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Induction for newly qualified teachers in Wales

(revised September 2012)

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Guidance

Welsh Government Circular no: 014/2012

Date of issue: September 2012

Replaces Circular no: 017/2011

Induction for newly qualified teachers in Wales (revised September 2012)

Audience	Newly qualified teachers (NQTs); school-based mentors; external mentors; headteachers; appropriate bodies/local authorities; consortia coordinators; chairs of governors; independent schools; further education institutions; supply agencies; initial teacher training (ITT) institutions; and Estyn.
Overview	Induction is a statutory requirement for all NQTs in Wales who have gained qualified teacher status (QTS) 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 guidance circular.
Further information	All enquires about this guidance circular should be sent to: The Induction Team School Standards and Delivery Division Department for Education and Skills 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> (2011); <i>The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005</i> ; <i>The Education (Induction Arrangements for School Teachers) (Wales) (Amendments) Regulations 2012</i> . This guidance circular updates and replaces the <i>Induction and Early Professional Development for Newly Qualified Teachers in Wales (revised September 2011)</i> Welsh Government Circular No: 017/2011 which accompanied the <i>Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005</i> .

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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 focusing on the requirements set out in the Practising Teacher Standards (PTS)
- ensure that all NQTs in Wales are assessed against the prescribed national standards (the PTS)
- 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.

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The practice review and development process

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

The PRD process 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 **professional 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**)
- at least annually, formally record and make available evidence of their participation in this process (**performance management**).

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¹ For NQTs the relevant standards are the PTS.

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 equivalent³. NQTs who are not employed on a full-time basis must complete 380 school sessions. NQTs without regular employment can accrue sessions until 380 school sessions have been completed.

Periods of employment that count towards induction

All periods of employment of one school session⁴ 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.

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 revised Regulations.

Periods of employment carried out before 1 September 2012 that can count towards induction are whole terms, two consecutive half-terms (disregarding school holidays) or a period of employment that the appropriate body determines (approximately 10 consecutive weeks). These periods of employment can be counted towards the induction period if they have been previously confirmed as being part of the induction period.

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

³ The Regulations set out circumstances in which the 'three term rule' may not apply.

⁴ One school session is defined as one morning or one afternoon of employment in a school.

Institutions where induction can take place

Induction can only take place in the following settings:

- 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 PTS)
- non-maintained special schools in Wales
- further education institutions in Wales – see Annex A (page 28) 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)
 - the curriculum for any learners at Key Stages 3 or 4 includes all core and foundation subjects
 - an agreement has been reached between the school and the local authority 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

Induction cannot take place in:

- pupil referral units
- community or foundation special schools established in a hospital
- 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, unless one of Her Majesty's inspectors of education and training in Wales (Estyn) certifies in writing that the school is suitable for providing induction.

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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.

Exceptions 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 90 per cent of the time that a teacher at the school would be expected to teach. This requirement is set out in the current *School Teachers' Pay and Conditions Document* (Department for Education) and enables NQTs to participate in professional development activities.

In addition, NQTs are also entitled to a further 10 per cent reduction in their remaining teaching timetable to provide them with statutory non-contact time for planning, preparation and assessment (PPA).

Induction for full-time NQTs – supervision and training

All full-time NQTs are required to complete an induction period of three school terms or the equivalent period of time as 380 school sessions. The support and supervision of the NQT will be carried out through a partnership between the school(s) where the NQT works and an external mentor working on behalf of the appropriate body. This support must include the following.

At the start of the induction period:

- the headteacher must complete the 'Induction and MEP Notification Form' and submit to the GTCW before induction commences

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- the headteacher must assign a school-based mentor to support the NQT on a day-to-day basis throughout the induction period
- the NQT must decide if they wish to participate in the Masters in Educational Practice (MEP)
- the NQT's observation timetable for the first term will be agreed between the NQT and the headteacher or school-based mentor
- the school-based mentor will discuss the PTS with the NQT in the context of their Career Entry Profile (CEP) and provide advice on how to gather evidence in preparation for assessment against the standards at the end of the induction period
- the school-based mentor will set the NQT's priorities for the year which will draw on evidence from the school, from the NQT's CEP and the PTS.

Before the end of the first term:

- the school-based mentor must have completed the first term's programme of observation of the NQT's teaching
- the NQT and school-based mentor must have met to review the NQT's evidence gathered so far in meeting their objectives against the PTS – the evidence will be contained in the NQT's Induction Profile
- the appropriate body, in partnership with Welsh Government, must assign an external mentor to the NQT for the remainder of the induction period.

The programme of support arrangements and observations for the remaining period of induction will be agreed by the NQT, the school-based mentor and the external mentor.

Further advice on the arrangements for those NQTs who wish to take part in the MEP can be found in the 'Education and skills' area of the Welsh Government's website.

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Arrangements for claiming eligible funding for non-contact time will be administered by the GTCW and full details can be found on the GTCW website at www.gtcw.org.uk

Before the end of the third term of the induction period:

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

At the end of the third term:

- the external mentor must undertake the initial assessment of evidence contained in the Induction Profile. This must include assessment of the evidence provided to the external mentor from the NQT's school(s) which will also form part of the Induction Profile
- national moderation of Induction Profiles must be completed by external mentors – it is recommended that this is completed on a regional basis in consortium groupings
- evidence must be provided to the appropriate body by the external mentor, including evidence provided by the school, to support the final decision
- the appropriate body must make the final decision as to whether the NQT has passed, failed or requires an extension to the induction period.

Induction for part-time NQTs

All part-time NQTs must complete an induction period of 380 school sessions.

The induction period for part-time NQTs must follow the same pattern as that for full-time NQTs. Part-time NQTs should have a sufficient number of observations, meetings and coaching sessions as full-time NQTs to ensure a coherent and robust induction experience.

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Where a NQT has more than one part-time contract across two or more schools at the same time, the appropriate body, working with the school-based mentors and the external mentor will provide the link between the schools and develop an appropriate induction programme for the NQT.

Further advice on the method for claiming funding for the non-contact time for part-time NQTs can be found on the GTCW's website at www.gtcw.org.uk Arrangements for those NQTs who wish to take part in the MEP can be found at www.wales.gov.uk/educationandskills

Peripatetic NQTs

Peripatetic NQTs are able to complete their induction by accruing the requisite number of teaching sessions. At the start of the induction period the appropriate body must appoint a mentor who will support the peripatetic teacher throughout their induction and work across the schools to gather evidence of the NQT's progress.

Further advice on the method for claiming funding for the non-contact time for peripatetic NQTs can be found on the GTCW's website at www.gtcw.org.uk Arrangements for those NQTs who wish to take part in the MEP can be found at www.wales.gov.uk

Moving schools during induction

If a NQT moves schools during their induction period then, where practicable, the external mentor will remain the same and will continue to support the NQT's induction. It is important that the GTCW is notified by the headteacher that the NQT has changed schools and a new 'induction notification form' must be completed by the new school and submitted to the GTCW within 10 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 consortium 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 and/or completing their induction through the accrual of short-term periods of supply teaching must accrue 380 school sessions before they are able to be assessed against the PTS. 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 by ensuring they complete an 'Induction as a short-term supply teacher notification form'. No periods of employment as a short-term supply teacher carried out before 1 September 2012 can be counted towards the induction period.

NQTs completing their induction through short-term supply teaching will be required to complete an Induction Profile containing evidence of their progress in meeting the PTS. Headteachers must provide day-to-day support to NQTs undertaking their induction through short-term supply teaching.

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 Profile.

Once a NQT has completed 190 school sessions of short-term supply teaching, 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. GTCW must provide written notification to the NQT and to the relevant appropriate body once 190 school sessions have been completed. For the remainder of the NQT's induction the assigned appropriate body and external mentor must support the NQT.

GTCW must notify the appropriate body and NQT in writing once 380 school sessions have been completed. At this stage the NQT will be required to submit their Induction Profile of evidence to the external mentor for assessment against the PTS.

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Accruing periods of teaching

From 1 September 2012 all periods of teaching of one school session or more will count towards a NQT's induction period. Each period of employment must be accrued until 380 school sessions have been completed. NQTs moving between full-time employment, part-time employment and supply teaching must ensure that they record all periods of employment in their Induction Profile and ensure that the sessions that they undertake as a supply teacher are recorded with GTCW.

Further information may be obtained from the GTCW website.

Induction Profile

All NQTs will be expected to gather evidence throughout their induction period to demonstrate their progress in meeting the PTS. This will be kept by the NQT in an Induction Profile which will be the subject of regular review with the school-based and external mentors. At the end of the induction period the Induction Profile 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 Profile should signpost towards evidence which demonstrates how the NQT has met **each** of the PTS, including evidence of direct observation of the NQT's teaching. Further guidance on the format and content of the Induction Profile can be found on the Welsh Government's website.

Mentoring roles

The school-based mentor role

Schools employing a NQT must provide the NQT with day-to-day support throughout their induction. The headteacher must identify a school-based mentor who will work with the NQT and the external mentor to ensure the induction period is conducted according to the regulations, that the NQT receives the necessary support and that the requirements for assessment are met.

In most cases the school-based mentoring role will form a natural part of existing arrangements for line management and observation but there may be circumstances where the headteacher chooses to identify it as a discrete role in the school.

While the school-based mentoring role will continue throughout the induction period the role will have particular significance in the earlier stages where intensive support is required in the school setting. During the first term of the induction period the school-based mentor will work with the NQT to identify priorities for the year that focus on generating evidence of meeting the PTS. The school-based mentor will also observe the NQT teaching. This should form part of the school's overall arrangements for observation of teaching.

The school-based mentor will need to work closely with the external mentor so that the external mentor is able to take account of evidence gathered by the school-based mentor when making overall judgements about the extent to which the NQT has met the PTS.

During induction, school-based mentors will be expected to:

- provide day-to-day support for the NQT
- set the NQT's professional development priorities (drawing on evidence from the school, from the NQT's CEP and the PTS)
- observe the NQT teaching throughout the induction period
- provide coaching and mentoring, particularly during the first term, including supporting the NQT to identify evidence of meeting the PTS

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- work in close partnership with the external mentor to assist the external mentor in making assessments of the NQT's progress and in reaching a judgement about the final recommendation to the appropriate body
- liaise with the appropriate body as required.

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 PTS. In practice this will be achieved through a combination of support provided directly by the local authority (e.g. local or regional events) and through the intervention of an external mentor who will be allocated by the appropriate body in partnership with the Welsh Government.

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 to enable NQTs to develop their practice and to gather evidence against the PTS.

The external mentor will work with the school-based mentor to provide additional tailored support and mentoring directed at supporting the NQT to meet the requirements of induction. The external mentor will take account of the evidence provided by the school-based mentor in determining the nature of support and guidance provided.

External mentors must be experienced practitioners who have knowledge of the PTS and who have the skills required to successfully coach and mentor NQTs through their induction.

External mentors will also support NQTs who choose to undertake the MEP. Guidance on the Masters programme may be found on the Welsh Government website.

External mentors will be 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-based mentor and the headteacher to support the NQT
- monitor the NQT's progress in meeting their professional development priorities drawing on evidence from the school
- meet with the headteacher/school-based mentor to discuss progress
- observe the NQT teaching
- provide coaching and mentoring, particularly in relation to the NQT's developing evidence against the PTS
- work in partnership with other external mentors both regionally and nationally to ensure consistent high-quality support
- assess all Induction Profiles against the PTS
- moderate Induction Profiles on a regional and 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 evidence contained in the NQT's Induction Profile (at the 190 sessions stage)
- setting priorities for the induction period
- observation of the NQT
- coaching and mentoring, particularly in relation to the NQT's induction evidence against the PTS.

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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.

Allocation and management of external mentors

It is recommended that external mentors are deployed on a regional (i.e. consortium) basis in order to provide greater flexibility and to provide NQTs with consistent support across a wide area rather than be restricted to the NQT's school or local authority area.

The Welsh Government will work in partnership with the appropriate body and the consortia to ensure there is national consistency in the role of external mentor and to allocate mentors to the NQTs.

The headteacher and 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 and that a school-based mentor is allocated to each NQT.

Schools must ensure compliance with the requirements set out in the *School Teachers' Pay and Conditions Document* (Department for Education) which requires that NQTs do not teach for more than 90 per cent of the time that a teacher at the school would be expected to teach. Schools are eligible for funding to support 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 the GTCW website at www.gtcw.org.uk

This non-contact time is in addition to the statutory 10 per cent non-contact time for planning, preparation and assessment (PPA) which is an entitlement for all teachers covered by the STPCD.

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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 a programme of professional development, monitoring and support based around the core priorities of literacy, numeracy, reducing the impact of poverty on attainment, 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. consortium) level and within the wider context of ensuring that there is national consistency in approach. The external mentors will have a key role in assisting the appropriate body in quality-assuring provision.

Who acts as the appropriate body?

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

Independent schools must seek the agreement of a local authority that they will act as the appropriate body before induction is offered to a NQT at the school. Not all independent schools may be able to offer induction that meets the requirements of the induction regulations. The appropriate body should therefore satisfy itself that an independent school meets all of the requirements of the statutory induction of NQTs in Wales before the induction period commences and that this remains the case throughout the induction period.

The appropriate body for further education institutions is any local authority in Wales, though it is recommended that the local authority in which the further education institution is located should serve as the appropriate body. Further education institutions must agree with a local authority that they will act as the appropriate body

before induction is offered at the institution. Annex A (on page 28) provides further information on induction arrangements in further education institutions.

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

Moderation arrangements

A sample of NQT Induction Profiles must be moderated at a national level. This moderation must be undertaken by a group of external mentors and organised by the consortia.

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 Profile (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 approach to deciding whether a NQT has met the PTS is fair, consistent and rigorous.

The appropriate body must base its decision on the written recommendation received from the external mentor which will be based on the evidence listed above. 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 PTS, 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.

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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 PTS. It is recommended that this is done on a consortium basis.

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Extensions

Extensions prior to the completion of the induction period

It is recommended that if a NQT has been absent from work for 30 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 35 school days, their extension should be for 35 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 absences, 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 PTS.

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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 PTS 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 where there is insufficient evidence on which a decision can be made about whether the PTS have been met.

Extensions in a different school or institution

It is possible that NQTs who have been required to extend their induction period (by the appropriate body or the GTCW via appeal) 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 expiry 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 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

- If the external mentor or the school have any concerns about a NQT's progress this must be raised with the other party immediately. This should not wait until the termly meetings between the school and the external mentor. If concerns are known before the external mentor has been allocated, the school should take steps to address the concern and liaise with the appropriate body as necessary.
- 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.
- The external mentor must take the lead on coordinating this additional support. If the external mentor has not been allocated the lead should be taken by the appropriate body.
- The external mentor (or the school if the external mentor has not yet been allocated) 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 coordinator. There will be a need for additional observations and coaching and mentoring sessions to be arranged, 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.
- As soon as it is recognised that a NQT may fail to complete their induction period satisfactorily, both the school and the external mentor should assure themselves that:
 - the assessment of the NQT is well-founded and accurate
 - weaknesses have been correctly identified
 - appropriate objectives have been set to remedy weaknesses

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- a relevant support programme is in place to help the NQT to overcome identified weaknesses.
- The external mentor (or the appropriate body if the external mentor has not yet been allocated) should write to the NQT about the requirements for assessment and the consequences of failing to make the necessary improvement. The consequences of failure to complete the induction period satisfactorily should be made clear. This written notification should set out the areas of weakness, development objectives and planned additional support. A copy of the written notification should be held by the NQT's school(s), the external mentor and the appropriate body's induction coordinator.

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. Governing bodies must make these procedures known to staff.

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

Following the completion of the induction period

1. Within 10 working days⁵ 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 Profile (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 20 working days of the completion of the induction period, the appropriate body must decide whether the NQT:
 - has completed their induction period satisfactorily
 - requires an extension to their induction period (of a maximum of three school terms)
 - 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, as well as 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 20 working days of the NQT receiving this notification. After 20 working 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.

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⁵ For the purposes of this guidance circular a working day means any day other than a Saturday, Sunday or public holiday.

Appeals

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

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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 10 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 20 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 10 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 sole responsibility for a class or for the teaching of a subject to a group of children who are not also taught 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).

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Teachers who are qualified outside the European Economic Area (EEA) or Switzerland

Some highly experienced overseas-trained teachers can be assessed against the PTS without serving an induction period. To be eligible the teacher must have qualified outside the EEA or 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 PTS will be undertaken at the same time as the assessment against the QTS standards.

Some teachers who have qualified outside the EEA or Switzerland and have gained QTS via a programme of employment-based teacher training, are exempt from the requirement to complete a period of induction in Wales **and** assessment against the PTS. These teachers must 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.

Not all teachers who follow this route into teaching will be eligible for simultaneous assessment against the QTS standards and the PTS, or be exempt from assessment against the PTS. 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.

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Annex A: 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:

- the NQT has a timetable of no more than 90 per cent of the normal average teaching timetable to allow induction to take place
- no more than 10 per cent of the NQT's teaching should be devoted to teaching classes of learners predominately aged nineteen and over
- the NQT spends the equivalent of at least 10 school days teaching learners 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 20 to 25 school days' experience in a school setting, if that is possible
- the support provided to the NQT within the further education institution is provided by an individual who holds QTS.

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Annex B: Teachers from outside Wales

England, Scotland, Northern Ireland, Guernsey, Jersey, Isle of Man, Gibraltar and Service Children's Education (SCE) schools in Cyprus and Germany

1. **England** – any teacher who has successfully completed their induction period in England, or who is exempt from the requirement to complete induction in England under the English arrangements, is exempt from the requirement to complete induction in Wales subject to the amendments made to the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005 by the School Teachers' Qualifications (Wales) Regulations 2012.
2. **Scotland** – any teacher who has successfully completed their induction period in Scotland is exempt from the requirement to complete induction in schools in Wales.
3. **Northern Ireland** has an induction stage in their teacher education, so teachers who have completed that stage are exempt from the requirement to complete induction in schools in Wales.
4. **Guernsey, Jersey, Isle of Man, Gibraltar and SCE schools in Cyprus and Germany** have induction arrangements which are identical to the English arrangements. Any UK-trained teacher who qualified after 1 April 2003 and who successfully completes a one-year induction period or probationary period at a school in one of those territories, and under the supervision of the territory's government, is exempt from the requirements to serve induction in Wales. **These are the only territories abroad where an NQT can do induction. NQTs teaching in British schools in territories apart from these cannot do the induction period so that it will be recognised in Wales.**

Please note: in all cases, a teacher must have completed the relevant requirements in England, Scotland, Northern Ireland, Guernsey, Jersey, Isle of Man, Gibraltar and SCE schools in Cyprus and Germany before they can be exempted from Induction in Wales.

The EEA

Teachers who are nationals of the EEA⁶ who fall within article 3 of the Council Directive 89/48 EEC on a general system for the recognition of higher-education diplomas awarded on completion of professional education and training of at least three years' duration,

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⁶ The EEA includes members of the European Union, plus Iceland, Liechtenstein and Norway.

as extended by the EEA Agreement⁷ and as amended by the Switzerland Agreement⁸, are exempt from induction.

For QTS in Wales, teachers who are EEA or Swiss nationals should contact the address below and ask for application form EC1.

General Teaching Council for Wales
Floor 9
Eastgate House
Newport Road
Cardiff
CF24 0AB

Tel: 029 2046 0099

Fax: 029 2047 5850

e-mail: information@gtcw.org.uk

Teachers who qualify outside the EEA/Switzerland

Any overseas-trained teachers (outside the EEA) who have gained QTS via employment-based teacher training under the School Teachers' Qualifications (Wales) Regulations 2012 may be either assessed against the PTS standards without undertaking a period of induction, or be exempt from the requirement to be assessed provided they have completed a period of recognised professional experience in their home country (comparable to a period of induction in the UK).

Overseas-trained teachers requiring further information should contact the School Standards and Delivery Division at the address given on the inside front cover.

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⁷ The Agreement on the European Economic Area signed at Oporto on 2 May 1992 as adjusted by the Protocol signed at Brussels on 17 March 1993.

⁸ The Agreement between the European Community and its Member States of the one part and the Swiss Confederation of the other on the Free Movement of persons signed at Luxembourg on 21 June 1999 and which came into force on 1 June 2002.

Annex C: Useful contacts and links

For general enquiries regarding this guidance please contact:

The Induction Team
School Standards and Delivery Division
Department for Education and Skills
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

e-mail: inductioninfo@wales.gsi.gov.uk

You can contact the GTCW at:

General Teaching Council for Wales
Floor 9
Eastgate House
35-43 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: inductionandepd@gtcw.org.uk

For information on teaching and induction in England, please contact:

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

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**For information on teaching and induction in Scotland,
please contact:**

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,
please contact:**

Department of Education Northern Ireland
Rathgael House
Balloo Road
Rathgill
Bangor
Co. Down
BT19 7PR

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

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