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Induction and Early Professional Development for Newly Qualified Teachers in Wales

(revised September 2011)



Guidance

Welsh Government Circular No: 017/2011

Date of issue: September 2011

Replaces Circular No: 015/2008

Induction and Early Professional Development for Newly Qualified Teachers in Wales

Audience	Headteachers; Induction Tutors; Newly Qualified Teachers; Chairs of Governors; local authorities; independent schools; further education institutions; supply agencies; and Initial Teacher Training institutions in Wales.
Overview	Induction is a statutory requirement for all Newly Qualified Teachers in Wales who have gained Qualified Teachers Status after 1 April 2003. This Guidance Circular provides Newly Qualified Teachers, Induction Tutors, Headteachers, Appropriate Bodies, Governing Bodies and Initial Teacher Training institutions with full details of the requirements of the Induction framework in Wales.
Action required	For all persons or bodies involved in statutory Induction in Wales to apply, and have due regard to, the procedures and advice set out in this Guidance Circular.
Further information	All enquiries about this Guidance Circular should be sent to: 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
Additional copies	This document can be accessed from the Welsh Government website at www.wales.gov.uk/educationandskills
Related documents	The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005 SI 2005 No. 1818 (W.146) www.legislation.gov.uk <i>Notes of guidance for the completion of the Career Entry Profile</i> Welsh Assembly Government Guidance Circular No. 004/2009 (2009) <i>Career Entry Profile</i> (2009) <i>Guidance and Procedures for the Hearing of Induction Appeals 2011</i> (General Teaching Council for Wales, 2011) <i>Accessing Funding for Induction and Early Professional Development 2011</i> (General Teaching Council for Wales, 2011)

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Summary

This guidance summarises the arrangements for the completion of a period of Induction by newly qualified teachers if they wish to work in a maintained school or non-maintained special school in Wales.

It incorporates the Practising Teaching Standards (Annex A) against which newly qualified teachers are assessed, and gives guidance on how Headteachers, Induction Tutors and other school staff should support, monitor and assess newly qualified teachers during their first year of teaching by breaking down the roles and responsibilities of all those involved in the Induction process.

This guidance covers arrangements for the extension of an Induction period before completion and also covers appeal arrangements if teachers fail assessment against the Practising Teacher Standards.

The General Teaching Council for Wales is responsible for the administration of the Induction and Early Professional Development funding to schools¹.

The statutory requirements which underpin this guidance are section 19 of the Teaching and Higher Education Act 1998 as amended and the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005.

Appeals are heard by the General Teaching Council for Wales.

This guidance describes the effect of the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005, but it should not be treated as a complete and authoritative statement of the law. Pursuant to regulation 20, anyone exercising a function under those regulations **must** have regard to this guidance. Annex A sets out the Practising Teacher Standards which are determined by the Welsh Government under regulation 13. Page 60 determines the limited teaching duties a teacher may undertake having failed Induction, pursuant to regulation 16(5).

¹ The General Teaching Council for Wales' guidance – 'Accessing Funding for Induction and Early Professional Development' should be read in conjunction with this guidance circular. The GTCW's Induction and EPD Funding Team can be contacted on Tel 029 20460099 or e-mail induction&epd@gtcw.org.uk.

Introduction

The guidelines

The Welsh Government has established a statutory Induction period to provide all newly qualified teachers (NQTs) in Wales with a bridge from initial teacher training (ITT) to effective professional practice. Induction is followed by a two-year programme of Early Professional Development (EPD) which supports teachers during their second and third years of teaching.

The Induction period in Wales provides well-targeted support for NQTs through the allocation of an Induction Tutor² and through the support of others (e.g. the Induction Co-ordinator and Named Contact within the Appropriate Body³, and the Headteacher⁴, Subject Mentor and/or Key Stage Co-ordinator in the school⁵).

The Induction period is a programme of professional development, monitoring and support based around the core priorities in the areas that we know are key to improving standards of teaching and for improving learner outcomes. These priorities are literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management and reflective practice.

The Induction period includes a minimum reduction of 10%⁶ to the NQT's timetable during the first year of teaching in order for the NQT to undertake their Induction activities, and helps embed an ethos of EPD in preparation for the second and third years of teaching.

This guidance circular provides information about the Induction period for NQTs and sets out how NQTs should be monitored, supported and assessed during their Induction. It contains:

- the Practising Teacher Standards (Annex A) which all NQTs are required to meet;
- details of the limits on short-term supply teaching;
- information on appeal procedures (Annex E); and
- rules affecting teachers from outside Wales (Annex F).

For information on the administration of the funding for Induction and Early Professional Development, refer to the GTCW's guidance 'Accessing Funding for Induction and Early Professional Development'.

² The roles and responsibilities of the Induction Tutor are set out in the 'Induction Tutor' section of this guidance circular.

³ The roles and responsibilities of the Induction Co-ordinator are set out in the 'Appropriate Body' section of this guidance circular.

⁴ The roles and responsibilities of the Headteacher are set out in the 'Headteacher' section of this guidance circular.

⁵ For the purposes of this guidance circular, 'school' refers to all institutions, i.e. relevant schools, independent schools and Further Education Institutions, in which an Induction period may be served.

⁶ The 10% reduction in the teaching timetable is set in DfE's School Teachers Pay and Conditions Document (The STCPD).

The Induction period

The Induction period in Wales supports the development of an NQT during their first year as a teacher in post. Teachers undertaking Induction in maintained schools (or non-maintained special schools) **must** have Qualified Teacher Status (QTS) and **must** be registered with the General Teaching Council for Wales (GTCW) *before* they commence their first teaching post.

Subject to certain exceptions, teachers who obtain QTS after 1st April 2003, including those who have followed an employment-based training programme, must complete an Induction period of three school terms (or the equivalent) if they intend on working in maintained schools, or in non-maintained special schools in Wales. In order for a full or part-time period of employment to count towards Induction, NQTs must be employed for:

- a) one school term⁷ in one or more relevant institution(s)⁸ in Wales;

This includes:

- two consecutive half terms (disregarding holidays) in one or more relevant institution(s) in Wales:
 - a period of employment in a relevant institution (or institutions) in Wales that the Appropriate Body considers appropriate. (It is recommended that only periods of employment of approximately **ten consecutive weeks** (disregarding holidays) should count as one term for the purposes of statutory Induction);
 - a period of employment in one or more relevant institution(s) in England if it would count towards an Induction period under England's Induction Regulations⁹; and
- b) the GTCW should be notified via the NQT Induction Record¹⁰ that the period of employment will count towards statutory Induction **before** it commences when possible or, at the very latest, within ten working days of the start of the NQT's period of Induction.

In those schools that do not work to a pattern of three terms in a school year, the Induction should cover a period equivalent to a school year. NQTs who gain QTS and who do not complete a statutory Induction period satisfactorily will not be eligible for employment as a teacher in a maintained school or non-maintained special school and will no longer be eligible for registration with the GTCW. **They will NOT, however, lose their QTS.**

⁷ A school term for the purposes of Induction is one full term in a school that follows a three term school year.

⁸ Relevant institutions where Induction can be completed are set out on pages 8 and 9 of this guidance.

⁹ At the time of publishing this guidance, The Education (Induction Arrangements for School Teachers) (England) Regulations 2008 (2008/657).

¹⁰ NQT Induction Records can be found on WG website at www.walesmgov.uk/educationand skills.

Induction consists of an individualised programme of monitoring and support, which provides opportunities for NQTs to develop their knowledge, skills and achievements in relation to the Practising Teacher Standards and the QTS Standards¹¹ This monitoring and support should be based around the core priorities of literacy, numeracy, reducing the impact on of poverty on attainment, additional learning needs (ALN) and reflective practice. The programme should take account of the NQT's strengths and areas for development as set out in the Career Entry Profile (CEP)¹² that each NQT brings from ITT to their first teaching post.

NQTs serving Induction periods under the Induction Regulations MUST have a reduction of a minimum of 10% to their teaching timetable in relation to other teachers in their school. This is essential for their Induction to take place and is a statutory requirement. Under the School Teachers' Pay and Conditions Document, Headteachers are placed under a duty to ensure that teachers serving Induction periods under the Induction Regulations do not teach for more than 90% of the time that a teacher at that school who does not receive a management allowance or a Teaching and Learning Responsibility payment would be expected to teach.

In addition to the 10% reduction to their teaching timetable for Induction, NQTs are also entitled to a **further 10% reduction in their remaining teaching timetable** to provide them with statutory non-contact time for Planning, Preparation and Assessment (PPA)¹³. Please see Page 54 'Induction and PPA Time' for further guidance.

Induction should help NQTs to take increasing responsibility for their own professional development as the programme of support progresses. Induction should:

- a) provide a programme of monitoring, guidance and support which is tailored to individual needs and will help the NQT meet the requirements for satisfactory completion of their Induction period;
- b) build on the NQT's knowledge, skills and achievements from their ITT. Induction should take into account the Practising Teacher Standards (Annex A), the QTS Standards and the NQT's strengths and areas for development as set out in the CEP that each NQT brings from ITT to their first teaching post;
- c) involve both the Induction Tutor and the NQT in setting short, medium and long term objectives which relate to the identified individual needs contained in the NQT's CEP, the QTS Standards, the Practising Teacher Standards, the specific school context and the requirements for the satisfactory completion of their Induction;
- d) involve regular reviews of progress incorporating the results of initial and subsequent assessment arrangements against the QTS Standards and the Practising Teacher Standards;

¹¹ Qualified Teacher Status Standards 2009 (2009 No. 25) which became mandatory from 1 September 2009.

¹² DfTE Information Document 0073/2009.

¹³ This requirement is set out in the School Teachers' Pay and Conditions Document.

- e) develop the NQT's skills of self-evaluation and provide a sound foundation for their EPD.

Following the successful completion of the Induction period, an NQT will retain their registration on the GTCW's Register of Teachers and will be eligible to work in maintained schools and non-maintained special schools in Wales. An NQT will also receive an Induction Certificate from the GTCW confirming that they have completed a period of statutory Induction successfully.

Early Professional Development

Years two and three of teaching in Wales are recognised as a period of Early Professional Development (EPD). EPD should be based around the core priorities of literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management and reflective practice. Only teachers who have successfully completed a period of Induction in Wales, England, Scotland or Northern Ireland are eligible for EPD funding.

EPD enables new teachers to extend their professional knowledge and understanding, and develop their teaching skills and professional characteristics through evaluating and reflecting on their own practice and that of others. The support provided during ITT and Induction equips new teachers to develop professionally and to establish the practices of reflection and self-evaluation.

The funding for the EPD programme is administered by the GTCW. Full details can be found in the GTCW's guidance '**Accessing Funding for Induction and Early Professional Development**'.

In order for a teacher to be eligible for EPD funding, schools must ensure that the EPD Planning Forms and EPD Evaluation Forms are completed and submitted to the GTCW on time. Failure to do so could result in non-payment of funding. (The timescales for the submission of the forms are set out in 'Accessing Funding for Induction and Early Professional Development'.)

Roles and responsibilities

The Newly Qualified Teacher

What is the Induction period?

The Induction period is your individualised programme of support, monitoring and guidance when you begin to teach in schools, following your acquisition of QTS. Induction aims to help you build on the knowledge and skills you have already acquired during your ITT, and provide the foundation for your career-long professional development. Your Induction period should be based around the core priorities of literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management and reflective practice. To give you time to focus on your development during your Induction period, you should have a teaching timetable of **no more than 90%** of the time that a teacher who does not receive a management allowance or a Teaching and Learning Responsibility payment would be expected to teach in your school. This reduction in your teaching timetable must be used specifically as part of your Induction and is an essential element of the Induction process. Under the School Workload Agreement you are also entitled to an **additional 10% reduction in your remaining teaching timetable** to provide you with statutory non-contact time for PPA¹⁴.

You will be assigned an Induction Tutor from within your school who will provide you with support and monitor your progress. Your Induction Tutor will provide you with feedback on your progress through professional development review meetings and formal assessment meetings. Your school is provided with funding to support your reduced timetable and Induction period¹⁵.

Please note: You cannot start your Induction until you have QTS, i.e. until you have successfully undertaken and passed your course of ITT and have registered with the GTCW. **If you complete any part of your Induction prior to you gaining QTS or prior to your registering with the GTCW it will not count, and you will have to start your Induction period again.** If you are not sure whether you have gained QTS or whether you are registered with the GTCW, please contact the GTCW for clarification. (Contact details for the GTCW can be found in Annex G – Useful Contacts and links.)

Do I need to undertake an Induction period?

If you obtained your QTS after 1st April 2003, and wish to teach in maintained schools or non-maintained special schools in Wales, you must complete an Induction period successfully.

¹⁴ Further guidance on the Induction and PPA time can be found on Page 54 of this circular and in the School Teachers' Pay and Conditions Document.

¹⁵ The GTCW is responsible for administering the Induction and EPD funding to schools. Full details can be found in the GTCW's guidance 'Accessing Funding for Induction and Early Professional Development'.

Schools may wish to provide a programme of Induction for new teachers who obtained QTS on or before 1st April 2003, **though such teachers are not required to complete an Induction period or meet the Practising Teacher Standards.**

Who doesn't need to serve an Induction period?

You do not have to serve Induction if:

- a) you obtained QTS on or before 1st April 2003;
- b) you are a teacher with restricted responsibilities awaiting appeal against a decision of failure to complete your Induction period successfully (see Annex C);
- c) you are employed as a short-term supply teacher for a period that does not count towards statutory Induction. (This only applies during the period of five years from the date of gaining QTS when there are no limits on the amount of short-term supply teaching that an NQT can undertake; and also during any extensions to this five year limit that are awarded by the Appropriate Body¹⁶.) See pages 15-19 for further information on short-term supply teaching;
- d) you have satisfactorily completed Induction, probation, or the equivalent, in England, Scotland, Northern Ireland, Isle of Man, Guernsey, Jersey, Gibraltar, or a Service Children's Education (SCE) school in Germany or Cyprus (see Annex F);
- e) you are a teacher from the European Economic Area or Switzerland who has gained QTS (see Annex F);
- f) you do not have QTS, but you are employed as a teacher, instructor or otherwise to carry out specified work (teaching) under the provisions of the Education (Specified Work and Registration) (Wales) Regulations 2010. This exemption includes those in the process of undertaking employment-based training, for example, on the Graduate or Registered Teacher Programmes. **In these latter cases, you will, however, normally need to complete Induction once you gain QTS;**
- g) you are a teacher who does not wish to be eligible to teach in a maintained school or non-maintained special school;
- h) you are exempt from the requirement to serve Induction under England's Induction arrangements. Please see the DfE website for full details: www.education.gov.uk;
- i) you have gained QTS under the arrangements which were introduced for certain teachers in independent schools and Further Education Institutions in paragraphs 12 and 13 of Schedule 2 to the Education (School Teachers' Qualifications) (Wales) Regulations 2004 (as amended).

¹⁶ The Local Authority for maintained schools and non-maintained special schools.

Where can I do my Induction?

The only institutions that can provide an Induction period are:

- a) 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 continue to meet the QTS Standards and meet the Practising Teacher Standards);
- b) non-maintained special schools in Wales;
- c) Further education institutions, which include sixth form colleges, in Wales (see Annex D for the specific requirements placed on Further Education Institutions);
- d) independent schools¹⁷ in Wales, where:
 - i) the curriculum for any primary pupils at the school meets National Curriculum requirements (other than assessment arrangements);
 - ii) the curriculum for any pupils at key stage 3 or 4 that you teach includes all core and foundation subjects;
 - iii) an agreement has been reached between the school and either a Local Authority or the Independent Schools Council Teacher Induction Panel (ISCTIP)¹⁸ 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, and will have to be done again¹⁹.

If you are employed to teach in the sixth form of an independent school, the curriculum for primary pupils at the school, if any, must meet the requirements of the National Curriculum (other than assessment arrangements).

¹⁷ The meaning of independent school was changed in the Education Act 2002, section 172 of which substituted a new section 463 into the Education Act 1996. The replacement section 463 makes the following provision –

- (1) In this Act “independent school” means any school at which full-time education is provided for –
 - (a) five or more pupils of compulsory school age; or
 - (b) at least one pupil of that age for whom a statement is maintained under section 324, or who is looked after by a local authority (within the meaning of section 22 of the Children Act 1989), and which is not a school maintained by a local education authority or a special school not so maintained.
- (2) For the purposes of subsection (1)(a) and (b) it is immaterial if full-time education is also provided at the school for pupils under or over compulsory school age.

¹⁸ Contact details for ISCTIP can be found in Annex G – Useful Contacts and Links.

¹⁹ The Appropriate Body may make reasonable charges (not exceeding the cost of supplying the service) to an independent school for which it is supplying the service. Independent schools should also be aware that they are not entitled to any funding to support the Induction of any NQTs employed in the school as Induction is only a statutory requirement in maintained schools and non-maintained special schools in Wales.

- e) schools or Further education institutions in England which (under the Induction Regulations in England) can offer Induction. Any Induction undertaken in England will count towards Induction in Wales, and vice versa.

Are there any schools where I cannot do my Induction period?

- a) pupil referral units;
- b) secure training centres;
- c) community or foundation special schools established in a hospital;
- d) schools requiring special measures unless one of Her Majesty's Inspectors of Education and Training in Wales certifies in writing²⁰ that the school is suitable for providing Induction;*
- e) independent schools that do not meet the criteria described on page 8;
- f) independent nursery schools (unless they are independent schools that meet the criteria described on page 8) 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 an 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.

The Induction period

An NQT is required to complete an Induction period of three terms²¹ or the equivalent.

For a full or part-time period of employment to count towards Induction, an NQT must be employed for:

- a) one school term²² in one or more relevant institution(s)²³ in Wales;
 - two consecutive half terms (disregarding holidays) in one or more relevant institution(s) in Wales;

²⁰ This written certification should be sent to the school's Headteacher and the Local Authority Induction Co-ordinator.

²¹ A term for the purposes of Induction is a school term; two consecutive half terms (disregarding holidays); or other such period that the Appropriate Body considers appropriate.

²² A school term for the purposes of Induction is one full term in a school that follows a three term school year.

²³ Relevant institutions where Induction can be completed are set out on page 8 and 9 of this guidance.

- a period of employment in a relevant institution (or institutions) in Wales that the Appropriate Body considers appropriate. (It is recommended that only periods of employment of approximately **ten consecutive weeks** (disregarding holidays) should count as one term for the purposes of statutory Induction;)
 - a period of employment in one or more relevant institution(s) in England if it would count towards an Induction period under England's Induction Regulations; and
- b) the GTCW should be notified via the NQT Induction Record²⁴ that the period of employment will count towards statutory Induction **before** it commences where possible or, at the very latest, within ten working days of the start of the NQT's period of Induction.

Full-time NQTs

If you are a full-time NQT, your Induction period will usually be one school year or the equivalent. This may be three, four or five school terms, depending on the system operated by the school. The exception is if you move between schools operating different term systems mid-way through Induction, in which case your Induction period is a calendar year.

Part-time NQTs

If you are a part-time NQT, your Induction period will usually be 380 school sessions (i.e. the same number of school sessions as for a full-time NQT) and will be calculated on a pro-rata basis. Therefore, if you work 50% of the full hours at a school operating a three-term school year, then your Induction period will last for six school terms.

If you are employed on a part-time basis it is your responsibility to work out, along with your Induction Tutor and Headteacher, how long your Induction period is likely to last. The Appropriate Body has discretion regarding the overall length of the Induction period for NQTs who are not employed for three school terms. Therefore, if you are working part-time, you should contact your Appropriate Body for advice on this matter. (Further guidance on the length of Induction can be found on pages 11 and 12). **It is important to note** that NQTs who are working part-time towards their Induction can also work as supply teachers for the entire length of their Induction period, even when they reach the limits on short-term supply teaching which are set out on pages 15-19.

It is anticipated that the majority of NQTs will complete their Induction through periods of employment that are for a school term or two consecutive half terms²⁵ (disregarding holidays). However, to ensure consistency and equality of opportunity, in some individual circumstances it will be necessary for the Appropriate Body to determine when periods of teaching that are not for a school term or two consecutive half terms can count towards statutory Induction.

²⁴ NQT Induction Records can be found on the WG website at www.wales.gov.uk/educationandskills.

²⁵ Each school day equals two school sessions.

Circumstances where Appropriate Bodies may decide, in the case of an individual NQT, that a period of employment that is not for a school term or two consecutive half terms can count towards Induction include:

- the period of employment starts after the first day of term;
- the period of employment ends before the last day of term;
- the NQT is covering a period of maternity leave;
- the NQT is covering a (known) period of sick leave.

What is the procedure if I am going to be employed for a period that is not one school term or two consecutive half terms (disregarding holidays)?

Before the start of your period of employment, you should agree with the Induction Co-ordinator in your Appropriate Body and Headteacher the length of the period of employment that will count towards your Induction. You should also agree how many terms your period of employment will equate to for the purposes of statutory Induction.

What is the procedure if my period of employment is unknown?

If your period of employment is **unknown** then it **cannot** count towards your Induction period. If, however, a period of employment that was initially uncertain becomes longer term and could count towards your Induction then you should discuss this with your Headteacher and the Induction Co-ordinator in your Appropriate Body. In such circumstances, it is important to emphasise that it is only periods of employment that you undertake **after** you have reached an agreement with your Headteacher and Induction Co-ordinator that can count towards your Induction. Any period of employment undertaken prior to the agreement cannot count towards your Induction.

What should I do if my school will not provide me with statutory Induction?

If you are employed for a school term or two consecutive half terms then your school must provide you with statutory Induction. This is also the case if you are employed as a teacher as part of a school's strategy to provide PPA time for other teachers.

If you are employed for a period of approximately ten consecutive weeks (disregarding holidays) then it is expected that this should also count towards your Induction, but this is at the discretion of the Appropriate Body. Once the Appropriate Body has determined that a period of employment should count towards your Induction then your school is required to fulfil this.

Can I count consecutive periods of employment in two different schools that are within the same Appropriate Body as one term for the purposes of Induction?

If you are employed for a half term in one school and the following half term in another school then this can be counted as one term for the purposes of Induction. In these circumstances the Appropriate Body should inform you and the schools

at the outset that you will be employed in this way. Plans should be made for a fluid and coherent Induction programme across both schools and all necessary support should be put in place to enable you to meet the Practising Teacher Standards. Undertaking Induction in this way will not necessarily be permitted and should only proceed where you, the schools and your Appropriate Body are all content with the arrangements.

If I am employed for a period other than one school term or two consecutive half terms (disregarding holidays), what will the overall length of my Induction period be and who will decide this?

Appropriate Bodies have the power to determine the length of a full Induction period when an NQT has not taught for three school terms. However, it will only be in **exceptional circumstances** that an Appropriate Body will allow an Induction period of less than three school terms to count. Appropriate Bodies must be sure that you have been provided with a full and appropriate Induction programme. The Appropriate Body should also have consulted with you and ensured that you are content with the length of your Induction period. Further guidance on the length of Induction periods can be found on pages 45-46.

NQTs working in more than one school at once (e.g. peripatetic teachers)

You will need to arrange for one Headteacher to act as the lead Headteacher during your Induction period. It will be your lead Headteacher's responsibility to liaise with all of the schools in which you teach. Your Headteacher and the Appropriate Body must agree that your teaching covers all aspects of the Practising Teacher Standards and can count towards your Induction period. You should be supported to enable you to demonstrate that you meet the requirements for the satisfactory completion of the Induction period.

NQTs who move school during the Induction period

You can complete your Induction period through teaching in more than one school, with each separate period of Induction being aggregated for assessment purposes. Each separate period of Induction must be for one school term; two consecutive half terms (disregarding holidays); or other such period that the Appropriate Body considers appropriate.

If you move schools midway through your Induction period and take up a teaching post in another school, it is your old school's responsibility to send all of the documentation relating to your Induction period to your new school. Your Induction Tutor in your old school should also complete a Transfer Form and send it to the GTCW within fifteen working days of the end of your period of employment. It is also **your responsibility** to pass a copy of the Transfer Form to the Induction Tutor in your new school. Your new school must also complete an NQT Induction Record²⁶ to inform the GTCW that you are continuing your Induction in a different school. If you move to a school in a different Appropriate Body, then your old school

²⁶ NQT Induction Record forms can be found on the WG website www.wales.gov.uk/educationandskills.

should inform the Appropriate Body that you are moving out of the authority. It is your old school's responsibility to send all of the documentation relating to your Induction period to your new school. It is your old Appropriate Body's responsibility to send all of the documentation relating to your Induction period to your new Appropriate Body.

As well as the school, it is also YOUR responsibility to keep the Appropriate Body and GTCW informed of all relevant changes in your circumstances during your Induction. Therefore, if you move schools and are continuing Induction in your new school, then you must inform the Appropriate Body and GTCW of this change immediately so that they are able to keep their records up-to-date.

If you move schools midway through your EPD and take up a teaching post in another school, your EPD mentor in your old school should complete a Transfer Form²⁷ and send it to the GTCW within fifteen working days of the end of your period of employment. You should also pass a copy of the Transfer Form to the EPD mentor in your new school. Your new school must also complete an EPD Planning Form²⁸ within ten working days of the start of your employment to inform the GTCW that you are continuing your EPD in a different school.

Can I take a break during my Induction?

Yes, but during any breaks you cannot teach in maintained schools or non-maintained special schools, because NQTs are obliged to be serving or have completed Induction to teach in such schools. It is, however, possible to do non-inductable short-term supply teaching during a break, provided the limits on supply teaching that are set out on pages 15-19 have not been reached. It would also be possible to teach in a school that does not require Induction (see page 9 for the list of institutions where Induction is not a statutory requirement).

When must the Induction be started and completed?

There is no time limit for starting your Induction period, but it is expected that all NQTs complete their Induction period within five years of the date of gaining QTS. This applies to all NQTs who gain their QTS after 1st April 2003.

If I am registered with a teacher supply agency, can I count my periods of teaching towards my Induction?

Yes, if you are registered with a teacher supply agency, this does not impact on your ability to serve Induction as it is the period of time that you are employed for and the institution that you are employed in – not who you are employed by – that determines whether a teaching post counts towards your Induction.

²⁷ Transfer Forms can be found on the WG website www.wales.gov.uk/educationandskills.

²⁸ EPD Planning Forms can be found on the WG website www.wales.gov.uk/educationandskills.

Can an Induction period be extended before its completion?

Before completion, an Induction period can be extended if you are absent for 30 school days or more. Such extensions are awarded at the discretion of the Appropriate Body. Full details regarding the circumstances when extensions can be awarded before the end of an Induction period can be found on pages 52-53.

Can an Induction period be extended after its completion?

An Induction period may be extended by the Appropriate Body or, on appeal, by the GTCW. Normally this will only be done where the Appropriate Body or the GTCW Appeals Panel feel that there have been exceptional circumstances that have prevented you from completing your Induction period satisfactorily, and that a suitable extension is likely to lead to you meeting all aspects of the Practising Teacher Standards successfully. Please see page 53 for full details on extensions to Induction.

Who is responsible for funding the Induction period?

The GTCW are responsible for administering the funding for the Induction period and the following two years of EPD. Full details of the GTCW's funding role and the procedures for claiming Induction and EPD funding are set out in their guidance document – 'Accessing Funding for Induction and Early Professional Development'. The GTCW's guidance should be read in conjunction with this guidance circular.

Supply teaching

Can Induction be completed through periods of employment as a supply teacher?

Yes, provided that the period of employment as a supply teacher is for one school term; two consecutive half terms (disregarding holidays); or other such period that the Appropriate Body considers appropriate.

Is it possible to complete my Induction through short-term supply teaching²⁹?

No, a period of supply teaching of less than one school term; two consecutive half terms (disregarding holidays) or other such period that the Appropriate Body considers appropriate cannot count towards your Induction period. This is because short-term supply teaching does not provide you with an adequate opportunity to benefit from the support that Induction provides and to demonstrate your competence and progression in the classroom. The purpose of the Induction period is to support and assess your professional development against the Practising Teacher Standards (Annex A) and the QTS Standards.

²⁹ 'Short-term supply teaching' refers to any period of supply teaching that is for less than one school term; two consecutive half terms (disregarding holidays) or any other period that has not been determined as appropriate by the Appropriate Body.

How long can I work as a short-term supply teacher?

During the five-year period from the date of gaining QTS, you are eligible to undertake unlimited short-term supply teaching. This is referred to as the 'five-year limit'.

Once you have completed your Induction period successfully there is no restriction on the amount of short-term supply teaching that you can undertake.

If you do not complete your Induction period within five years of gaining QTS and you wish continue working as a short-term supply teacher, you are eligible to apply to your Appropriate Body for an extension.

What happens if my short-term supply placement becomes a long-term placement?

If your short-term supply placement becomes a long-term placement then your Induction period cannot be assessed retrospectively. In cases where you are covering an unknown period and are employed for a series of short-term supply periods then your school is under no obligation to offer you Induction. **It is only when you are guaranteed employment for an inductable period³⁰ that your school must provide Induction.** The Welsh Government encourages schools that know they have a vacancy for an inductable period to employ an NQT for that entire period so that the NQT is able to count the period towards their Induction.

How will I know when I have reached the five-year limit?

It is **your responsibility** to monitor your own five-year limit and to apply for an extension, at the appropriate time, if you need to. The GTCW will also record the five-year limit on the Register of Teachers and employers will be notified whether or not you have passed the five-year limit as part of the normal pre-employment checks.

What happens if I do not complete my Induction period within five years of the date of gaining QTS and wish to continue working as a short-term supply teacher?

If you are unable to complete your Induction period within five years of gaining QTS and you wish to continue working as a short-term supply teacher, then you are eligible to apply to your Appropriate Body for one extension of twelve months. The award of an extension is not an entitlement and each application will be considered by the Appropriate Body on a case-by-case basis. The extension application process is explained on pages 16-18. If you are unable to complete your Induction period within the twelve month extension awarded by the Appropriate Body and you wish to continue working as a short-term supply teacher, refer to pages 18-19 for further guidance.

³⁰ An 'inductable period' refers to any period of employment that is for one school term; two consecutive half terms (disregarding holidays); or other such period that the Appropriate Body considers appropriate.

What happens if I do not complete my Induction period within five years of the date of gaining QTS but intend on taking up teaching posts that count towards Induction only?

You are only required to apply for an extension if you wish to continue working as a short-term supply teacher. Therefore, even if you pass the five-year limit on short-term supply teaching, you remain eligible to take up a teaching post that counts towards your Induction period without being required to apply for an extension.

Do I need to apply for an extension if I am working towards my Induction period when I reach the five-year limit?

If you are working towards your Induction when you reach the point of five years after gaining QTS (i.e. the five-year limit) then you are not required to apply for an extension. This applies to full and part-time teachers. However, you must be aware that if your period of employment ends before you have completed your Induction period and more than five years after the date of gaining QTS, then you will be required to apply for an extension in order to be able to continue working as a short-term supply teacher whilst looking for a post in which to complete your Induction.

When should I apply for an extension?

If you intend on continuing to work as a short-term supply teacher immediately after your five-year limit has expired then, due to the length of time that it takes to award an extension, it is recommended that you make your application before the five-year limit expires. It is, therefore, your responsibility to ensure that you familiarise yourself with the time-scales for extension applications set out in this guidance. An extension can be awarded before the end of the five-year limit but cannot start until the five-year limit has expired.

How do I apply for an extension?

To apply for an extension you should write to the Induction Co-ordinator in your Appropriate Body stating your reason(s) for requesting an extension. Following the receipt of this letter the Appropriate Body should write to you within five working days to explain the application process and clearly state the evidence that you need to provide in order for the Appropriate Body to make a decision.

Will I need to provide the Appropriate Body with any evidence to support my extension application?

When applying for an extension you will be expected to provide the Appropriate Body with a portfolio of professional evidence setting out your teaching experiences during the five years since gaining QTS. This should be provided to the Appropriate Body within ten working days of receiving the written request for evidence from the Appropriate Body. This professional portfolio will be scrutinised by the Appropriate Body to establish exactly what steps you have taken towards completing your Induction period.

If you do not have a professional portfolio because you have not taught since gaining QTS, the Appropriate Body will expect you to provide evidence of your reasons for returning to teaching, supported by any information you consider is relevant.

Following the submission of my portfolio of professional evidence, how long does the Appropriate Body have to make a decision?

Appropriate Bodies will consider each extension application on a case-by-case basis and should make their decision within twenty working days of receiving your portfolio of professional evidence. If, during this time, your Appropriate Body considers it necessary to obtain further evidence from you, then this will be requested in writing. Appropriate Bodies can, if they wish, request a meeting with you to discuss your application for an extension. Once the Appropriate Body has made its decision, written notification of the decision will be sent to you and the GTCW within three working days.

Is there any flexibility in the length of extension that can be awarded?

No, the extension period is twelve months in all cases. Appropriate Bodies do not have any discretion in determining the length of an extension period. If you are unable to complete your Induction period within the twelve month extension awarded by the Appropriate Body and you wish to continue working as a short-term supply teacher, please refer to pages 18-19 for further guidance.

If I am awarded an extension when will it start?

If you are awarded an extension to enable you to continue working as a short-term supply teacher, it will start on the date that you continue or commence employment as a short-term supply teacher following the expiration of the five-year limit and the award of an extension.

Am I eligible for any additional support during my extension period?

If you are awarded an extension, Appropriate Bodies might provide you with an action plan to support you during your extension period and to address any issues that have prevented you from completing your Induction. This, however, is not a requirement and if the Appropriate Body chooses not to provide any additional support, then you cannot require them to.

What do I do if I am working as a supply teacher in schools in more than one Appropriate Body and need to apply for an extension?

An extension decision made by one Appropriate Body must be recognised by all other Appropriate Bodies in Wales. Therefore, you will need to apply for an extension to the Appropriate Body in which you undertake the majority of your supply teaching. If you are undertaking equal amounts of supply teaching in more than one Appropriate Body, then you will need to decide for yourself which Appropriate Body you submit your extension application to.

It is the GTCW's responsibility to keep a record of all decisions related to extension applications. Therefore, on receiving an application for an extension, the Appropriate Body will contact the GTCW to confirm whether you have previously applied for an extension in a different Appropriate Body.

If you have previously applied to an Appropriate Body for an extension which has been refused, then you **cannot** apply to a different Appropriate Body for an extension. Any subsequent extension applications submitted after an application has been refused will be automatically rejected by all other Appropriate Bodies in Wales.

It is important to note that you are only entitled to **one** extension application to **one** Appropriate Body for **one** decision.

If I am not awarded an extension, can I appeal?

If you are not awarded an extension then there is no formal mechanism for appeal and this is an issue that you will need to resolve with your Appropriate Body. In such cases it is suggested that you contact your teaching union for advice.

What would happen if I reached the five-year limit and chose not to apply for an extension or was not awarded an extension?

If you reach five years after gaining QTS without completing your Induction period and choose not to apply for or are not awarded an extension, then you will not be eligible to work as a short-term supply teacher in a maintained school or non-maintained special school in Wales until you complete your Induction period successfully. You would, therefore, have to find a teaching post that enables you to undertake your Induction or teach in an institution where Induction is not a statutory requirement.

It is important to point out **that any NQTs who reach the limit on supply teaching will not lose their QTS.**

What is the procedure if I am unable to complete my Induction period within the extension awarded by the Appropriate Body and wish to continue working as a short-term supply teacher?

If you are awarded an extension by your Appropriate Body but are unable to complete your Induction period within this extension then, if you want to carry out further short-term supply teaching, your case must be referred to the Welsh Government.

In these cases the Appropriate Body makes the decision regarding the award of an extension, but does so with the additional support and approval of the Welsh Government.

If you reach the end of your extension and wish to apply for a further extension then you should write to the Induction Co-ordinator in your Appropriate Body stating your reason(s) for requesting a further extension. Following receipt of this letter the Appropriate Body should write to you within five working days to confirm that as you

have already been awarded one extension, a further extension can only be granted if the Welsh Government consents to it. The Appropriate Body should explain the application process and clearly state the evidence that you need to provide in order for the Appropriate Body to make a decision. All evidence should be sent to the Appropriate Body within ten working days of you receiving written notification.

Following receipt of your portfolio of evidence the Appropriate Body will write a report giving its recommendations as to whether you should be awarded a further extension. This report, along with copies of all of your evidence, will be sent to the Welsh Government within twenty working days of the receipt of your portfolio of evidence.

The Welsh Government will consider the Appropriate Body's recommendation and all of your evidence. You and the Appropriate Body may be invited to participate in the Welsh Government's decision making process. A decision whether or not to consent to an extension will be made by the Welsh Government within twenty working days of receiving the Appropriate Body's recommendation. The Appropriate Body will be informed of the Welsh Governments' decision within three working days of the decision being made. The Appropriate Body will then notify you and the GTCW of the decision within three working days of the Welsh Governments' notification.

What role do the GTCW have in the extensions process?

The GTCW record all extensions which are awarded and all applications for extensions which are refused on the Register of Teachers.

Your roles and responsibilities as an NQT

Your Career Entry Profile

You will need to make your Career Entry Profile (CEP)³¹ available to your Headteacher and Induction Tutor at the beginning of your Induction period. Your CEP should have been completed at the end of your ITT with your ITT Tutor³², and it is **your responsibility** to use it in planning and monitoring your individual professional development during your Induction and in setting your short, medium and long-term objectives with your Induction Tutor.

Your Role/Job Description

You should not be given a job description that makes unreasonable demands. This should apply equally if you are working on a part-time basis, long-term supply basis or are employed as a teacher as part of a school's strategy to provide PPA time for other teachers.

Specifically, as an NQT, you should normally serve your Induction period in a post that:

³¹ DfTE Information Document 073/2009.

³² The roles and responsibilities of the ITT Tutor are set out in the 'ITT Institutions' section of this guidance circular.

- a) involves similar planning, teaching and assessment processes to those in which other teachers working in substantive posts in the school are engaged;
- b) does not demand teaching outside the age range and subject(s) for which you have been trained;
- c) does not present you on a day-to-day basis with acute or especially demanding discipline problems;
- d) involves you regularly teaching the same class(es); and
- e) does not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

As an NQT you can expect to receive:

- a) a teaching timetable that is 90% of the time that a teacher at that school who does not receive a management allowance or a Teaching and Learning Responsibility payment would be expected to teach in order for your Induction to take place;
- b) a further 10% reduction in your remaining teaching timetable to provide you with statutory non-contact time for PPA. Please see page 54 'Induction and PPA Time' for further guidance;
- c) advice on timetabling of lessons and support arrangements;
- d) the name(s) and contact(s) of your Induction Tutor(s) and, if appropriate, your Subject Mentor or Key-Stage Co-ordinator, who will provide you with support throughout your Induction period;
- e) the name(s) and contact(s) of your Induction Co-ordinator and Named Contact at the Appropriate Body. If you have not been given this information, it can be obtained from the Welsh Government's Learning Improvement and Professional Development Division.

Please telephone 029 2080 1389, or
e-mail inductioninfo@wales.gsi.gov.uk;

- f) a schedule for professional development reviews and formal assessment meetings;
- g) advice on reporting arrangements during school closures or for absence, entitlements to pay during sickness absences and contacts for other absences, e.g. maternity leave;
- h) advice on arrangements for salary payments, provisions for pensions and any other entitlements;
- i) health and safety and equal opportunity policies;
- j) other relevant policies including arrangements for cover, child protection etc; and
- k) advice on the nature of the contract of employment, a list of duties and management arrangements.

In many cases these will be similar to existing arrangements for any new employees.

Your responsibilities

- Ensure you are registered with the GTCW³³. There is a legal requirement upon your employer to ensure you are registered.
- Make yourself fully aware of the statutory Induction arrangements in Wales, the Practising Teacher Standards and the QTS Standards.
- Ensure that your Headteacher is aware that you are an NQT and that you are required to complete a period of statutory Induction.
- Inform your Appropriate Body Induction Co-ordinator and the GTCW when you start your Induction period. (Contact details for your Induction Co-ordinator can be obtained from your Headteacher or from the Welsh Government on 029 2080 1389 or e-mail inductioninfo@wales.gsi.gov.uk).
- Ensure that you and your Induction Tutor make good use of your CEP³⁴ as a starting point for planning your professional development during your Induction period.
- You should have a good understanding of the reasons for Induction and how the process can help you develop as a teacher.
- You should participate fully in the programme of monitoring, support and assessment that you agree with your Induction Tutor and ensure that it is based around the core priorities of literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management, and reflective practice.
- You should make good use of your non-contact time, e.g. observe good practice within your own school and in other schools³⁵, and attend courses and Induction seminars offered by the Appropriate Body.
- You should keep a professional development portfolio. Your portfolio should be well organised and you should ensure that you include evidence of your impact on raising standards and on pupils' learning.
- You should take increasing responsibility for your own professional development as your Induction period progresses.
- You should keep **your own** record of your Induction and log all periods of teaching that you undertake that count towards your statutory Induction – **this is particularly important if you work part-time, have a break in your Induction period or undertake your Induction in more than one school.**

If you move schools and are continuing your Induction period, it is **essential** that you:

³³ Contact details for the GTCW can be found in Annex G – Useful Contacts and Links.

³⁴ DfTE Information Document 073/2009.

³⁵ Estyn recommend that all NQTs (and EPD teachers) should have opportunities to observe teachers in other schools who are models of effective practice in order to extend their experience of good teaching.

- Inform your previous **and** new Appropriate Body of your change in circumstances by contacting the Induction Co-ordinator. (If you are moving schools within one Appropriate Body it is still essential that you notify the Induction Co-ordinator of this change).
- Inform the GTCW of your change in circumstances.

If things go wrong

If you are not satisfied with the content and/or delivery of the programme of monitoring, support and assessment being provided during your Induction, please act as quickly as possible – remember this is **your** Induction. You should, in the first instance, make use of the school's internal procedures for raising professional concerns. (This would normally be through the Headteacher, or could involve the school's Governing Body.)

If your concerns go beyond the school's systems or procedures, or if you feel that your concerns have not been properly addressed, you should contact the named individual at the Appropriate Body³⁶, which is normally the local authority (LA) or if an independent school, either a LA or the Independent Schools Council Teacher Induction Panel (ISCTIP)³⁷. You can also seek objective guidance from the Induction Team within the Welsh Government's Learning Improvement and Professional Development Division, (please see Annex G for contact details).

Confidentiality

Observation records, NQT Induction Records, Induction Assessment Records and other documents that support the Induction period are personal and confidential and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents.

The Induction Tutor

Who can be an Induction Tutor?

The Induction Tutor should be the NQT's line manager, a senior member of staff or a suitably experienced teacher who will have considerable contact with the NQT throughout their Induction period. It is not normally recommended that the Headteacher is the NQT's Induction Tutor.

Your roles and responsibilities

You should have participated in the Induction Tutor Briefing Programme³⁸ before commencing in your role as an Induction Tutor.

³⁶ If you do not have the details of the named contact at your Appropriate Body, you can obtain this from the Induction Team in the Welsh Government's Learning Improvement and Professional Development Division, Tel 029 2080 1389, or e-mail: inductioninfo@wales.gsi.gov.uk.

³⁷ Contact details for ISCTIP can be found in Annex G – Useful Contacts and Links.

³⁸ The Induction Tutor Briefing Programme is usually delivered by the Appropriate Body.

You should ensure the Induction of 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.

You should have the necessary skills, expertise and knowledge to work effectively in the role of an Induction Tutor. In particular, you should be able to make rigorous and fair judgements about the NQT's performance in relation to the requirements for the satisfactory completion of the Induction period (please see Annex A for the Practising Teacher Standards which must be met if an NQT is to complete their Induction period successfully). You should also provide or co-ordinate guidance and effective support for the NQT's professional development.

You will play a key role in providing assessment throughout the NQT's Induction period. In the most effective practice, the Induction of NQTs is seen as a whole staff activity. Therefore, the support and assessment functions may be split between two or more teachers where this suits the structures and systems of the school, e.g. **the Induction Tutor may wish to work with a Subject Mentor or Key-Stage Co-ordinator in providing an Induction programme.** In such circumstances, each teacher's responsibilities should be clearly specified at the beginning of the Induction period.

You are likely to undertake most of the observations of the NQT's teaching. Professional development reviews, based on discussion between the NQT and the Induction Tutor, should take place at regular intervals throughout the Induction period.

You should ensure that you meet with your NQT at key points in the Induction period and that these sessions are arranged with the NQT well in advance. Where possible you should try to ensure that demands on your time, such as attending to issues that spontaneously arise in school, should not adversely affect the quality of discussions between you and your NQT.

You should keep a dated copy of all reports on observations, professional development review meetings, formal assessment meetings and objectives until the Appropriate Body has decided whether the NQT has completed their Induction period satisfactorily and any appeal has been determined³⁹. A note should be kept of all of the other evidence used. The NQT should receive copies of all such written records and the Appropriate Body should have access to them.

You should normally be responsible for **no more than two NQTs** and be allocated protected time to enable you to support your NQT(s). In large schools where there is a high number of NQTs, it is expected that more than one Induction Tutor should be trained in order to provide each NQT with the time, quality and support that they are entitled to as part of the statutory Induction process.

³⁹ If you consider it appropriate, you can keep all records until the NQT has completed their final year of EPD, i.e. for three school years.

How should I prepare the NQT's programme?

When you are compiling a programme of support, you will need to consider arrangements for the NQT to:

- a) receive information about the school, the specific post and the arrangements for Induction in **advance** of the first day in post;
- b) meet with you at the beginning of their Induction period to discuss their CEP, their individual strengths and development needs and set out a timetable of observations, professional development reviews and formal assessment meetings;
- c) receive information about their rights and responsibilities and those of others involved in the Induction period and the nature and purpose of assessment in the Induction period;
- d) participate in the school's general Induction arrangements for new staff;
- e) take part in any programme of professional development at the school;
- f) know about any whole school policies, including those on child protection, management of behaviour and health and safety, and contribute, with other teachers, to specific school improvement activities;
- g) spend time with the school's ALNCO to focus on specific and general ALN matters;
- h) receive, where appropriate, training, professional development or advice from professionals from outside the school, e.g. from other schools⁴⁰, LAs, Higher Education Institutions (HEIs), Diocesan authorities, professional bodies and subject associations;
- i) attend external professional development events that are relevant to identified individual needs.

Assessment arrangements

Observations

How often should observation take place and what should be observed? The NQT should be observed teaching at least once in any six to eight week period, e.g. once each half term, including during their first four weeks in post. Where the NQT works part-time, the intervals between observations should be adjusted accordingly, but the first observation should take place in the first half term. Observations should focus on particular aspects of the NQT's teaching. The choice of focus for the observations should be informed by:

- i) the requirements for the satisfactory completion of Induction;
- ii) the NQT's objectives for career development.

⁴⁰ Estyn recommend that all NQTs should observe teachers in other schools who are models of effective practice in order to extend their experience of good teaching.

Who can undertake observations apart from the Induction Tutor? The Induction Tutor is likely to undertake most of the observations of the NQT's teaching. Other people from within or outside the school may also be involved in observations: for example, teachers with particular specialisms or responsibilities, LA advisory staff, and tutors from partnership HEIs. Such observations should be co-ordinated by the Induction Tutor.

What should follow an observation? The NQT and the observer should have a follow-up discussion to analyse the lesson(s) observed. Arrangements for observations should be made in advance and a brief written record should be made on each occasion. This record should relate to the NQT's objectives for development and indicate where action should be taken. It should show any revision of objectives.

Professional development reviews

How often should these take place? Professional development reviews, based on discussion between the NQT and the Induction Tutor, should take place at regular intervals throughout the Induction period. There should be at least one scheduled professional development review every half term. Where the NQT works part-time, the intervals between professional development reviews should be adjusted accordingly, but the first review should take place in the first half term and after that there should be a review at least once a term.

What should the professional development reviews involve? Professional development reviews should be informed by evidence of the NQT's work, e.g. observation of teaching. The NQT's objectives for their Induction should be reviewed and revised in relation to the Practising Teacher Standards (Annex A), the needs and strengths of the NQT and based around the core priorities of literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management and reflective practice. A written record should be kept of the NQT's progress towards their objectives and of any new objectives set, as well as identification of the steps to be taken to support the NQT in meeting the objectives.

Formal assessment meetings

How often should these meetings take place and who is involved? Three formal assessment meetings should take place during the Induction period between the NQT and either the Headteacher, or the Induction Tutor acting on behalf of the Headteacher.

For full-time NQTs in schools operating a standard three-term school year, the assessment meetings should be held at the end of each school term. In schools with a different pattern of terms, the assessment meetings should be held at equivalent intervals.

For NQTs working part-time and, therefore, undertaking a longer period of Induction, the first and second formal assessment meetings should be distributed evenly and a professional development review should be held at least once each term.

For NQTs working for a period of employment that the Appropriate Body considers is appropriate to count towards statutory Induction, the assessment should take place at the end of each relevant period.

What is the purpose of each formal assessment meeting? In most cases the pattern of these meetings will be as follows:

- a) the first meeting will focus on the extent to which the NQT is meeting consistently the QTS Standards and is beginning to meet the Practising Teacher Standards;
- b) the second meeting will focus on the NQT's progress towards meeting the Practising Teacher Standards;
- c) the final assessment meeting will be used to determine whether the NQT has met all of the requirements for the satisfactory completion of their Induction period.

Following each formal assessment meeting, an Induction Assessment Record⁴¹ must be completed by the Induction Tutor and/or Headteacher and sent to the Induction Co-ordinator in the Appropriate Body. Details on completing the Induction Assessment Record can be found on pages 33-34.

What evidence should be used as the basis of evaluation in formal assessment meetings? These meetings should be informed by written reports from at least two observations and the professional development review that has taken place during the term. Judgements should be based on evidence that has been gathered systematically during the Induction period and should relate directly to the QTS Standards and the Practising Teacher Standards. Remember that the NQT should be kept updated on how you see their progress – **there should be no surprises!**

In addition to the reports and records mentioned above, further sources of evidence could include:

- a) formal and informal assessment records for pupils for whom the NQT has had particular responsibility, including test and/or examination results;
- b) information about liaison with others, such as colleagues and parents;
- c) the NQT's lesson plans, records and evaluations;
- d) the NQT's self assessment, self-reflection and professional development portfolio⁴².

Written evidence is likely to be more wide-ranging and detailed if the NQT is not making satisfactory progress.

⁴¹ Induction Assessment Records can be found on the WG website www.wales.gov.uk/educationandskills.

⁴² Induction Tutors should support NQTs in maintaining up-to-date professional development portfolios.

NQTs who move schools during Induction or EPD

If an NQT moves school during their Induction period or during their EPD programme, it is your responsibility to complete a Transfer Form⁴³ and send it to the GTCW within fifteen working days of the end of the NQT's period of employment. The NQT must also retain a copy of the Transfer Form and pass to their new school when they re-commence their Induction or EPD. It is also good practice for you to keep a copy of the Transfer Form for your own records.

It is the Headteacher's responsibility to ensure that all relevant documentation (e.g. Induction Assessment Records) is forwarded to the NQT's new school within ten working days of receiving such a request.

Further information on changing schools can be found on pages 31-33.

Confidentiality

Observation records, NQT Induction Records, Induction Assessment Records and other documents that support the Induction period are personal and confidential and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents.

Ensuring Impartiality

When the Headteacher undertakes all the responsibilities of the Induction Tutor, and has undertaken all the observation of the NQT, (e.g. as happens in some small schools), consideration should be given to ways in which a third party may be involved in providing evidence. The Headteacher will need to be confident that the assessment can be shown to be fair.

The Headteacher

Your role in an NQT's Induction programme

As the Headteacher⁴⁴, you are responsible, along with the Appropriate Body, for the supervision and training of all NQTs in your school during their Induction period and for ensuring that they have an appropriate Induction programme.

You should ensure the Induction programme 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.

When you employ a teacher who gained QTS after 1st April 2003, it is **your responsibility** to confirm whether that teacher has completed their Induction period

⁴³ Transfer Forms can be found on the WG website www.wales.gov.uk/educationandskills.

⁴⁴ 'Headteacher' includes the principal of a Further Education Institution.

successfully by requesting to see their Induction Certificate. If an NQT has not completed their Induction period and you employ them for:

one school term⁴⁵;

two consecutive half terms (disregarding holidays); or

a period of employment in a relevant institution (or institutions) in Wales that the Appropriate Body considers appropriate. (It is recommended that only periods of employment of approximately **ten consecutive weeks** (disregarding holidays) should count as one term for the purposes of statutory Induction);

then you **must** provide the NQT with statutory Induction. This also applies if the NQT is employed as a teacher as part of a school's strategy to provide PPA time for other teachers.

It is your responsibility to ensure that all teachers undertaking Induction and EPD receive their full funding entitlement by completing and submitting all relevant paperwork to the GTCW and/or Appropriate Body on time. The GTCW is responsible for the administration of the Induction and EPD funding. Full details of the GTCW's funding role and the procedures for claiming Induction and EPD funding are set out in their guidance document – '**Accessing Funding for Induction and Early Professional Development**'. It is essential that you have due regard to the information contained in this guidance⁴⁶.

When an NQT starts their Induction period in your school you should complete the **NQT Induction Record** which can be found on the Welsh Government website (www.wales.gov.uk/educationandskills). This form should be sent to the GTCW so that they are aware that the NQT is undertaking statutory Induction in your school. The **NQT Induction Record** should also be completed and forwarded to the GTCW when an NQT moves to your school to **continue** their Induction period. **It is essential that this form is completed** so that the GTCW is able to keep track of the NQTs who are undertaking statutory Induction and who are eligible for Induction funding.

A supply teacher who is employed for an inductable period⁴⁷ **must** be treated the same as a permanent employee for the purposes of Induction.

It is also your responsibility to confirm with the GTCW, as part of the normal pre-employment checks, whether any NQT who you wish to employ as a short-term supply teacher has reached the five-year limit on short-term supply teaching. If they

⁴⁵ A school term for the purposes of Induction is one full term in a school that follows a three term school year.

⁴⁶ Further copies of 'Accessing Funding for Induction and Early Professional Development' can be obtained from the GTCW's Induction and EPD Funding Team on Tel 029 20460099 or e-mail induction&epd@gtcw.org.uk.

⁴⁷ An 'inductable period' refers to any period of employment that is for one school term; two consecutive half terms (disregarding holidays); or other such period that the Appropriate Body considers appropriate.

have, then the NQT cannot be employed as a short-term supply teacher. (See pages 39-43 for further guidance on the limits on short-term supply teaching for NQTs who have not completed their Induction period).

Your roles and responsibilities

Under the School Teachers' Pay and Conditions Document you are placed under a duty to ensure that **NQTs have a timetable which must not exceed 90% of the time that a teacher at that school who does not receive a management allowance or a Teaching and Learning Responsibility payment would be expected to teach.**

The reduction in an NQT's timetable allows their Induction to take place and is a statutory requirement.

The time released by the NQT's reduced timetable may be used in whatever way is most appropriate to the needs of the individual NQT and their school⁴⁸. It is important to ensure that the time is protected, and that it is not used simply as 'non-contact time'. **It must be used as part of a coherent Induction support programme and distributed appropriately throughout the Induction period as best suits both the NQT and their school.** The reduced teaching load will apply equally to those NQTs completing Induction while working as long-term supply teachers and, on a pro-rata basis, to NQTs working part-time.

NQTs are also entitled to a **further 10% reduction in their remaining teaching timetable** to provide them with statutory non-contact time for PPA⁴⁹. Please see page 54 'Induction and PPA Time' for further guidance.

You should keep the Governing Body informed about the arrangements for the Induction of NQTs in your school and the results of the formal assessment meetings which should be held at the end of each school term (see 'Assessment Arrangements' on pages 24-26 for further information).

At the end of the Induction period you must also recommend to the Appropriate Body whether the NQT has met the requirements for the satisfactory completion of their Induction period. If you take the view that the NQT has not met the Practising Teacher Standards you can recommend an extension to their Induction period. You should do this if you feel that there have been exceptional circumstances that have prevented the NQT from completing their Induction period satisfactorily and that a suitable extension is likely to lead to them completing their Induction successfully. **Before making any recommendation you must discuss it with the NQT.** While you may not delegate these particular responsibilities, many of the associated tasks for Induction will be carried out by an Induction Tutor or another suitably experienced colleague who has considerable contact with the NQT.

⁴⁸ It is recommended that the 10% professional development time in secondary schools is arranged in blocks rather than as single lessons in order to provide NQTs with a sufficient amount of time in which to undertake their Induction activities.

⁴⁹ This requirement is set out in the School Teachers' Pay and Conditions Document.

As the Headteacher you should identify a suitable member of staff as the Induction Tutor to provide day-to-day monitoring and support to the NQT. The Induction Tutor should have protected time to enable them to support and work with the NQT **and they should have participated in an Induction Tutor Briefing Programme⁵⁰ before supporting the NQT.**

It is not recommended that the Headteacher takes on the role of Induction Tutor unless there are exceptional circumstances, e.g. the NQT is employed in a very small school.

Responsibility for an Induction period served by a teacher in more than one school simultaneously (including peripatetic teachers)

When an NQT serving an Induction period is employed in more than one school simultaneously, then the Headteachers of all the schools should agree which of them is to act as the lead Headteacher. The lead Headteacher should:

- consider all relevant materials relating to an NQT's Induction provided by all other schools where the NQT is serving an Induction period;
- make the written recommendation to the Appropriate Body within ten working days of the completion of an NQT's Induction period as to whether the NQT has completed their Induction period successfully, should be awarded an extension or has not completed their Induction period successfully;
- discuss the recommendation with the NQT concerned.

The Headteacher of a school who is not the lead Headteacher should provide the lead Headteacher with all materials relating to an NQT's Induction period that the lead Headteacher will require in order to make their recommendation to the Appropriate Body.

When an NQT is serving Induction in more than one school simultaneously, the Appropriate Body will be the usual Appropriate Body of the lead Headteacher's school.

Supervision and training during the Induction period

The Headteacher is responsible for an NQT's supervision and training throughout their Induction period and should ensure that the:

- duties assigned to an NQT;
- supervision of an NQT: and
- conditions under which an NQT works

facilitate a fair and effective assessment of the NQT's conduct and efficiency as a teacher.

⁵⁰ The Induction Tutor Briefing Programme is usually delivered by the Appropriate Body.

NQTs moving school during Induction

If an NQT changes posts midway through their Induction period and takes up a teaching post in another school it is the old school's responsibility to send all of the relevant documentation⁵¹ relating to the NQT's Induction period to the new school when it is requested. The NQT's Induction Tutor in their old school should also complete a Transfer Form⁵² and send it to the GTCW within fifteen working days of the end of the NQT's period of employment. The NQT should also pass a copy of the Transfer Form to the Induction Tutor in their new school.

If you are the Headteacher in the NQT's new school you should ensure that you request all relevant documentation from the NQT's old school and also ensure that an NQT Induction Record⁵³ is completed to inform the GTCW that the NQT is continuing their Induction period in your school. You should establish exactly how much Induction the NQT has already completed (based on the documentation received from the previous school) and confirm whether there have been any issues with the NQT's Induction to date that you will have to address, e.g. aggregated periods of absence that could lead to an extension, significant weaknesses in demonstrating the Practising Teacher Standards etc. An NQT joining a new school after completing part of their Induction elsewhere may require some additional introductory support, especially where some time has passed between the periods of employment.

If you are the Headteacher in the NQT's old school you should ensure that you retain all relevant documentation related to the NQT's Induction period for five years or until it is requested, whichever is the sooner. Once you receive a request for the NQT's documentation, you should ensure that this request is actioned within ten working days of receiving the request.

In all cases, you should always inform the GTCW when an NQT leaves your school and has not completed their Induction period so that the GTCW is able to keep its records up-to-date and track the NQT accurately. It is also good practice to keep the Appropriate Body informed when an NQT leaves your school.

If the NQT is moving to a school within a different Appropriate Body, you should inform the Induction Co-ordinator in the Appropriate Body that the NQT is moving out of the authority.

If an NQT has known employment for a half term in one school and the following half term in another school, then this can be counted as one term for the purposes of Induction. In these circumstances the Appropriate Body should inform the NQT and the Headteachers of the schools involved at the outset that the NQT will be employed in this way. Plans should be made for a fluid and coherent Induction programme across both schools and all necessary support should be put in place to enable the NQT to meet the Practising Teacher Standards. Undertaking Induction in this way will not necessarily be permitted and should only proceed when

⁵¹ Induction Assessment Records, NQT Induction Records, records of observations, records of professional development reviews, etc.

⁵² Transfer Forms can be found on the WG website www.wales.gov.uk/educationandskills.

⁵³ NQT Induction Records can be found on the WG website www.wales.gov.uk/educationandskills.

the NQT, the schools' Headteachers and Appropriate Body are all content with the arrangements.

When an NQT moves schools, Headteachers should:

- a. (i) ensure that copies of any relevant reports, Induction Assessment Records, NQT Induction Records etc. are obtained from the NQT's previous school(s); and
- (ii) forward copies of any relevant reports, Induction Assessment Records, etc. to the Appropriate Body;
- (iii) ensure that an NQT Induction Record is completed and sent to the GTCW within ten working days of the re-commencement of the NQT's Induction period.

- b. (i) retain copies of all Induction Assessment Records, NQT Induction Records, etc. and forward these to the NQT's new school within ten working days (or where the identity of the new school is not known, within ten working days of a request) when an NQT leaves the school before completing their Induction;
- (ii) ensure that a Transfer Form is completed and sent to the GTCW within fifteen working days of the end of the NQT's period of employment.

Where an NQT is deemed not to have completed their Induction period satisfactorily, then the school should retain the evidence for that judgement until any appeals process is completed.

Teachers moving schools during EPD

If a teacher changes posts midway through their programme of EPD and takes up a teaching post in another school, it is the old school's responsibility to send all of the relevant documentation⁵⁴ relating to the teacher's EPD programme to the new school within ten working days of receiving a request. The teacher's EPD mentor in their old school should also complete a Transfer Form⁵⁵ and send it to the GTCW within fifteen working days of the end of the EPD teacher's period of employment. The teacher should also pass a copy of the Transfer Form to the EPD mentor in their new school.

If you are the Headteacher in the teacher's new school you should ensure that you request all relevant documentation from the teacher's old school in order to provide the teacher with an EPD programme that builds on the activities that have already been undertaken. You should also inform the GTCW that the teacher is continuing their EPD programme in your school by completing a new EPD Planning Form⁵⁶. If you are the Headteacher in the teacher's old school you should ensure that you inform the GTCW that the teacher has left your school and has not completed their

⁵⁴ EPD Planning Forms and EPD Evaluation Forms.

⁵⁵ Transfer Forms can be found on the WG website www.wales.gov.uk/educationandskills.

⁵⁶ EPD Planning Forms can be found on the WG website www.wales.gov.uk/educationandskills.

EPD programme so that the GTCW is able to keep its records up-to-date and track the teacher accurately.

NQTs' and EPD teachers' responsibilities when they move schools

As well as the Headteacher, it is also the **teacher's responsibility** to ensure that they keep the Appropriate Body and GTCW fully informed of all relevant changes in their circumstances. This is particularly important when a teacher completes their Induction and/or EPD in more than one school or has breaks in their teaching. For full details of these responsibilities, please see pages 21-22.

Completing the Induction Assessment Record

- a) Following the first two formal assessment meetings the NQT's Induction Assessment Record⁵⁷ should be completed by the Induction Tutor and, following professional discussion between the Headteacher, Induction Tutor and NQT, signed by the Headteacher. The Induction Assessment Record should clearly indicate whether or not, at the time of each assessment, the NQT is judged to be making satisfactory progress towards continuing consistently to meet the QTS Standards and meeting the Practising Teacher Standards.

The first two Induction Assessment Records should be viewed as interim reports that record the NQT's rate of progress during their Induction period. The focus of the third formal assessment meeting is on whether the NQT had met the Practising Teacher Standards. The final Induction Assessment Record should include the Headteacher's recommendation to the Appropriate Body as to whether the NQT has met the Practising Teacher Standards successfully, not met the Practising Teacher Standards or should be awarded an extension.

- b) If the NQT is employed on a part-time basis then there is no requirement for the Induction Assessment Record to be completed at the end of each school term. The record should only be completed at the end of a period of teaching that is the equivalent of a full term of Induction.
- c) Any aggregate period of absence that the NQT has taken during the assessment period should be logged on the Induction Assessment Record to enable the Appropriate Body to decide whether an extension due to absence should be awarded.
- d) If the NQT is not continuing their Induction period in the school, this should be logged on the Induction Assessment Record to enable the Appropriate Body and GTCW to track the NQT.
- e) The NQT should, if they wish, add their comments on the Induction Assessment Record in the section entitled 'Comments by the NQT'.

⁵⁷ The Induction Assessment Record form can be found on the WG website www.wales.gov.uk/educationandskills.

- f) The Headteacher, the Induction Tutor and the NQT should all sign every Induction Assessment Record. If, for any reason, any of the parties should refuse to sign the record, the Headteacher should still send it to the Appropriate Body within ten working days, with a note explaining why the record has not been signed.
- g) The final Induction Assessment Record should include details of whether the NQT will be continuing employment in the school and starting their EPD⁵⁸ to enable the Appropriate Body and GTCW to track the NQT.
- h) The signed Induction Assessment Records should be sent to the Appropriate Body within ten working days of each formal assessment meeting.
- i) The NQT and Headteacher should retain copies of all completed reports.

Confidentiality

Observation records, NQT Induction Records, Induction Assessment Records and other documents that support the Induction period are personal and confidential and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents.

The Appropriate Body

Your responsibilities

As the Appropriate Body you, along with the Headteacher, are responsible for an NQT's training, support, guidance, supervision and assessment throughout their Induction period. You should ensure that effective procedures are put in place to assure that you and your schools comply with the responsibilities set out in this guidance circular.

You should also ensure that the Induction of 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 Welsh Government's Learning Improvement and Professional Development Division is able to provide general advice on the Induction and EPD programmes but cannot provide Appropriate Bodies with any type of legal advice. When legal advice is required, Appropriate Bodies must refer to their own legal advisers and ensure that any such referrals are planned effectively in order to enable Appropriate Bodies to comply with the statutory timescales set out in the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005.

Before an NQT starts their Induction period you **must** ensure that they:

⁵⁸ If the NQT is continuing their EPD in the school, you should ensure that the First Year of EPD Planning Form which is available on the WG website www.wales.gov.uk/educationandskills is completed and submitted to the GTCW at the start of the teacher's EPD programme.

- have QTS;
- gained QTS after 1st April 2003 (otherwise they are exempt from undertaking Induction in Wales); and
- are registered with the GTCW.

You should also ensure that you check whether an NQT who moves into your authority has already completed part of their Induction in another authority.

The GTCW are responsible for administering the funding of the Induction and EPD programmes. Therefore, you should work closely with the GTCW and ensure that you keep them fully informed each time you receive an Induction Assessment Record from a school in order for the relevant amount of Induction funding to be released to the school by the GTCW. It is essential that you refer to the GTCW's guidance – 'Accessing Funding for Induction and Early Professional Development' for full details of the funding arrangements for Induction and EPD in Wales⁵⁹.

As the Appropriate Body, you are responsible for making the final decision, based on the recommendation of the Headteacher, as to whether an NQT has met the Practising Teacher Standards.

You are required to inform the GTCW of the outcome of Induction for all successful inductees, and also those who fail Induction or have their Induction period extended.

You should identify an Induction Co-ordinator and a second Named Contact within the Appropriate Body with whom the NQT may raise concerns about their Induction period in cases where the school does not resolve them satisfactorily. The Named Contact should not be directly involved in the provision of monitoring or supporting the NQT and should not be involved in making decisions about the satisfactory completion of Induction.

You should consider whether any potential conflicts of interest will arise from your responsibilities both for making the decision about satisfactory completion of the Induction period, and contributing to the support and guidance provided to an NQT at risk of not completing their Induction period successfully. If there is any such potential conflict you should ensure this is resolved at the outset.

If a school informs you that an NQT is not making sufficient progress towards meeting the requirements for Induction, you should assure yourself that the assessment of the NQT is secure and that relevant objectives and a support programme are in place to help the NQT overcome identified weaknesses.

You should, on request, provide guidance, support and assistance on the Induction period to schools, and provide effective training for teachers on supervising

⁵⁹ Copies of 'Accessing Funding for Induction and Early Professional Development' can be obtained from the GTCW's Induction and EPD Funding Team on Tel 029 20460099 or e-mail induction&epd@gtcw.org.uk.

and assessing NQTs during their Induction period (such as the Induction Tutor Briefing Programme for Induction Tutors)⁶⁰.

You should aim to provide a programme of specific NQT training for at least one school day per school term to ensure that all NQTs that you are responsible for:

- meet each other during the early stages of their Induction period;
- meet their Induction Co-ordinator and Named Contact;
- receive the same information on inclusion, behaviour management and child protection.

You should also aim to provide training for NQTs where they have an opportunity to negotiate and prioritise the topics that are covered.

Quality assurance

As the Appropriate Body you should ensure that effective and robust quality assurance systems are put in place.

You should assure yourself that Headteachers and Governing Bodies are aware of, and are capable of meeting, their responsibilities for monitoring, support, assessment and guidance, and for undertaking a rigorous and equitable assessment of the NQT. (All schools should have sight of this guidance circular and all schools should have access to a copy of the GTCW guidance – ‘Accessing Funding for Induction and Early Professional Development’).

You should also ensure 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.

Should you consider that a school is not providing an appropriate Induction period you should act upon this, as part of your quality assurance role, **well before the end of the NQT’s Induction period.**

The methods of quality assurance will depend on your existing structures and patterns of practice for monitoring the work of schools. Some Appropriate Bodies may choose to focus on Induction as part of a scheduled link inspector visit. Other Appropriate Bodies may concentrate on those schools where additional support needs have been identified in reports that have been sent to them, and monitor a sample of other schools in order to secure consistency of assessment.

You should consult with Headteachers and Governing Bodies on the nature and extent of the quality assurance procedures to enable you to discharge your responsibilities.

⁶⁰ Appropriate Bodies should also consider whether regular events for Induction Tutors should be held to provide updates on statutory Induction, to ensure consistency in the delivery of statutory Induction in schools and to encourage networking and the sharing of good practice between Induction Tutors.

Where the Appropriate Body is a local authority (LA), it should have regard to its obligations under the Code of Practice on LA – School Relations (which was issued on 15th June 1999 and came into force on 30th June 1999). **LAs will also wish to address their responsibilities for Induction in the relevant sections of their Education Strategic Plan.**

Who acts as the Appropriate Body?

For **maintained schools** and **non-maintained special schools**, the LA for the school's area must serve as the Appropriate Body.

For **independent schools**, the Appropriate Body to perform these tasks is either any LA⁶¹ in Wales or, if the school is a member of the Independent Schools Council (ISC), the Independent Schools Council Teacher Induction Panel (ISCTIP)⁶².

The Appropriate Body for **further education institutions**, which includes sixth form colleges, is any LA⁶³ in Wales, though it is recommended that the LA for the Further education institution's geographical area should serve as the Appropriate Body for that further education institution.

Independent schools must agree with an LA or ISCTIP that they will act as the Appropriate Body **before** Induction is offered to an NQT at the school. Not all independent schools can offer Induction (see page 8 for details). 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.

Further education institutions must agree with an LA that they will act as the Appropriate Body **before** Induction is offered at the institution. (See Annex D for further details).

Without such agreements being in place before the start of the Induction period, any Induction will be invalid and will have to be repeated.

The Appropriate Body is responsible for undertaking the following specific tasks to support the requirements of the Induction period:

- a) keep a record of the name, teacher reference (DfES) number and date of birth of each NQT for whom it is the Appropriate Body;
- b) keep a local record of the stage of the Induction and EPD programme that each teacher that they are responsible for has reached. (The GTCW keep a national record of the stage of all teachers in the Induction and EPD process);
- c) ensure that it is fully aware of the circumstances where any Induction Assessment Records have not been submitted or signed;

⁶¹ An LA may make reasonable charges (not exceeding the cost of supplying the service) to an independent school for which it is supplying the service.

⁶² Contact details for ISCTIP can be found in Annex G – Useful Contacts and Links.

⁶³ An LA may make reasonable charges (not exceeding the cost of supplying the service) to a Further Education Institution for which it is supplying the service.

- d) make the decision when the NQT has **completed** their Induction period, and within twenty working days of receiving the Headteacher's recommendation, as to whether an NQT: has completed their Induction period successfully; should have their Induction period extended; or has failed to complete their Induction period satisfactorily;
- e) inform the NQT, Headteacher, Governing Body and proprietor of an independent school, as appropriate, of its decision on completion of the Induction period within three working days of reaching its decision;
- f) communicate its decision about the completion of Induction within three working days to the GTCW and the NQT's employer;
- g) keep the NQT informed about next steps following this decision;
- h) retain the Induction Assessment Records and all other relevant documentation received on each NQT until the GTCW confirms that the NQT has met the Practising Teacher Standards and retained their registration on the GTCW's Register of Teachers⁶⁴, or has not met the Practising Teacher Standards and has been removed from the Register of Teachers. If the NQT fails to meet the Practising Teacher Standards and chooses to appeal, then all Induction Assessment Records and other relevant documentation should be retained until the appeal process is complete⁶⁵.

Making the final decision as to whether an NQT has met the Practising Teacher Standards

The vast majority of NQTs will complete their Induction period successfully. However, it is essential that the Appropriate Body's role in deciding whether an NQT has met the Practising Teacher Standards is fair, consistent and rigorous.

The Appropriate Body should base its decision on the Induction Assessment Records⁶⁶ received from the NQT's Headteacher and any representations received from the teacher concerned. The Appropriate Body is not obliged to accept the Headteacher's recommendation and **must reach its own decision**. If, for example, the Appropriate Body has needed to provide additional support to the NQT and/or school, it may consider it appropriate not to follow the Headteacher's recommendation.

If the Headteacher's recommendation is that the NQT has not met the Practising Teacher Standards and the Headteacher has not recommended an extension, the Appropriate Body, before making its final decision, should consider if an extension is required. (The maximum length of extension that can be awarded is three school terms – i.e. a full Induction period). For further information see the section on 'Unsatisfactory Progress' on pages 49-51.

⁶⁴ All NQTs who successfully complete a period of statutory Induction receive an Induction Certificate from the GTCW.

⁶⁵ If appropriate, you can choose to retain all relevant documentation until the teacher has completed their final year of EPD, i.e. for three school years.

⁶⁶ Each NQT should have three Induction Assessment Records which should be submitted to the Appropriate Body at the end of each school term (or the equivalent).

In order to maintain quality assurance and to ensure consistency, it is advised that all Appropriate Bodies set up an assessment panel to moderate and confirm final judgements about NQTs' progress against the Practising Teacher Standards.

The timetable and procedures that must be followed at the end of the Induction period by the Headteacher and the Appropriate Body are explained in Annex B of this guidance circular.

NQTs moving school during Induction

If an NQT changes posts midway through their Induction period and takes up a teaching post in another school, it is the old school's responsibility to send all of the documentation relating to the NQT's Induction period to the new school. The NQT's Induction Tutor in⁶⁷ their old school should also complete a Transfer Form and send it to the GTCW within fifteen working days of the end of the NQT's period of employment. The NQT should also pass a copy of the Transfer Form to the Induction Tutor in their new school. The NQT's new school should then complete an NQT Induction Record to inform the GTCW that the NQT is continuing their Induction in a different school. If the NQT is moving to a school in a different Appropriate Body, then the NQT's old school should inform you that the NQT is moving out of your authority.

If an NQT is moving schools and you are the old Appropriate Body, once requested, you should ensure that all relevant documentation is forwarded to the new Appropriate Body within ten working days of receiving such a request. If you do not receive a request from the NQT's new Appropriate Body, then you should keep all relevant documentation for a minimum of five years or until it is requested, whichever is the sooner.

If an NQT is moving schools and you are the new Appropriate Body then you should ensure that you request the relevant documentation from the NQT's previous Appropriate Body. You should establish exactly how much Induction the NQT has already completed (based on the documentation from the previous Appropriate Body) and confirm whether there have been any issues with the NQT's Induction to date that you will have to address e.g. aggregated periods of absence that could lead to an extension, significant weaknesses in demonstrating the Practising Teaching Standards, etc.

Supply teaching

NQTs are expected to complete their Induction period within five years of the date of gaining QTS. This applies to all NQTs who gain their QTS after 1st April 2003.

During the five-year period from the date of gaining QTS, NQTs are eligible to undertake unlimited short-term supply teaching⁶⁸ during this time. Supply teaching is of significant value and NQTs who are undertaking supply teaching should be

⁶⁷ Transfer Forms can be found on the WG website www.wales.gov.uk/educationandskills.

⁶⁸ 'Short-term supply teaching' defines any period of supply teaching that is for less than one school term; two consecutive half terms (disregarding holidays) or other such period that the Appropriate Body considers appropriate.

encouraged to use this opportunity to build effective networks of contacts in schools and LAs.

The majority of NQTs should complete their Induction period within five years of gaining QTS. With the exception of part-time teachers who are serving Induction, any NQT who does not complete their Induction period within five years of gaining QTS cannot continue to work as a short-term supply teacher in a maintained school or a non-maintained special school in Wales until they have completed their Induction period successfully (unless they have been granted an extension).

Full and part-time teachers who are working towards their Induction period are exempt from the five-year limit on short-term supply teaching. However, if an NQT's period of employment working towards Induction ends before they have completed their Induction and more than five years after gaining QTS, then the five-year limit on short-term supply teaching will apply.

Extensions to short-term supply teaching

NQTs who have not completed their Induction period within five years from the date of gaining QTS and who wish to continue working as short-term supply teachers are eligible to apply to the Appropriate Body for one extension of twelve months⁶⁹. The award of an extension is not an entitlement and each application should be considered on a case-by-case basis.

The GTCW will also record the five-year limit on the Register of Teachers and employers will be notified whether or not an NQT has passed the five-year limit as part of the normal pre-employment checks.

It is important to note that NQTs who pass the five-year limit are only required to apply for an extension if they wish to continue working as a short-term supply teacher. NQTs who have passed the five-year limit remain eligible to take up posts that count towards their Induction period without being required to apply for an extension.

To apply for an extension the NQT should write to you stating their reason(s) for requesting an extension⁷⁰. Following the receipt of this letter you should write to the NQT within five working days to explain the application process and state the evidence that the NQT needs to provide in order for you to make a decision.

You should also contact the GTCW to confirm whether the NQT has applied for an extension in a different Appropriate Body as NQTs can only apply for **one** extension to **one** Appropriate Body. It is the GTCW's responsibility to keep a record of all decisions related to extensions that are awarded and to extension applications which are refused.

⁶⁹ This is a fixed extension period and Appropriate Bodies do not have any discretion in the length of extension that is awarded.

⁷⁰ Applications can be made before the end of the five-year limit, but an extension cannot start until the five-year limit has expired.

If the NQT has previously applied for an extension which has been refused in another Appropriate Body, then they **cannot** make further applications to that or any other Appropriate Body for an extension. Appropriate Bodies **must** automatically reject all such applications.

When applying for an extension the NQT will be expected to provide the Appropriate Body with a portfolio of professional evidence setting out their experiences during the five years since gaining QTS. The NQT should provide you with this portfolio within ten working days of receiving your written request. You should scrutinise the professional portfolio to establish exactly what steps the NQT has taken towards completing their Induction period.

If the NQT has had a career break or has not been working as a teacher, then they should provide you with evidence of the activities undertaken during ITT and during the period since gaining QTS. In these cases it will be for you to determine whether the NQT has taken reasonable steps during the period of time since gaining QTS towards re-establishing their teaching career. For example, if an NQT has taken a planned career break with the intention of returning to teaching at a later stage in their life, then this would be considered reasonable grounds for the award of an extension.

Remember – you are considering whether to award an extension to enable an NQT who has not completed their Induction period to continue working as a short-term supply teacher. Therefore, if you have a case where an NQT has not worked as a teacher for more than five years since gaining QTS and you do not think that it is appropriate for that individual to work as a short-term supply teacher until they have successfully completed their Induction, then you have the discretion as the Appropriate Body to refuse their extension application so that they are only able to teach in a maintained school or a non-maintained special school if they are working towards their Induction. NQTs in such circumstances are also eligible to teach in institutions where Induction is not a statutory requirement. Please see page 9 for further details.

Each extension application should be considered on a case-by-case basis. You should make your decision within twenty working days of receiving the NQT's portfolio of professional evidence. If, during this time, you consider it necessary to obtain further evidence from the NQT then this should be requested in writing. If you wish, you can request a meeting with the NQT to discuss their application for an extension.

Once you have made your decision, written notification should be sent to the NQT and GTCW within three working days of making the decision. The GTCW will record all extension decisions on the Register of Teachers.

If an NQT is awarded an extension to enable them to continue working as a short-term supply teacher, the extension will start on the date that the NQT continues or commences employment following the expiration of the five-year limit and the award of an extension. Therefore, if an NQT intends on continuing to work as a short-term supply teacher immediately after their five-year limit expires, then it is **their responsibility** to ensure that they familiarise themselves with the time-scales

set out in this guidance and apply for an extension at an appropriate point prior to the expiration of the five-year limit. If an NQT does not apply for an extension to enable them to continue or take up a short-term supply teaching post following the expiration of the five-year limit, the NQT will not be able to work as a short-term supply teacher until an extension has been awarded.

It should be noted that an extension decision made by one Appropriate Body must be recognised by all other Appropriate Bodies in Wales. Therefore, an NQT who is working as a supply teacher in more than one Appropriate Body can only apply for an extension to the Appropriate Body in which they are undertaking the majority of their supply teaching. If the NQT is undertaking equal amounts of supply teaching in several Appropriate Bodies, then they will need to decide for themselves which Appropriate Body they submit their extension application to. **It must be emphasised that NQTs can only make an extension application to one Appropriate Body.**

If an extension is awarded, you might find it useful to provide the NQT with an action plan to support them during their extension and to address any issues that have prevented the NQT from completing their Induction. However, this is not a statutory requirement and it is your choice whether you offer any additional support.

If you decide not to award an NQT with an extension then there is no formal mechanism for appeal. Circumstances where it would be appropriate for you to refuse to award an extension include those:

- where the NQT has taken inadequate steps towards completing their Induction period;
- where the NQT has not been actively seeking employment;
- where the NQT has made unreasonable restrictions regarding the types of employment that they are prepared to undertake;
- where the NQT has made unreasonable restrictions regarding the areas where they are prepared to consider taking up employment; and
- that do not materially affect the NQT's ability to serve an Induction period.

(In circumstances where an NQT has taken a career break, it would not be appropriate to apply the above criteria.)

If an NQT reaches five years after gaining QTS without completing their Induction period and chooses not to apply for or is not awarded an extension, then they are not eligible to work as a short-term supply teacher in a maintained school or a non-maintained special school in Wales until they have completed their Induction period successfully. Such teachers will have to find a teaching post that enables them to undertake their Induction or teach in an institution where Induction is not a statutory requirement.

In some exceptional cases where an NQT is awarded an extension by their Appropriate Body but is still unable to complete their Induction period then, if they wish to continue working as a short-term supply teacher, their case must be referred to the Welsh Government. The types of circumstances which would be considered exceptional are cases where the NQT:

- has ongoing caring responsibilities that only they are able to undertake;
- has had a period of long-term illness.

In these cases you must make the decision regarding the award of an extension, but only with the support and approval of the Welsh Government. The purpose of involving the Welsh Government at this stage is to provide Appropriate Bodies with additional support with more complex extension applications and to ensure national consistency.

If an NQT reaches the end of their extension period and wishes to apply for a further extension they should write to the Appropriate Body stating their reason(s) for requesting a further extension. Following receipt of this letter you should write to the NQT within five working days to confirm that as they have already been awarded an extension, a further extension can only be granted if the Welsh Government consents to it. You should explain the application process and clearly state the evidence that the NQT needs to provide in order for you to make a decision (i.e. their professional portfolio). All evidence should be sent to you within ten working days of the NQT receiving your written notification.

Following receipt of the NQT's portfolio of evidence you should write a report outlining your recommendations as to whether the NQT should be awarded a further extension. This report, along with a copy of the NQT's portfolio of evidence, should be sent to the Welsh Government within twenty working days of receipt of the NQT's portfolio.

The Welsh Government will consider the Appropriate Body's recommendation and all of the NQT's evidence. The Appropriate Body and the NQT may be invited to participate in the Welsh Government's decision making process. A decision whether or not to consent to an extension will be made by the Welsh Government within twenty working days of receiving the Appropriate Body's recommendation. The Welsh Government will inform the Appropriate Body in writing of their decision within three working days of the decision being made. You should then notify the NQT and GTCW of the decision within three working days of receiving the Welsh Governments' notification. The GTCW will then log the extension on the Register of Teachers.

In all cases the length of extension that must be awarded is twelve months. Appropriate Bodies and the Welsh Government do not have any discretion in the length of extension that is awarded.

If, due to circumstances affecting their ability to serve Induction, an NQT requires further extensions, then each subsequent application will be awarded only with the Welsh Governments' approval. Each application will be considered on a case-by-case basis and NQTs who are not taking sufficient steps to complete their Induction period will not be awarded an extension.

Periods of employment counting towards an Induction period

In order for a full or part-time period of employment to count towards Induction, NQTs must be employed for:

- a) one school term⁷¹ in one or more relevant institution(s)⁷² in Wales;
- two consecutive half terms (disregarding holidays) in one or more relevant institution(s) in Wales;
 - a period of employment in a relevant institution (or institutions) in Wales that the Appropriate Body considers appropriate. (It is recommended that only periods of employment of approximately **ten consecutive weeks** (disregarding holidays) should count as one term for the purposes of statutory Induction;)
 - a period of employment in one or more relevant institution(s) in England if it would count towards an Induction period under England's Induction Regulations; and
- b) the GTCW should be notified via the NQT Induction Record⁷³ that the period of employment will count towards statutory Induction **before** it commences where possible or, at the very latest, within ten working days of the start of the period of Induction.

It must be emphasised that in circumstances where an NQT is employed for a school term or two consecutive half terms (disregarding holidays) the **entire period of employment must count towards their Induction period and no lesser period** than this can be accepted as a term for the purposes of Induction. For example, if an NQT is employed for the whole of the Autumn Term, then the Appropriate Body cannot accept a part of the period of employment within that term as an appropriate period for the purposes of statutory Induction. As the NQT has been employed for a whole school term, then **only** the full school term can count towards the Induction period.

It is only in circumstances when an NQT is employed for a period that is **not** for a school term or two consecutive half terms (disregarding holidays) that the Appropriate Body is able to use its discretion to determine a period of employment is appropriate to count towards the Induction period.

Circumstances where you may decide, in the case of an individual teacher, that a period of employment that is not for a school term or two consecutive half terms can count towards an NQT's Induction period include:

- the period of employment starts after the first day of term;
- the period of employment ends before the last day of term;
- the NQT is covering a period of maternity leave;
- the NQT is covering a (known) period of sick leave.

⁷¹ A school term for the purposes of Induction is one full term in a school that follows a three term school year.

⁷² Relevant institutions where Induction can be completed are set out on pages 8-9 of this guidance.

⁷³ NQT Induction Records can be found on the WG website www.wales.gov.uk/educationandskills.

You should agree with the NQT and the Headteacher **before** the start of the period of employment that it will count towards Induction. It will remain the case that where the NQT's period of employment is unknown, then they will not be able to count the period towards their Induction. If, however, a period of employment that was initially uncertain becomes longer term and could count towards an NQT's Induction then the NQT should discuss this with their Headteacher and the matter should be referred to the Appropriate Body. In such circumstances, it is important to emphasise that it is only periods of employment that the NQT undertakes **after** they have reached an agreement with their Appropriate Body and Headteacher that can count towards their Induction. Any period of employment undertaken prior to this agreement cannot count towards Induction.

If an NQT has a known period of employment for a half term in one school and the following half term in another school, then this can be counted as one term for the purposes of Induction. In these circumstances you should inform the NQT and the schools at the outset that the NQT will be employed in this way. Plans should be made for a fluid and coherent Induction programme across both schools and all necessary support should be put in place to enable the NQT to meet the Practising Teacher Standards. Undertaking Induction in this way will not necessarily be permitted and should only proceed when the NQT, the Headteachers and Appropriate Body are all content with the arrangements.

The length of the Induction period

An Induction period for an NQT who is a full-time teacher should normally be three school terms (i.e. the three-term rule). This three-term rule does not apply where:

- the school year at the school where the NQT is working does not consist of three school terms;
- the NQT is serving Induction on a part-time basis;
- the NQT is serving Induction in two or more institutions simultaneously;
- the Appropriate Body does not consider that it is appropriate that it applies.

In such cases, determining the overall length of an NQT's Induction period will be at your discretion. You should ensure that the overall length of an Induction period for any NQT is roughly equivalent to a period of three school terms for a full time teacher in a school where the school year consists of three school terms. Generally:

- where an NQT is working in a school which has a school year consisting of four terms, the length of the Induction period should be four terms;
- where the school year consists of five terms, the length of the Induction period should be five terms;
- where the NQT works part-time, the length of the Induction period should normally be 380 school sessions;

- where an NQT works in two institutions simultaneously, the length of the Induction period should be the equivalent of a period of full time employment for a school year.

It will only be in exceptional circumstances that you should consider it appropriate for an Induction period which is the equivalent to a period of less than three school terms to be allowed. You must be sure that NQTs in these circumstances have been provided with a **full and appropriate** Induction programme. You should also have consulted with the NQT to ensure that they are content with the length of their Induction period.

Circumstances where it would be appropriate for you to determine that the overall length of an Induction period is less than three school terms include:

- The NQT is employed as a part-time teacher and is close to completing 380 school sessions⁷⁴. A part-time teacher may find that their period of employment comes to an end before they are able to complete 380 school sessions. In such circumstances you may consider it unreasonable to expect the NQT to find employment serving Induction in a different institution for a matter of a few sessions in order to allow the NQT to complete 380 sessions. In such cases it may be appropriate for you to determine that the length of the NQT's Induction period is fewer than 380 school sessions.
- An NQT reaches the end of their period of employment and you consider it unreasonable to expect them to find employment serving Induction for a few days or a couple of weeks in a different institution simply in order to complete the equivalent of three school terms of full time employment.
- An NQT is employed for two consecutive half terms (disregarding holidays). In this case you should treat the two half terms as one school term for the purpose of determining the length of the Induction period.

It is important to note that you should not use this discretion to extend an NQT's Induction period. An Induction period can only be extended when an NQT has been absent from work for 30 school days or more (see page 52) or at the end of Induction if an NQT is unable to meet the Practising Teacher Standards (see page 53). You must also ensure that you do not determine that the length of an Induction period in relation to any teacher is longer than the equivalent of three school terms of employment.

Extensions prior to the end of the Induction period

Before completion, an Induction period can be extended if an NQT is absent for 30 school days or more. Such extensions are awarded at the Appropriate Body's discretion. Full details regarding the circumstances when extensions can be awarded before the end of an Induction period can be found on page 52.

⁷⁴ The length of a part-time teacher's Induction period should normally be 380 school sessions.

Financial matters

The GTCW is responsible for administering the funding for the Induction and Early Professional Development of teachers in maintained schools and non-maintained special schools in Wales. Full details of eligibility for funding and the processes for accessing Induction and EPD funding can be found in the GTCW's guidance – '**Accessing Funding for Induction and Early Professional Development**'. It is essential that all parties involved in Induction and EPD have due regard to this guidance as failure to comply with the processes and timescales set out by the GTCW could result in non-payment of funding⁷⁵.

During Induction the funding enables schools to provide the necessary help and support to the NQT and the Induction Tutor, including costs incurred in providing the NQT with a reduced timetable, in carrying out assessment during the Induction period and for monitoring and evaluating the arrangements.

During EPD, the funding enables schools to continue to support teachers' professional development and cover the cost of activities, such as, non-contact time, courses, observation of other teachers, etc. The funding also provides teachers with the support of an EPD mentor to provide them with ongoing advice and guidance.

The Appropriate Body for an independent school (i.e. the ISCTIP or an LA) may make reasonable charges to the independent school or independent sixth form college for which it is supplying the service.

The Appropriate Body for a further education institution (i.e. the LA) may make reasonable charges to the further education institution for which it is supplying the service.

Confidentiality

Observation records, NQT Induction Records, Induction Assessment Records and other documents that support the Induction period are personal and confidential and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents.

⁷⁵ Copies of 'Accessing Funding for Induction and Early Professional Development' can be obtained from the GTCW's Induction and EPD Funding Team on Tel 029 20460099 or e-mail induction&epd@gtcw.org.uk.

The Governing Body

It is recommended that the Governing Body⁷⁶ of a school should monitor the establishment and implementation of the Induction arrangements.

When appointing new staff, the Governing Body should take into account the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Governing Bodies should not appoint NQTs unless they are satisfied that the school is able to offer proper Induction arrangements. The Governing Body should be able, if it wishes, to seek guidance from the Appropriate Body on the Induction arrangements and the roles of those school staff with responsibility for implementing them, particularly the Headteacher and Induction Tutor.

It is recommended that the Governing Body delegate to a member of the Governing Body the responsibilities to monitor the arrangements for Induction and to have contact with the NQT(s) during the course of the Induction period.

Governing Bodies should be aware that the priorities for Induction for all NQTs should be based around the core priorities of literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management and reflective practice.

ITT institutions

All ITT providers must ensure that all those trainees who successfully complete a course of ITT leading to QTS receive a Career Entry Profile (CEP)⁷⁷. The ITT Tutor should complete the relevant section of the CEP with the trainee teacher. This is a fundamental stage in providing the trainee teacher with the opportunity to discuss and reflect on their ITT and to start thinking about their Induction period. The CEP forms the basis of the NQT's objectives for their Induction and this should be discussed in detail with their ITT Tutor.

All NQTs need to have a high quality CEP to take to their school when they start their Induction period as this is an essential component of successful Induction.

⁷⁶ 'Governing Body' in relation to a Further Education Institution has the same meaning as in section 90(1) of the Further and Higher Education Act 1992 –

(a) in the case of an institution conducted by a further education corporation or a higher education corporation, the corporation;

(b) in the case of a university not falling within paragraph (a) above, the executive governing body which has responsibility for the management and administration of its revenue and property and the conduct of its affairs;

(c) in the case of any other institution not falling within paragraph (a) or (b) above for which there is an instrument of government providing for the constitution of a governing body, the governing body so provided for, and

(d) in any other case, any board of governors of the institution or any persons responsible for the management of the institution, whether or not formally constituted as a governing body or board of governors.

⁷⁷ Criteria for Initial Teacher Training Accreditation by the Higher Education Funding Council for Wales 2006 (2006 No. 50), as amended by (2006. No 75). More information about the Career Entry Profile is available in DfTE Information Document 073/2009.

ITT Institutions should also be aware that the priorities for Induction for all NQTs will be based around the core priorities of literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management and reflective practice. These priorities should be taken into account when preparing NQTs for their Induction.

Monitoring and support

The monitoring and support programme for the NQT should include the following components:

- Support and guidance from a designated Induction Tutor (see page 22).
- Observation of the NQT's teaching and follow-up discussion (see page 24 for Assessment Arrangements).
- Professional development reviews (see page 25).
- Observation of experienced teachers.
- NQTs should be given opportunities to observe experienced teachers to help develop good practice in specific areas of teaching. This could be in the NQT's own school or in another school⁷⁸ where effective practice has been identified. The focus for the observation should relate to the requirements for the satisfactory completion of the Induction period and the NQT's objectives for development.
- Formal assessment meetings (see page 25).
- Other targeted professional development activities.
- Planned professional development activities should be based on the individual NQT's strengths and areas for professional development as identified in their CEP, as well as on any new or revised objectives that are agreed at review discussions during the year. The activities should be focused on helping the NQT to meet the Practising Teacher Standards (Annex A).

Unsatisfactory progress

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

Action in the event of unsatisfactory progress

1) All NQTs are subject to observations, professional development reviews and formal assessment meetings. However, the Headteacher should ensure that procedures are in place in the school to give early warning of any difficulties

⁷⁸ It would normally be the responsibility of the Induction Tutor to arrange for the NQT to visit other schools. Estyn recommend that NQTs should observe teachers in other schools who are models of effective practice in order to extend their experience of good teaching.

experienced by the NQT in making progress towards meeting the Practising Teacher Standards.

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. Headteachers 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 and the Appropriate Body. There will be a need for additional meetings to be arranged at agreed intervals to monitor progress. In these circumstances, **action should not be delayed until a formal assessment meeting has taken place.**

3) As soon as it is recognised that an NQT may fail to complete their Induction period satisfactorily, both the Headteacher and the Appropriate Body 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.

PLEASE NOTE: Where the Induction Tutor is not the Headteacher, the Headteacher should observe the teaching of any NQT considered to be at risk of failing, and review the available evidence. Where the Induction Tutor is the Headteacher, the Headteacher should ensure that a third party reviews the evidence and observes the NQT.

4) The Headteacher should complete the Induction Assessment Record and send it to the Appropriate Body, indicating that the NQT is at risk of failing to complete their Induction satisfactorily. At the same time, the Headteacher should write to the NQT about the assessment and the consequences of failing to make the necessary improvement. The Headteacher should point out the consequences of failure to complete the Induction period satisfactorily. A copy of the Induction Assessment Record, setting out the areas of weakness, development objectives and planned support, should be attached to this notification, and a copy of the notification should be forwarded to the Appropriate Body.

The Induction Assessment Records which are sent to the Appropriate Body, following the formal assessment meetings, should indicate if the NQT is at risk of failing to complete their Induction period satisfactorily. In addition to comments on progress, the record should, in these circumstances, include brief details of:

- a) identified weaknesses;
- b) agreed objectives set in relation to the requirements for the satisfactory completion of Induction;
- c) planned support;

- d) the evidence used to inform the judgement;
- e) the extent to which an extension to the Induction period would allow the NQT to demonstrate aspects of the Practising Teacher Standards that have yet to be met.

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 pupils under the NQT is in the meantime being seriously affected. **In such instances the Headteacher 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 continues in parallel with the capability procedure.

The Staffing of Maintained Schools (Wales) Regulations 2006 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.

Before instigating a capability procedure, it is important that the Headteacher is assured that the following has taken place:

- a) the NQT's performance has been monitored;
- b) the NQT has been advised clearly what the professional shortcomings are and understands the improvements which are expected;
- c) a reasonable and time-limited period (at least four weeks) of careful and structured support, training, monitoring, evaluation and evidence gathering has taken place, giving the NQT an opportunity to improve;
- d) the NQT has been given an informal warning that failure to improve may lead to entry to the formal capability procedure and that this may lead to dismissal.

The Induction process (enhanced as necessary) should provide the appropriate structure to cover the requirements of points a.-c. on pages 49-50 . It is essential that the warning about the capability procedure and the possibility of dismissal (point d.) is given in addition.

If an NQT is dismissed on grounds of capability before the end of the Induction period, they may seek to complete Induction at another school. The Headteacher and Appropriate Body will, however, need to pass on all Induction Assessment Records and other relevant documentation to the new school and Appropriate Body.

Extensions

In making all decisions regarding extending an NQTs' Induction period prior to its completion, Appropriate Bodies should ensure that they do not breach the requirements contained in anti-discrimination legislation and that they comply with their equal opportunities policies.

Extensions prior to the completion of the Induction period

It is recommended that if an 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 an 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 an 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 awarded and, if appropriate, what length of extension will be awarded.

It is important to note that 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.

It is also important to remember that, if an 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 an 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 an 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 the GTCW to extend their Induction period will not have continuing employment in the school in which they completed their original Induction. 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, but it is important to point out that an NQT who is seeking a post in which to undertake the extension to their Induction period is subject to the limits on short-term supply teaching as set out on pages 40-43. It is also the NQT's responsibility to ensure that they make a school aware that they are required to complete an extension to their Induction period if they take up a period of inductable employment in the school.

If the school in which the original Induction period was carried out does not wish or is unable to continue to employ the teacher following an extension of their Induction period, the requirement to dismiss following failure of Induction (as set out in Annex C) will **not** apply, as the NQT will not have failed their Induction. Employers will, instead, need to complete any appropriate capability procedures under the Staffing of Maintained Schools (Wales) Regulations 2006.

Assessment against the Practising Teacher Standards (PTS) without serving an Induction period

In certain, very limited, circumstances, 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 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. The assessment against the Practising Teacher Standards will be undertaken at the same time as the assessment against the QTS Standards.

Not all teachers who follow such a route into teaching will be eligible for simultaneous assessment against the QTS Standards and the Practising Teacher Standards. Only in cases where the accredited ITT provider who is acting as the Recommending Body for the trainee, considers it appropriate (e.g. teachers with good qualifications and experience from countries with recognised high standards of teaching) will a teacher be able to undergo such an assessment. Teachers in such circumstances who have gained QTS and met the Practising Teacher Standards will be exempt from the requirement to complete an Induction period.

Induction and Planning, Preparation and Assessment (PPA) time

NQTs who are employed as teachers as part of a school's strategy to provide PPA time for other teachers can count such periods towards their Induction, provided that they are employed for a period of time that counts towards statutory Induction. In these circumstances, the onus is on the school to ensure that the NQT's teaching post is suitable for Induction and that the NQT is provided with sufficient opportunity to demonstrate their competence and progression against the Practising Teacher Standards. If a school cannot ensure that they can provide an NQT with a high quality Induction period, then they should not employ an NQT in such a post.

Some schools might want to consider alternative ways of managing the Induction of NQTs who are employed to provide PPA time for other teachers, e.g. in primary schools, an NQT could be employed to teach one class (to ensure consistency) and that class's teacher could then be released to provide PPA time for the whole school.

Ultimately, it is up to the school to decide how they manage the Induction of NQTs who are employed to provide PPA time. However, it needs to be emphasised that additional support from the Induction Tutor and Headteacher will be required in these cases to ensure the quality of the NQT's Induction period.

All NQTs undertaking Induction are entitled to a minimum of 10% non contact time for their Induction activities and a further 10% of their timetabled teaching time for PPA which their school is required to provide.

A school or an NQT cannot choose whether a period of employment will count towards Induction. Therefore, if an NQT is employed to provide PPA time and is employed for a period of time that also counts towards statutory Induction, then that period **must** count towards Induction.

Further guidance on PPA time and the contractual elements of the School Workload agreement can be found in the School Teachers' Pay and Conditions Document.

Annex A: The Practising Teacher Standards

In order to complete their Induction period successfully, all NQTs in Wales must meet the following Practising Teacher Standards (PTS) at the end of the induction period and continue to meet them throughout their teaching career.

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, organizational 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.

Professional knowledge and understanding	
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 <i>SEN Code of Practice for Wales</i> 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 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' knowledge, skills 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 whilst 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.

Teaching and managing learning	
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 wellbeing of those they teach.
55.	Promote learners' understanding of the bilingual nature of Wales and develop their bilingual skills as appropriate.

Annex B: Following the completion of the Induction period

For the purposes of this guidance circular a working day means any day other than a Saturday, Sunday or Public Holiday.

1. Within ten working days of the completion of an NQT's Induction period, the Headteacher must write to the Appropriate Body to recommend whether the NQT has met the requirements for the satisfactory completion of their Induction period and send a copy of the recommendation to the NQT, (and to the Governing Body or proprietor as appropriate). The Headteacher may recommend that the Induction period be extended. He or she must also discuss the recommendation with the NQT before making it.
2. Within twenty working days of receipt of the recommendation, the Appropriate Body, must decide whether the NQT:
 - a) has completed their Induction period satisfactorily;
 - b) requires an extension to their Induction period;
 - c) has failed to complete their Induction period satisfactorily.

The Appropriate Body must have regard to any written representations received from the teacher. Representations must be received by the Appropriate Body within ten working days of the teacher receiving the Headteacher's recommendation.

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. (Please see Annex G for the GTCW's contact details.)

4. An 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. (Please see Schedule 2 to the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005 for full details on the appeal procedure.)

Annex C: Employment consequences of failure to complete Induction satisfactorily

Failure to complete the Induction period satisfactorily means that an NQT is no longer eligible to be employed as a teacher in a maintained school or non-maintained special school. They will also lose their right to be registered with the GTCW. 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 an 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 an 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 an 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 (pursuant to regulation 16 of the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005).

If an 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 under Regulation 7(2) of the Staffing of Maintained Schools (Wales) Regulations 2006).

Appeals

If the NQT chooses to appeal against an extension or against a decision that they have failed to satisfactorily complete Induction, the GTCW can:

- a) allow the appeal;
- b) dismiss the appeal;
- c) extend the Induction period for as long as the GTCW sees fit, but not exceeding three school terms (which could be substituting a different extension for one originally proposed).

Notice of appeals must be sent to the GTCW, so that they are received by the GTCW within twenty days of the NQT receiving the decision, although the GTCW can extend this time limit if substantial injustice would result from not extending it. The appeal procedure is set out in Schedule 2 to the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005.

Annex D: 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 an LEA 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 an NQT with an Induction period must observe the requirements of the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005. 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 Council 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 an NQT with a statutory Induction period they should ensure that:

1. the NQT has a timetable of no more than 90% of the normal average teaching timetable to allow Induction to take place;
2. no more than 10% of the NQT's teaching should be devoted to teaching classes of pupils predominately aged 19 and over;
3. the NQT spends the equivalent of at least 10 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 20 to 25 school days experience in a school setting, if that is possible;
4. the NQT's Induction Tutor holds QTS.

Annex E: Appeal procedure

The appeal procedure is set out in Schedule 2 to the Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005 and in the General Teaching Council for Wales' document – 'Guidance and Procedures for the Hearing of Induction Appeals'. All parties involved in an appeal must refer to the regulations and to the General Teaching Council for Wales' document, as well as to this guidance.

Appeals should be addressed to:

General Teaching Council for Wales
9th Floor
Eastgate House
35-43 Newport Road
Cardiff
CF24 0AB

Tel: 029 20460099

Fax: 029 20475850

e-mail: information@gtcw.org.uk

Annex F: 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.
- 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: that 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.

- 5. The European Economic Area (EEA) and Switzerland** Teachers who are nationals of the EEA⁷⁹ 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, as extended by the EEA Agreement⁸⁰ and as amended by the Switzerland Agreement⁸¹, are exempt from Induction.

⁷⁹ The EEA includes members of the European Union, plus Iceland, Liechtenstein and Norway.

⁸⁰ 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.

⁸¹ 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 1st June 2002.

For QTS in Wales, teachers who are EEA or Swiss nationals should contact:

General Teaching Council for Wales
9th Floor
Eastgate House
35-43 Newport Road
Cardiff
CF24 0AB

Tel: 029 20460099
Fax: 029 20475850
e-mail: information@gtcw.org.uk

and ask for application form EC1.

6. Outside the EEA and Switzerland

Non EEA or Swiss trained teachers (i.e. those with a teaching qualification gained outside the European Economic Area and Switzerland) who want to teach in Wales as qualified teachers will need to gain QTS. This can be done by undertaking an employment based teacher training scheme such as the Graduate Teacher Programme (GTP). If you are an overseas trained teacher and would like further information you should contact Learning Improvement and Professional Development Division, Welsh Government, Tel: 029 2082 5838 or e-mail: teachingenquiries@wales.gsi.gov.uk.

In certain circumstances, overseas trained teachers with good qualifications and experience from countries with recognised high standards of teaching and teacher training can be assessed against the QTS Standards and the Practising Teacher Standards (Annex A) at the same time. To be eligible for simultaneous assessment the teacher must have qualified outside the EEA or Switzerland, have taught full-time for two years (or its equivalent) in the UK or elsewhere, and have gained QTS via the employment based teacher training scheme. The assessment will be carried out by the accredited ITT provider who is acting as the Recommending Body for the trainee.

Not all teachers who follow such a route into teaching will be eligible for simultaneous assessment against the QTS Standards and the Practising Teacher Standards. Only in cases where the accredited ITT provider who is acting as the Recommending Body for the trainee, considers it appropriate will a teacher be able to undergo such an assessment, e.g. the teacher has good qualifications from a country with recognised high standards of teaching and teacher training. Overseas trained teachers who meet the Practising Teacher Standards are exempt from the requirement to complete an Induction period.

Annex G: Useful contacts and links

1. For general enquiries regarding this guidance please contact:

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

2. You can contact the General Teaching Council for Wales at:

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

Tel: 029 20460099
Fax: 029 20475850
e-mail: information@gtcw.org.uk

For Induction and EPD funding queries contact the GTCW's Induction and EPD Funding Team:

Tel: 029 20460099
Fax: 029 20475850
e-mail: induction&epd@gtcw.org.uk

3. 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

The Training and Development Agency for Schools (TDA)

Tel: 0800 389 2500

e-mail: induction@tda.gov.uk

4. 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.

5. For information on teaching and Induction in Northern Ireland, please contact:

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

6. You can contact the Independent Schools Council Teacher Induction Panel (ISCTIP) at:

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