**Proposed changes to the newly qualified teacher induction regulations for England consultation**

**Analysis of responses to the consultation document**

**Introduction**

1. This report has been based on 157 responses to the consultation. The organisational breakdown of respondents was as follows:

|  |  |  |
| --- | --- | --- |
| **Respondent type** | **Responses** | |
| Local Authority | 49 | 31% |
| Teacher | 36 | 23% |
| Head teacher/Principal | 31 | 20% |
| Governor/Chair of Governors | 29 | 18% |
| Union/Professional Association | 5 | 3% |
| Parent/Carer | 4 | 3% |
| Overseas School/Organisation | 2 | 1% |
| Other | 1 | 1% |
| **Total** | 157 | 100% |

The Annex lists all respondents to the consultation, excluding those who expressed a wish for confidentiality.

1. This report summarises responses to the consultation document which provides details of the proposed changes to the newly qualified teacher (NQT) induction regulations for England. The overview section gives details of those proposals which received support, and those which were less favoured, along with a synopsis of responses from unions and other key stakeholders. The summary section examines responses in more detail, and Annex A gives a statistical breakdown of responses to each question.

**Overview**

1. Of the 14 proposals put forward in the consultation document, 10 were accepted by all main groups of respondents (head teachers/principals, teachers, LAs and others). There was particularly strong support for: retaining the requirement that NQTs have no more than a 90% teaching timetable (this is currently in the School Teachers’ Pay and Conditions Document (STPCD)); appropriate bodies being able to use their discretion to decide that induction has been completed where data records are incomplete or incorrect; and the decision about where induction can be served being based on whether the setting is able to meet the required conditions.
2. There was less strong support for the proposals that: a new appropriate body for Academies and Free Schools should be established; Teaching Schools should be able to act in the role of appropriate body; NQTs should not have to teach the national curriculum during induction; and appropriate bodies should be able to charge schools.
3. Responses from teacher unions and other key stakeholders were more mixed, although the majority of such respondents were in favour of most of the proposals. Main concerns were about proposals that lead to the establishment of more appropriate bodies, and that rather than make changes to regulations, it would be preferable to improve implementation of existing provisions.

**Summary**

1. All main groups of respondents were in favour of proposals that:

* Induction can be served in any setting which is able to meet the required conditions (97% of teachers and 84% overall);
* Schools should be able to decide which local authority could act as its appropriate body (65% overall);
* Appropriate bodies should have discretion to offer a reduced induction period for experienced teachers (71% overall);
* appropriate bodies should have direction to account for matters such as the date of commencement of induction, the operating day and ad hoc absences (80% overall);
* The 16-month limit on short-term supply work should be replaced with a maximum 5-year period from the date of achieving QTS before having to undertake induction (68% overall);
* appropriate bodies should be able to use their discretion to decide that induction has been completed where data records are incomplete or incorrect (86% overall);
* Head teachers/principals should have the option of recommending an extension to an NQT’s induction period (97% head teachers/principals and 82% overall);
* The requirement for no more than a 90% teaching timetable for NQTs serving induction should be retained (94% of teachers, 100% of LAs and 92% overall);
* NQTs should continue to be allowed to serve only one induction period (93% of LAs and 81% overall); and
* The facility for teachers who failed probation prior to 1992 to apply to the Secretary of State for consent to carry out specified work should be removed (70% overall).

1. There was general, though not unqualified, support for the proposal that it is not necessary for teachers to be teaching the national curriculum at the relevant key stage for the pupils they are teaching during their induction. Head teachers/ principals, LAs and teachers supported the proposal. However, other miscellaneous respondents were marginally against it, with comments expressing concern that its implementation could be detrimental to teachers in independent schools wishing to secure employment in the maintained sector. Teacher unions were split in response to this proposal.
2. LAs strongly opposed (77% against) the establishment of an appropriate body for Academies and Free Schools, with many noting the range of options already available to these schools. Several responses also noted that many Academies already enjoy productive relationships with LAs, and that locally available support is valuable to schools of all types. More generally, a number of LAs suggested that any proliferation of appropriate bodies is likely to lead to greater inconsistency of practice. Teacher unions were similarly opposed, though GTCE and Ofsted supported the proposal. 75% of head teachers/principals favoured the proposal.
3. LAs also opposed (61% against) the proposal that Teaching Schools should be able to act in the role of appropriate body, with several comments suggesting that it would not be possible for Teaching Schools to provide impartial judgements on NQTs; many comments also suggested that LAs are better placed to offer this objective assessment. Further reservations were expressed regarding the potential lack of capacity and expertise available within Teaching Schools. Teacher unions, while not universally against the proposal, identified similar concerns to those of LAs. 66% of head teachers/ principals were in favour of the proposal.
4. LAs were strongly in favour of being able to charge all schools for carrying out the appropriate body function, with head teachers/principals also showing widespread support for this proposal. 63% of teachers were against the proposal, though most failed to offer a reason for this response. The few comments that were provided expressed concern that implementing the proposal would see schools making their choice of appropriate body based on cost rather than quality. Teacher unions and key stakeholders were split in response to this proposal.
5. Comments from schools and LAs generally supported the retention of the statutory guidance, with many endorsing the value of detailed materials in ensuring that provisions are applied consistently and equitably. Similarly, comments in response to other proposals noted the importance of clear guidance to support their implementation and to safeguard the quality of established procedures.
6. Teacher unions and key stakeholders endorsed the retention of the statutory guidance for similar reasons, though there was support from some for streamlining where possible. Again, comments in response to various proposals elsewhere noted the importance of clear criteria and guidelines, particularly where schools and/or appropriate bodies would be afforded the opportunity to apply discretionary powers. A number of responses from this group also welcomed the further opportunity which is being proposed for comment on proposed changes to the statutory guidance.

**Next steps**

1. The Government is currently considering how best to implement the new arrangements for the induction of newly qualified teachers in England. Details will be available at: <http://www.education.gov.uk/>

**Annex A**

**Statistical Breakdown of Responses**

The following tables show responses by respondent category. There were limited responses in four respondent categories (Governor/Chair of Governors, Parent/Carer, Overseas School/Organisation and Union/Professional Association) which have not been shown individually; therefore the figures in the total column in each table do not match exactly the figures from the previous four columns.

**Question 1: Do you agree that the decision about where induction can be served or offered should be based on whether the setting is able to meet the required conditions, rather than the type of school/institution?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 24 | 80% | 31 | 97% | 40 | 83% | 21 | 75% | 124 | 84% |
| **No** | 5 | 17% | 1 | 3% | 8 | 17% | 3 | 11% | 19 | 13% |
| **Don't Know** | 1 | 3% | 0 | 0% | 0 | 0% | 4 | 14% | 5 | 3% |

**Question 2: Do you agree that a new appropriate body for Academies and Free Schools should be established?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 21 | 75% | 15 | 47% | 8 | 17% | 16 | 55% | 62 | 42% |
| **No** | 6 | 21% | 14 | 44% | 36 | 77% | 8 | 28% | 71 | 49% |
| **Don't Know** | 1 | 4% | 3 | 9% | 3 | 6% | 5 | 17% | 13 | 9% |

**Question 3: Do you agree that Teaching Schools should be able to act in the role of appropriate body, offering an alternative to the local authority?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 19 | 66% | 13 | 40.6% | 12 | 26% | 15 | 52% | 64 | 44% |
| **No** | 10 | 34% | 12 | 37.5% | 28 | 61% | 9 | 31% | 64 | 44% |
| **Don't Know** | 0 | 0% | 7 | 21.9% | 6 | 13% | 5 | 17% | 18 | 12% |

**Question 4: Do you agree that schools should be able to decide which local authority can act as its appropriate body; but that the default position should be the local authority in the area in which the school is situated?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 23 | 79.31% | 17 | 53% | 29 | 62% | 16 | 61.5% | 93 | 65% |
| **No** | 5 | 17.24% | 11 | 34% | 16 | 34% | 8 | 30.8% | 42 | 29% |
| **Don't Know** | 1 | 3.45% | 4 | 13% | 2 | 4% | 2 | 7.7% | 9 | 6% |

**Question 5: Do you agree that appropriate bodies should have discretion to offer a reduced statutory induction period to take account of a teacher's previous experience?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 20 | 67% | 28 | 82% | 29 | 60.4% | 22 | 79% | 106 | 71% |
| **No** | 10 | 33% | 5 | 15% | 15 | 31.3% | 6 | 21% | 39 | 26% |
| **Don't Know** | 0 | 0% | 1 | 3% | 4 | 8.3% | 0 | 0% | 5 | 3% |

**Question 6: Do you agree that appropriate bodies should have the discretion, once induction has started, to account for matters such as the date of commencement of induction, the operating day and ad hoc absences?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 25 | 83% | 29 | 91% | 34 | 72% | 22 | 78.57% | 117 | 80% |
| **No** | 2 | 7% | 3 | 9% | 4 | 9% | 1 | 3.57% | 12 | 8% |
| **Don't Know** | 3 | 10% | 0 | 0% | 9 | 19% | 5 | 17.86% | 18 | 12% |

**Question 7: Do you agree that the 16-month limit on short term supply work for NQTs should be replaced with a maximum, fixed 5-year period from the date of achieving QTS before having to undertake statutory induction?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 22 | 76% | 28 | 78% | 30 | 62.5% | 17 | 58.6% | 104 | 68% |
| **No** | 7 | 24% | 7 | 19% | 10 | 20.8% | 6 | 20.7% | 33 | 22% |
| **Don't Know** | 0 | 0% | 1 | 3% | 8 | 16.7% | 6 | 20.7% | 15 | 10% |

**Question 8: Do you agree that it is not necessary for teachers to be teaching the national curriculum at the relevant key stage for the pupils they are teaching during their induction?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 19 | 70.4% | 20 | 59% | 26 | 59% | 13 | 45% | 85 | 59% |
| **No** | 6 | 22.2% | 11 | 32% | 15 | 34% | 14 | 48% | 48 | 33% |
| **Don't Know** | 2 | 7.4% | 3 | 9% | 3 | 7% | 2 | 7% | 11 | 8% |

**Question 9: Do you agree that appropriate bodies should be able to charge a fee to all schools for carrying out this function?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 18 | 62% | 8 | 27% | 40 | 85% | 13 | 48% | 84 | 59% |
| **No** | 9 | 31% | 19 | 63% | 5 | 11% | 6 | 22% | 42 | 29% |
| **Don't Know** | 2 | 7% | 3 | 10% | 2 | 4% | 8 | 30% | 17 | 12% |

**Question 10: Do you agree that appropriate bodies should be able to use their discretion to decide that induction has been completed where data records are incomplete or incorrect, based on evidence that the relevant standards have been met?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 25 | 83.33% | 27 | 84.375% | 42 | 89% | 24 | 86% | 126 | 86% |
| **No** | 4 | 13.33% | 3 | 9.375% | 4 | 9% | 2 | 7% | 15 | 10% |
| **Don't Know** | 1 | 3.33% | 2 | 6.25% | 1 | 2% | 2 | 7% | 6 | 4% |

**Question 11: Do you agree that head teachers/principals should have the additional option of recommending an extension to an NQT's induction period prior to its completion?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 29 | 97% | 27 | 84.375% | 33 | 70% | 23 | 82% | 121 | 82% |
| **No** | 1 | 3% | 3 | 9.375% | 12 | 26% | 4 | 14% | 20 | 14% |
| **Don't Know** | 0 | 0% | 2 | 6.25% | 2 | 4% | 1 | 4% | 6 | 4% |

**Question 12: Do you agree that the requirement for no more than a 90% teaching timetable for NQTs serving induction should be included in regulations for maintained schools?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 20 | 69% | 31 | 94% | 47 | 100% | 28 | 97% | 136 | 92% |
| **No** | 9 | 31% | 2 | 6% | 0 | 0% | 1 | 3% | 12 | 8% |
| **Don't Know** | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

**Question 13: Do you agree that NQTs should continue to be allowed to serve only one induction period, retaining the ‘one chance to pass' requirement?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 19 | 68% | 20 | 65% | 43 | 93.5% | 26 | 90% | 116 | 81% |
| **No** | 7 | 25% | 6 | 19% | 2 | 4.3% | 2 | 7% | 19 | 13% |
| **Don't Know** | 2 | 7% | 5 | 16% | 1 | 2.2% | 1 | 3% | 9 | 6% |

**Question 14: Do you agree that the facility should be removed for those teachers who failed probation prior to 1992 to apply to the Secretary of State for consent to carry out specified work from 1 September 2012?**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Head teacher/ Principal** | | **Teacher** | | **Local Authority** | | **Other** | | **Total** | |
| **Yes** | 17 | 65% | 15 | 52% | 37 | 82% | 20 | 71.4% | 96 | 70% |
| **No** | 7 | 27% | 5 | 17% | 4 | 9% | 4 | 14.3% | 21 | 15% |
| **Don't Know** | 2 | 8% | 9 | 31% | 4 | 9% | 4 | 14.3% | 21 | 15% |

**Annex B**

**List of respondents to the consultation**

Afasic England (Alison Huneke)

Akyurek, Dawn (British Embassy School Ankara)

Alsop, Ingrid

Andrew, Grace (Kesteven and Grantham Girls' school)

Ashton on Mersey School (Helen Mitchell)

Association of School and College Leaders (Martin Ward)

Astall, David (Baines School)

Babcock4S (Moira Greenfield)

Bastick, Claire

Beaverwood School (Gareth Rutter)

Bedford Borough LA (Ian Lindsay)

Bexley LA (Meagan Bates)

Birmingham City Council (Mary Higgins/Sarah Wager)

Birmingham City University, School of Education (Janet Hoskyns)

Blaus, Elaine (King's College)

Bloomfield, Alan (Cranham C of E (VA) Primary School)

Bournemouth Local Authority (Frankie Stevenson)

Brewer, Fiona (City of London Academy Islington)

Brighton & Hove City Council (Sharon Mackenzie)

British International School of Ljubljana (Jeremy Hibbins)

British Junior Academy of Brussels, The (Diane Perry)

British School of Bucharest (Jo Puddy Wells)

Bromley Schools' Collegiate (Sue Collier)

Buckinghamshire County Council (Simon Lockwood)

Burnett, Nicola

Cambridgeshire LA NQT Appropriate Body (Barbara Deacon)

Central Bedfordshire Council (Sally Dakin)

Challen, D (University of Southampton)

Church of England Education Division and the National Society (Liz Carter)

Clarke, John (University of East London)

Clarke, David

COBIS (Colin Bell)

Compton School, The (Emma Hazlegreaves)

Cook, Gillian

Cooper, Bridget

Coventry Local Authority (Ken Hartley)

Department of Children and Young People Services London Borough of Bromley (Elaine Wood)

Durham LA (Peter Harrison)

Early Learning Association - ELA (Bernadette Allison)

East Midlands Induction Coordinators (Lesley Eldridge)

Eastern Region NQT Partnership (Robert Maliff)

ELA Primary School (Bernadette Allison)

Eldridge, Lesley (Northamptonshire County Council)

Elphick-Pooley, Jeremy

Eteach UK Ltd (Gerry Manolas)

Etherington, Jani

Euro Lyceum (Ralitsa Voynova)

Evans, Emma (Kingsway School/Stockport MBC)

Eyre, Carolyn (Independent Safeguarding Consultant)

Fazackerley, Neil (Wigan LA)

Ferguson, M (Brooke Primary School)

Garside, Michael (City of Bradford MDC)

General Teaching Council Scotland (Cheryl Loughbrough)

Goouch, Gillian

Gould, Julia

Goulden, Roger (Educational Consultant)

GTCE (Posey Furnish)

Hackett, Katrin (n/a)

Hampshire County Council (Verity Reynolds)

Henshnaw, Andrew

Hertfordshire County Council (Anne Pearson)

Hogg, James

Hooker, Anne (Emmbrook School, The)

Howells, Anne (British International School of Stavanger)

Hull City Council (Mike Jones)

Independent Schools Council Teacher Induction Panel, The (Judith Fenn)

Ingham, Emma

James, Terry

Johnson, David

Jones, Stephanie

Jones, Lorraine (Farnborough School Technology College)

Kelly, Roberta (Complementary Education - 1100)

Kent County Council (Louise Dench)

Kinghorn, Sarah

Kissock, Craig

Lancashire County Council (Fiona Holland)

Lewisham LA (Sue Kermode)

London Borough of Enfield (Bev Banks)

London Borough of Hammersmith and Fulham (Julie Shaw)

London Borough of Hounslow (Tracy Marchment)

London Borough of Redbridge (Kelvin Wilson)

London Borough of Sutton (Margaret Zietz)

Luton Borough Council (John Manning)

Manchester Children’s Services (Nick Paul)

McAree, Christopher

McDermott, Dilly (Oaklands School)

McLeod, Carol

McMullen, Chris

Meara, Jenny

Medland, Simon

Murphy, Richard (Northampton School for Boys)

NASUWT

National Association of Headteachers (Sion Humphreys)

National Union of Teachers (Judy Ellerby)

Nayar, Hursh

North East Lincolnshire Council (Lynda Ambler)

Nottingham City Council (Theresa Ford)

Nunns, Rachel

Ofsted (Jean Humphrys HMI)

Oxfordshire County Council (Charlotte Christie)

Parker, David

Parklands Private Day Nursery Ltd (Paul Tomlinson)

Riddell, Tamara (Derby College)

Rogate CE Primary School (Amanda Hall)

Royal Borough of Kingston (Barbara Chevis)

Rule, Suzanne

Sammons, Trudi

Sheard, Rosa (Stockport LA)

Sheffield City Council (Scott Glover)

Simmonds, Peter

Sir James Henderson British School of Milan (Carlo Ferrario)

Southwark Children’s Services (Bernadette Oates)

St Joseph's Infant School (Jennifer Dowsett)

St. Andrew’s International High School (Gordon Benbow)

St. George's International School (Nigel Fossey)

Staffordshire County Council Staffordshire County Council (Anne Birch)

Stockton-on-Tees Borough Council (Clif Bingham)

Storey, Rebecca

Stothard, Graham (Lagos Prep School)

Stratton Upper School (Jane Harper)

Sutton, Olwen (Long Eaton School, The)

Thorney Island Community Primary School (Dean Clegg)

Thurrock LA (Susan Lamkin)

Tidd, Michael

Torbay LA (Debbie Horn)

Trowsdale, Jo (University of Warwick)

UCET (Gordon Kirk)

University of Bristol, Post Graduate Certificate of Education Programme, The (Alf Coles and others)

University of Worcester (Chris Robertson)

Walko, Andrea

Wallace Fields Infant School (Nicky Mann)

Walton High School (Neil Finlay)

Wandsworth Council (Tim Willetts)

Warden Park School (Nigel Regan)

Warwickshire CC (Steve Pendleton)

Watkins-Baker, Helga

Whitehouse, Amelia

There were also 13 anonymous and 7 confidential responses.