome of their appeal, the employer is required to restrict the NQT's duties; for example they must not take responsibility for a class or teach a subject to a group of children who are not also taught that subject by a qualified and experienced teacher at the school.

It is a legal requirement that the NQT carries out only these restricted duties pending the outcome of their appeal and this is set out in the Regulations.

If a NQT has failed their induction and is appealing, the employer may dismiss the NQT before the outcome of their appeal (provided it has followed its capability procedures established and made known to staff in the Staffing of Maintained Schools (Wales) (Amendment) Regulations 2009).

Teachers who qualify outside the European Economic Area (EEA)/Switzerland

Some highly experienced overseas trained teachers can be assessed against the practising teacher standards without serving an induction period. To be eligible the teacher must have qualified outside the EEA/Switzerland, taught full-time for at least two years, or its part-time equivalent, and have gained QTS via a specific route as defined under the employment-based teacher training scheme (EBTTS). The assessment against the practising teacher standards will be undertaken at the same time as the assessment against the QTS standards.

Some teachers who have qualified outside the EEA/Switzerland and who have met the specific requirement of also completing a period of professional experience comparable to an induction period in the country in which they qualified are exempt from the requirement to complete a period of induction in Wales **and** assessment against the practising teacher standards.

Not all teachers who follow this route into teaching will be eligible for simultaneous assessment against the QTS standards and the practising teacher standards, or be exempt from assessment against the practising teacher standards. Only in cases where the accredited ITT provider considers it appropriate (e.g. teachers with good qualifications and experience from countries with recognised high standards of teaching, and those with sufficient evidence of completing a comparable period of induction in the country in which they qualified) will be able to undergo such an assessment or be deemed to be exempt from assessment and the requirement to complete an induction period.

Annex A: The practising teacher standards

In order to complete their induction period successfully, all NQTs in Wales must meet the practising teacher standards (PTS) at the end of the induction period.

Professional values and attributes

1. Appreciate the diverse needs of children and young people.
2. Value fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Have high expectations of children and young people in order to improve outcomes and well-being for all learners.
4. Value the importance of building positive relationships between home and school.
5. Value the active involvement of children and young people in their progress, development and well-being.
6. Value the active involvement of parents and carers in the progress, development and well-being of children and young people.
7. Value and celebrate the contribution children and young people make within their communities.
8. Appreciate and value the contribution that support staff and other professionals make to the learning, development and well-being of children and young people.
9. Be actively involved in professional networks and learning communities which share and test beliefs and understandings with colleagues and contribute to the wider development of the school and profession.
10. Value the improvement of practice through reflection and taking responsibility for continuing professional development.
11. Have high expectations with regard to Welsh-language development in the context of the bilingual nature of Wales.

Professional knowledge and understanding

12. Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory framework within which they work.

13. Understand the national education policy context in Wales and the Welsh Government's national priorities for education, including an understanding of the principles of the Cwricwlwm Cymreig and how it should inform and shape their practice.
14. Use understanding of the expectations, organisational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach to inform their practice and planning.
15. Understand the key factors that affect children and young people's learning and well-being.
16. Maintain an up-to-date understanding of their subjects/curriculum areas and related pedagogy in order to inform practice.
17. Understand their role in improving literacy and numeracy skills across the curriculum.
18. Maintain knowledge and learning in ICT to support teaching, learning and in their wider professional role.
19. Understand and apply the *Special Educational Needs Code of Practice for Wales* (Welsh Assembly Government, 2004) to meet the diverse needs of learners.
20. Understand when appropriate and how to seek information, advice and support from internal and external sources including procedures on safeguarding.
21. Have a knowledge of a range of strategies and know how to use them to promote good behaviour and create a purposeful learning environment.
22. Understand how the United Nations Convention on the Rights of the Child (UNCRC) and the Children and Young People's Participation Standards for Wales can be used to inform practice and improve learner outcomes.
23. Understand the expectations in the curriculum with regard to Welsh-medium provision and/or Welsh second language.

Professional skills

Planning and target setting

24. Set challenging teaching and learning objectives that are guided by informed expectations of individual learners based on knowledge of the expected standards of the relevant age group and the range and content of work appropriate to learners in that age group.
25. Use teaching and learning objectives to plan lessons, and sequences of lessons, which clearly show how learners' skills, knowledge and understanding will be assessed.
26. Personalise learning in order to address individual needs including seeking the views of learners on what would help them achieve their potential.
27. Identify resources to support learning that will stimulate and motivate all learners to achieve desired outcomes.
28. Work effectively as a team member and collaborate with colleagues to plan work and establish targets.
29. Plan for support staff to be appropriately involved in supporting learning and ensure they understand the roles they are expected to fulfil.
30. Plan appropriate opportunities for children and young people to learn in settings beyond the classroom.
31. Manage and prioritise time effectively within their wider professional role.
32. Instigate and maintain effective communication with children, young people, and their parents/carers.

Monitoring and assessment

33. Use a range of monitoring and assessment strategies, including both formative and summative assessment, to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
34. Meet the assessment requirements and arrangements for the subjects/curriculum areas and phases within which they teach, including those relating to public examinations and qualifications.

35. Use monitoring and assessment to identify and support learners including those with additional learning needs; more able and talented learners; learners working below age-related expectations; learners failing to achieve their potential; and learners with behavioural, emotional and social difficulties.
36. Involve learners in target setting and in reflecting upon and evaluating their performance.
37. Monitor and record learners' progress and achievements to provide evidence of the range of their work, progress and attainment over time while taking account of the participation and views of the learner.
38. Provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
39. Provide colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development using supporting records and other evidence.

Teaching and managing learning

40. Establish and maintain effective learning environments where all learners feel safe, secure and confident.
41. Teach the required and expected skills, knowledge and understanding relevant to the needs of the learner making appropriate use of relevant national guidance.
42. Make effective personalised provision in their teaching including taking practical account of diversity and promoting equality and inclusion.
43. Challenge instances of prejudice, stereotyping, bullying and harassment, in line with school policies and procedures.
44. Teach clearly structured lessons or sequences of work so that all learners understand and meet the intended learning objectives.
45. Employ appropriate teaching strategies which develop all learners' capacity to work collaboratively and independently.
46. Build on the varying experiences, achievements and interests of learners to help them make progress.

47. Manage teaching and learning time effectively.
48. Manage the physical learning environment, equipment, materials, texts and other resources safely and effectively.
49. Employ appropriate teaching strategies to secure positive behaviour.
50. Employ appropriate teaching strategies to promote the well-being of children and young people.
51. Employ appropriate teaching strategies to promote good progress and outcomes for learners over a sustained period of time.
52. Use ICT effectively in teaching and learning.
53. Encourage learners to progress independently by providing activities or other out-of-school study which consolidates and extends work carried out in school.
54. Work co-operatively and collaboratively with other teachers and colleagues, including those from external agencies, to enhance the learning and well-being of those they teach.
55. Promote learners' understanding of the bilingual nature of Wales and develop their bilingual skills as appropriate.

Annex B: Further education institutions

Further education institutions, which include sixth form colleges, can provide an induction period if they wish. Further education institutions must agree with a local authority that they will act as the appropriate body before induction is offered at the institution. Without such an agreement being in place before the start of the induction period, any induction undertaken by the NQT will be invalid and will need to be repeated.

The appropriate body may make reasonable charges (not exceeding the cost of supplying the service) to a further education institution for which it is supplying the service.

Further education institutions who wish to provide a NQT with an induction period must observe the requirements of the Regulations. Staff responsible for supervising, training and assessing NQTs at further education institutions must have regard to all the induction guidance issued by the Welsh Government.

It is recommended that NQTs who undertake their induction in a further education institution register with the GTCW for the duration of their induction period, given that the GTCW has responsibility for monitoring the induction period of all NQTs in Wales and for issuing induction certificates following the successful completion of induction.

If a further education institution wishes to provide a NQT with a statutory induction period they should ensure that:

1. the NQT has a timetable of no more than ninety per cent of the normal average teaching timetable to allow induction to take place
2. no more than ten per cent of the NQT's teaching should be devoted to teaching classes of learners predominately aged nineteen and over
3. the NQT spends the equivalent of at least ten school days teaching children of compulsory school age during their induction; it is recommended that further education institutions, with the help of their appropriate body, should make every effort to provide twenty to twenty-five school days experience in a school setting, if that is possible
4. the support provided to the NQT within the further education institution is provided by an individual who holds qualified teacher status.

Annex C: Useful contacts and links

For general enquiries regarding this guidance

The Induction Team
Learning Improvement and Professional Development Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
Tel: 029 2080 1389
Fax: 029 2082 6109
e-mail: inductioninfo@wales.gsi.gov.uk

General Teaching Council for Wales (GTCW)

General Teaching Council for Wales
9th Floor
Eastgate House
Newport Road
Cardiff
CF24 0AB
Tel: 029 2046 0099
Fax: 029 2047 5850
e-mail: information@gtcw.org.uk

For funding queries contact the GTCW's induction funding team:
Tel: 029 2046 0099
Fax: 029 2047 5850
e-mail: induction&epd@gtcw.org.uk

For information on teaching and induction in England

Department for Education
Castle View House
East Lane
Runcorn
Cheshire
WA7 2GJ
Tel: 0370 000 2288
e-mail: info@dfes.gsi.gov.uk
Website: www.education.gov.uk

The Training and Development Agency for Schools (TDA)
Tel: 0800 389 2500
e-mail: induction@tda.gov.uk

For information on teaching and induction in Scotland

The GTC Scotland
Clerwood House
96 Clermiston Road
Edinburgh
EH12 6UT

Tel: 0131 314 6000
Fax: 0131 314 6001
e-mail: gtcs@gtcs.org.uk
Website: www.gtcs.org.uk

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston
EH54 6GA

Tel: 0141 282 5000
e-mail: enquiries@educationscotland.gov.uk
Website: www.educationscotland.gov.uk

For information on teaching and induction in Northern Ireland

Department for Education Northern Ireland
Rathgael House
43 Balloo Road
Bangor
Co. Down
BT19 7PR

Tel: 028 9127 9279
Fax: 028 9127 9100
e-mail: mail@deni.gov.uk
Website: www.deni.gov.uk

Independent Schools Council Teacher Induction Panel (ISTIP)

Independent Schools Council Teacher Induction Panel (ISTIP)

Wendy Sutton-Miller

Independent Schools Council

St Vincent House

30 Orange Street

London

WC2H 7HH

Tel: 020 7766 7070

e-mail: wendy.sutton-miller@isc.co.uk