

The implementation of the induction year for newly qualified teachers in Wales



Estyn

Arolygiaeth Ei Mawrhydi Dros Addysg
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1. Background

- 1.1 Induction became a statutory requirement for all newly qualified teachers (NQTs) in Wales in 2003. The requirement applies to all those teachers who gained qualified teacher status after 1 April 2003 and who take up their first teaching post on or after 1 September 2003.
- 1.2 'The Learning Country' states that in order to improve outcomes in schools, the Welsh Assembly Government will:
 - 'give still stronger support to practitioners through new systems of continuing professional development reflecting the outcomes that are needed to overcome weaknesses in standards and attainment in Wales.'
- 1.3 The introduction of a statutory induction year that is supported with funding fulfils an important part of this ambition.
- 1.4 The induction year is the first year of a three-year professional development programme. It is followed by a further two years of early professional development. This three-year programme builds on initial teacher training. The dual aim of the programme is:
 - to help NQTs to establish themselves in the profession; and
 - to provide opportunities for NQTs to further develop their knowledge, understanding and skills so that they are well placed to raise standards of achievement for all learners in Wales.
- 1.5 To complete induction successfully, NQTs must:
 - continue consistently to meet the Standards for the Award of Qualified Teacher Status, and
 - meet the End of Induction Standard.
- 1.6 Headteachers, in conjunction with the Appropriate Body (usually the local education authority), make judgements as to whether NQTs successfully meet the End of Induction Standard. The General Teaching Council for Wales acts as the Appeals Body.
- 1.7 This survey focuses on the implementation of the induction year in Wales. In the summer and autumn terms in 2004, inspectors visited a sample of local education authorities (LEAs), primary, secondary and special schools across Wales. They spoke to those in local education authorities who have responsibility for newly qualified teachers and their induction, and to newly qualified teachers, headteachers and induction tutors in schools. Inspectors also attended sessions organised by the Welsh Assembly Government at which newly qualified teachers, their induction tutors and local education authority representatives gave feedback on their experiences. Evidence in respect of initial teacher trainees' preparation for entry to the profession is drawn from the above visits and also from initial teacher training inspections.

2. Main findings

2.1 Newly qualified teachers

- ✓ Most newly qualified teachers judge the induction year to be a valuable experience and wish to continue in teaching.
- ✓ Nearly all newly qualified teachers have a good understanding of the reasons for induction and how the process can help them to develop as teachers.
- ✓ Most newly qualified teachers' timetables are reduced by 10%.
- ✓ The vast majority of newly qualified teachers make good use of the non-contact time. They most commonly have opportunities to observe good practice within their own schools and in other schools, as well as to attend courses and induction seminars offered by the local education authorities.
- ✓ In the most effective cases, newly qualified teachers and their induction tutors are making good use of the career entry profiles as a starting point for planning professional development in the induction year.
- ✓ All newly qualified teachers keep professional development portfolios.
- ✓ In the very best portfolios, there is evidence of the newly qualified teacher's impact on raising standards.
- ✗ In a very small number of cases, newly qualified teachers see the induction year as a further hurdle to be negotiated before they are teachers. These newly qualified teachers do not always benefit as they might from the induction year.
- ✗ It is difficult for newly qualified teachers in some special schools to show that they continue consistently to meet the Standards for Qualified Teacher status, due to the small number of pupils in classes and in cases where parts of the National Curriculum are disapplied.
- ✗ The vast majority of newly qualified teachers in primary schools find it difficult to secure a permanent full-time post and are on a temporary fixed term contract. As a result, they find it difficult or impossible to complete their induction within a year. Newly qualified teachers on short-term supply of less than one term's duration are unable to begin their induction year as they are not entitled to statutory support, monitoring and assessment programmes available to other newly qualified teachers.

2.2 Implementation of induction in schools

- ✓ Nearly all headteachers and induction tutors have a good understanding of their roles and responsibilities in relation to induction.

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- ✓ Induction tutors are usually senior members of staff who have a responsibility for teachers' professional development in the school. They often have experience of mentoring initial teacher trainees and have good mentoring skills.
- ✓ Most induction tutors attend the briefing sessions provided by the local education authority.
- ✓ Most induction tutors ensure that they meet with newly qualified teachers at key points in the induction year. In the best practice, they arrange these sessions with newly qualified teachers well in advance.
- ✓ Many schools are building on the induction systems that they had in place prior to the introduction of the statutory induction year. Overall, systems are more robust than previously and there are better records of newly qualified teachers' progress.
- ✓ In the most effective practice, the induction of newly qualified teachers is seen as a whole staff activity. Subject specialists in secondary schools and class teachers in primary schools often help induction tutors by providing supplementary support for newly qualified teachers.
- ✓ In the best practice, governors nominate a member of the governing body to monitor the induction arrangements and to meet with the newly qualified teacher during the induction year.
- ✗ Most induction tutors do not focus enough on ensuring that there is evidence for the first part of the End of Induction Standard that requires newly qualified teachers to continue consistently to meet the Standards for Qualified Teacher Status.
- ✗ Induction tutors' written feedback to newly qualified teachers is generally good, but they do not place enough emphasis on the impact of the newly qualified teacher's teaching on raising the standards of achievement of their pupils.
- ✗ Most schools with large numbers of NQTs have not as yet trained more than one induction tutor. This means that the one induction tutor can have a large workload in relation to NQTs.
- ✗ If induction tutors are senior members of staff, demands on their time, such as attending to issues that spontaneously arise, lead to constant interruptions in their meetings with newly qualified teachers. This adversely affects the quality of discussions between the induction tutor and the newly qualified teacher.

2.3 The Appropriate Body

- ✓ All local education authorities have effective procedures in place to assure that they and their schools comply with the responsibilities as set out in the National Assembly for Wales Circular 19/04 'Induction for newly qualified teachers in Wales (revised 2004)'.

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- ✓ Local education authorities, schools and newly qualified teachers find the Induction and Early Professional Development Handbook comprehensive and clear.
- ✓ Local education authority advisers provide effective training and support to headteachers and induction tutors.
- ✓ Local education authority advisers provide effective guidance, supervision and assessment of newly qualified teachers.
- ✓ Local education authority advisers provide training sessions that are highly valued by newly qualified teachers, particularly when the newly qualified teachers have the opportunity to negotiate and prioritise the topics.
- ✓ In most cases, local education authority advisers have put in place effective and robust quality assurance systems. In the best practice, they have set up assessment panels to moderate and confirm final judgements about the newly qualified teachers' progress.
- ✗ Many of the forms designed by the local education authorities to capture evidence of progress against the End of Induction Standard focus on the second part of the End of Induction Standard. They often do not require the schools to provide evidence of the newly qualified teachers' abilities to continue consistently to meet the Standards for Qualified Teacher Status.
- ✗ The proliferation across Wales of databases in each local education authority, each recording different data sets, does not allow for there to be a coherent picture of the movements of newly qualified teachers and teachers in their second and third years in teaching across Wales.
- ✗ It is not clear what responsibility the newly qualified teacher should take to inform the local education authorities of their movements.
- ✗ In many cases, senior managers in local education authorities have not given enough consideration to the increased tracking and monitoring that the statutory induction arrangements require. Advisers have absorbed this time-consuming function into their workloads without any analysis having been carried out as to what this means for their workload.

3. Recommendations

3.1 Newly qualified teachers should ensure they:

- R1 pay more attention to the first part of the End of the Induction Standard ('continue consistently to meet the Standards for Qualified Teacher Status') and during the course of the induction year collect evidence to demonstrate this to induction tutors; and
- R2 focus more carefully on how their teaching helps to raise pupils' levels of achievement and include evidence of the raising of pupils' levels of achievement in their professional development portfolios.

3.2 Headteachers, governors and induction tutors should ensure that:

- R3 they help the newly qualified teachers to gather evidence about the first part of the End of Induction Standard and do not focus solely on the second part;
- R4 they help newly qualified teachers to identify and record evidence which shows the newly qualified teacher's ability to raise pupils' levels of achievement through their teaching; and
- R5 train more staff in large schools to be able to take the role of induction tutors;

3.3 The Appropriate Body should ensure that:

- R6 it improves its systems and forms so that it receives evidence of newly qualified teachers' abilities to meet the first part of the End of Induction Standard;
- R7 those Appropriate Bodies which have not already done so, set up an Assessment Panel to help provide objectivity in moderating and confirming judgements as to newly qualified teachers' successful completion of the induction year; and
- R8 it liaises with the Welsh Assembly Government to develop pan-Wales systems for tracking and monitoring newly qualified teachers' progress and movements so that all can be confident that the regulations are being met.¹

3.4 The Welsh Assembly Government should:

- R9 modify the system through which local education authorities draw down funding to meet newly qualified teachers' entitlements so as to ensure there is enough funding in each local authority to fund NQTs' professional development entitlements;
- R10 develop a pan-Wales system to track teachers' first three years of employment;

¹ Subsequent to the completion of the collection of evidence for this survey, the Welsh Assembly Government has acted on feedback from local education authorities and is addressing this issue.

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- R11 in the short term, adjust the regulations in respect of the amount of time that can attract the newly qualified teacher entitlements and be counted towards completion of the induction year for those newly qualified teachers not on full-time, permanent contracts; and
- R12 in the longer term, reduce the number primary teachers in training to better match the employment market in Wales and consider providing NQTs with guaranteed employment for their induction year; and
- R13 review the guidance in respect of newly qualified teachers undertaking induction in special schools.

4. The newly qualified teachers

4.1 Newly qualified teachers' understanding of induction

- 4.1.1 Most NQTs have a good understanding of the reasons for induction and how the process of induction can help them to develop as teachers. During initial teacher training, teacher trainers make trainees aware of the need for teachers to continue to develop their knowledge, understanding and skills throughout their career. In 2003-2004 teacher trainers paid better attention to helping trainees to develop their career entry profiles. Teacher trainers also help trainees to understand the support they should expect to receive in their first year of teaching and what NQTs will need to do to meet the End of Induction Standard. However, teacher trainers do not always place enough emphasis on the first part of the End of Induction Standard. This requires NQTs to demonstrate that they continue consistently throughout their induction year to meet the standards for qualified teacher status. In a very small number of cases, NQTs do not fully understand the reasons for induction. They see the induction year as a further hurdle to be negotiated before they can consider themselves teachers. These NQTs do not always gain as much benefit as they might from their induction year.
- 4.1.2 All the NQTs in the survey had registered, as required, with the General Teaching Council for Wales. In a very small number of cases, NQTs registered initially with the General Teaching Council for England because they had trained in England. They have subsequently transferred their membership to the General Teaching Council for Wales, or have kept dual membership. Most NQTs know who their named contact at the Appropriate Body is, but not all of them have met that person. In nearly all cases, NQTs have a named induction tutor. In a small number of cases, NQTs were not clear about who their induction tutor was because they had not received the information from their school.
- 4.1.3 Most NQTs find the Induction and Early Professional Development Handbook comprehensive, clear and very helpful. They make good use of the sections that are written for NQTs, as these help them to understand their own responsibilities. However, they find the other sections useful as a reference to help them understand the roles and responsibilities of the headteacher, induction tutor and the Appropriate Body and the support to which they are entitled. In a small minority of cases, NQTs do not make any use of the Induction and Early Professional Handbook.

4.2 Newly qualified teachers' entitlements

- 4.2.1 Most NQTs have timetables that are reduced by required ten per cent. In the most effective cases, induction tutors use the career entry profile as a starting point to agree a development plan for the school year with the NQT. The plans include how the NQT will use the lessons when they are not timetabled to teach a class (non-contact time), as well as a programme of meetings with the induction tutor and/or other members of staff. These plans often include information about when the formal observation visits will take place and who will carry out the observation. The schedule for the non-contact time in the early part of the school year often has

set topics. More flexibility is built in for the second and third terms so that the induction tutor and the NQT can adjust the programme to match the NQT's progress and revised targets. In less effective cases, while non-contact time is scheduled, the activities the NQT undertakes are more 'ad hoc'. This has the effect of the newly qualified teacher experiencing a less coherent programme. In the initial stages of induction, NQTs find it most helpful to observe more experienced teachers, within their own schools, teaching parts of the curriculum in which the newly qualified teacher is less confident. They also value the opportunity to observe good practice in other schools.

- 4.2.2 Nearly all NQTs have opportunities to attend local education authorities' induction programmes. These programmes focus in the main on whole school issues and complement the schools' programmes. Where there is only one NQT in the school, they particularly welcome the opportunity to meet and share teaching experiences and ideas with others in the same phase in their first year of teaching. In a few cases, for example in schools with large numbers of newly qualified teachers, it is not always possible to find enough supply cover for all of their NQTs to attend local education authority sessions. This is inequitable for a minority of NQTs. In the best cases, schools make alternative provision, for example by inviting the local authority representative into the school to deliver twilight sessions or by providing their own provision.
- 4.2.3 It is difficult for a few NQTs in special schools to meet the End of Induction Standard. This is because they are not always able to continue consistently to meet the Standards for Qualified Teacher Status, for example in whole class teaching, subject specific assessment and up-dating of subject knowledge and skills. In the best cases, induction tutors arrange for those teachers whom this affects to have teaching experiences in mainstream schools.
- 4.2.4 The vast majority of NQTs in primary schools find it difficult to secure a permanent full-time post and are on temporary fixed term contracts, usually of two terms duration and typically working as supply teachers for maternity leave or long term illness. They find it difficult, or impossible, to complete their induction within a year. These NQTs are very concerned to find continuity of employment for a third term to enable them to maintain momentum in developing their skills and demonstrating their ability to meet the End of Induction Standard. NQTs on short-term supply of less than one term's duration (usually those contracted through agencies) are unable to begin their induction year as they are not entitled to the statutory support, monitoring and assessment programmes available to other NQTs.
- 4.2.5 In a very small number of cases, where primary NQTs have a subject specialism that is a shortage subject in secondary schools, they have been able to find work teaching key stage 3 in secondary schools.
- 4.2.6 Nearly all NQTs with permanent contracts, in both primary and secondary schools, judge the induction year to be a very valuable experience. It gives them time to reflect and to develop areas in which they have less confidence or in which they have particular interests. As a result, most NQTs who experienced the induction year expressed the wish to continue in teaching beyond the first year.

4.3 Newly qualified teachers' responsibilities

- 4.3.1 The majority of NQTs make their Career Entry Profiles available to their induction tutors at the beginning of their first year of teaching. Overall, good use is made of the Career Entry Profiles to agree the NQTs' programmes for the induction year. In a small minority of cases, where the Career Entry Profiles are not completed, schools contact the initial teacher training institutions and work well with the newly qualified teachers to provide a good induction programme based on the newly qualified teachers' needs.
- 4.3.2 NQTs value the time and support given to them by their induction tutors and other members of staff in the school. In all schools, NQTs are actively involved in identifying their professional development needs and collecting evidence to meet the End of Induction Standard. Overall, they are able to judge their own strengths and areas for improvement well. Most NQTs have a good understanding of what is included in the End of Induction Standard. However, they tend to put far more emphasis on the second part of the End of Induction Standard than on the first.
- 4.3.3 All NQTs keep a professional development portfolio. The range of evidence contained in the files varies. However, in most cases, the evidence in these files includes:
- plans and timetables for NQTs;
 - information gained through attendance at courses;
 - notes on their observations of good practice within their schools and on their observations in other schools;
 - feedback from their induction tutors, subject or class teachers and local education authorities' advisors; and
 - targets for further development.
- 4.3.4 Other than in the very best files, NQTs do not include evidence of their impact on improving pupils' standards of achievement.
- 4.3.5 Most NQTs understand the procedures for raising any concerns about their support in the induction year. However, in the cases where provision is less good, NQTs are often reluctant to raise their concerns as they feel that their induction tutors have heavy workloads and are doing their best.

5. Implementation of induction in schools

5.1 The headteacher's role and responsibilities

- 5.1.1 Nearly all headteachers in both primary and secondary schools have a good understanding of their role and responsibilities for induction. They gain this through reading the Induction and Early Professional Development Handbook and the associated guidance issued by the Welsh Assembly Government. They find the materials well written and informative. They find it useful that there are separate booklets for the different roles in the handbook. In many cases, they also have briefings from the local education authority, either in the form of presentations at headteachers' regular meetings or in written communications. They find these useful as local education authorities draw together the key points about induction procedures and alert headteachers to any changes. In a small number of cases, headteachers are not fully aware of their responsibility for NQTs under the statutory arrangements.
- 5.1.2 In secondary schools, headteachers usually delegate the operational role of responsibility for induction to the person who has overall responsibility for teachers' continuing professional development. In a few secondary schools, the headteacher observes NQTs teaching as part of their normal programme of observing the teaching of staff new to the school. In other cases, headteachers undertake one or two of the observations of the NQT during the course of the year in order to help moderate judgements.
- 5.1.3 In small primary schools, the headteacher may also be the induction tutor. In these cases, headteachers ensure that either another teacher or a local education advisor observes the NQT teach during the course of the induction year.
- 5.1.4 In most schools, there is a clear system in place through which the NQT can raise concerns about their progress or their support in the induction year.

5.2 The induction tutor's role and responsibilities

- 5.2.1 Nearly all induction tutors, both in primary and secondary schools, have a very good understanding of their role. In many cases, they have responsibility for continuing professional development within their schools and/or they act as the school senior mentors for initial teacher training. Most have good mentoring skills. Most induction tutors attend the briefing meetings organised by the local education authority. They find these valuable. In a small number of cases, induction tutors do not attend the local education authority briefings, preferring to read the Induction and Early Professional Development Handbook and associated guidance instead. Overall, induction tutors welcome the material provided by the Welsh Assembly Government.

5.3 Organisation of the induction year in schools

- 5.3.1 Most induction tutors have planned times in their timetables to meet formally with newly qualified teachers at key points in the induction year. Many follow the exemplars set out in the Induction and Early Professional Development Handbook. Induction tutors often use their own non-contact time, or time before or after the school day, for meetings with newly qualified teachers. If they are senior members of staff, demands on their time, such as attending to issues that spontaneously arise, can lead to constant interruptions in their meetings with NQTs. This adversely affects the quality of discussions between the induction tutor and the NQT. Induction tutors often supplement formal meetings with informal contact and in many schools by a programme of seminars about whole school issues. In many schools, they are building on the induction systems that the school had in place prior to the start of the statutory induction year. However, systems are now more robust and better records are kept. Induction tutors observe NQTs more regularly than prior to the introduction of the statutory year. In the best cases, schools see the responsibility for the induction of NQTs (and new staff) as a whole school issue. Support for the induction tutor is usually provided at departmental level in secondary schools through training heads of departments and subject specialists in monitoring and recording the progress of newly qualified teachers. However, most schools have yet to train more than one induction tutor, even where the number of newly qualified teachers is in double figures. In small primary schools, class teachers and local education advisors usually provide support for the induction tutor by monitoring progress and moderating judgements. They focus well on the second part of the induction standard, but do not always focus enough on the first part of the End of Induction Standard. This requires NQTs to continue consistently to meet the Standards for Qualified Teacher Status. Induction tutors would like more guidance on the role of subject mentors and class teachers in supporting NQTs.
- 5.3.2 Many schools, in both the primary and secondary phases, have adopted, or adapted, formats for keeping records of NQTs' progress as exemplified in the Induction and Early Professional Development Handbook. In some cases, they have adapted the forms that they already had in place in the school. Written feedback to NQTs is generally of a good quality. However, in many cases, it does not focus enough on the impact of the NQTs' teaching on raising the levels of pupils' achievements. Induction tutors discuss targets with NQTs and these are generally appropriate to the context in which the NQT is working. Induction tutors consider that NQTs have been well prepared during initial teacher training to be able to reflect on their own progress.
- 5.3.3 Schools make appropriate and effective use of the 10% non-contact time to allow NQTs to undertake an appropriate range of induction activities. Most schools have been able to find appropriate supply cover, although this can be more difficult in some of the more rural areas of Wales. In primary schools, a common pattern is that the NQT is released from their class for either a half-day per week or a whole day per fortnight. Dependent on the availability of supply cover and the schools' timetables, a few schools like to vary the days on which this happens, so as to maximise the NQTs' opportunities. In secondary schools, NQTs are generally released from classes across the week, thereby giving them several slots of

non-contact time in the week. Wherever possible, they are timetabled to be free for a half-day session. In secondary schools with large numbers of NQTs, organising the ten per cent reduction of the teaching timetable is much more of a challenge and schools have had to be much more creative in the way that they do this. An example of this is a PE department where the NQT's timetable is reduced, they have non-contact time lessons but, instead of releasing the NQT for all of them, a colleague team teaches a class with the NQT to build their confidence with more difficult classes or develop their skills in areas of sports and games with which they are less familiar. This has proved to be very effective.

- 5.3.4 The Governing Body of a school has a duty to monitor the establishment and to implement of the induction arrangements. In most cases, headteachers and their induction tutors ensure arrangements are in place and report on these to the Governing Body. In the best practice, Governors delegate a member of the Governing Body to monitor the arrangements for NQTs and to have contact with the NQTs during the course of the induction year.

6. Implementation of induction by the Appropriate Body

6.1 The Appropriate Body

6.1.1 The Appropriate Body is usually the local education authority. The duties of the Appropriate Body are to:

- monitor the schools' arrangements;
- make decisions about the final assessment(s); and
- keep records and undertake quality assurance.

6.1.2 The responsibilities of the Appropriate Body are delegated in most local education authorities to advisers who have had responsibility for the local education authorities' induction programmes in previous years. All local education authorities have effective procedures in place to ensure that they and their schools comply with the responsibilities as set out in the National Assembly of Wales' Circular 19/04 'Induction for Newly Qualified Teachers in Wales (revised 2004)'. Local education authorities find the Induction and Early Professional Development Handbook gives good guidance for carrying out their duties. Advisers are welcome to contact the department that oversees the induction arrangements in the Welsh Assembly Government. They appreciate the approachability of the personnel in the department, their prompt response and the advice they give.

6.2 Local education authorities' support for schools and newly qualified teachers

6.2.1 Advisers provide effective training and support to headteachers and induction tutors. All local education authorities provide briefing sessions for induction tutors either in the summer or autumn terms. A few provide other meetings later in the academic year, so that induction tutors can meet, discuss issues and moderate each other's judgements. Most local education authorities provide between 2 and 4 in-service training days for NQTs. NQTs value these sessions because, apart from the benefits of the sessions themselves and networking with other teachers in their first year, it also gives them an opportunity to raise any issues that they may not wish to raise in school. In the best cases, NQTs are involved in the process of deciding which topics will be addressed in the in-service training. Advisers provide effective guidance, supervision and assessment for NQTs during their first year of induction into the teaching profession. In many cases, the Named Contact in the local authority may be the adviser with overall responsibility for induction or it may be a school link adviser.

6.3 Quality assurance of induction

6.3.1 In order to quality assure the assessment of newly qualified teachers, advisers with responsibility for induction co-ordinate a programme of visits to schools. School link advisers usually carry out these visits. During the course of their regular visits to schools, link advisers meet with headteachers, induction tutors and NQTs. They discuss the NQTs' progress and examine induction tutors' records and NQTs' portfolios. They observe a sample of lessons taught by NQTs. Schools and NQTs

value the advice and support that school link advisers give. Advisers with responsibility for induction monitor the reports from school link advisers and, where there are issues, they organise extra visits and support to monitor the situation. All advisers stress the need for schools to alert them to any NQT who is not making good progress as soon as possible, so that additional support and monitoring can be put in place.

- 6.3.2 The funding given by the Welsh Assembly Government to support the NQTs' professional development is delegated to the local education authorities under Activity 8 of the Better Schools Fund. Most local education authorities release the funding to schools in instalments, on the receipt of a report at the end of each school term. Most forms are designed to collect evidence against the End of Induction Standard. Advisers with responsibility for induction are rigorous in monitoring the forms and, where the evidence provided is weak or does not justify the judgement, they contact the schools for further details. They provide induction tutors with examples of good reporting at briefing sessions. However, many of the forms designed by the local education authorities to capture evidence of progress against the End of Induction Standard focus on the second part of the End of Induction Standard. Therefore, they do not capture evidence of the NQTs' abilities to continue consistently to meet the Standards for Qualified Teacher Status.
- 6.3.3 In the best practice, local education authorities follow the advice given in the Induction and Early Professional Development Handbook and have set up quality assurance panels to moderate pass/fail judgements at the end of the induction year. Members of the local authority, headteachers and induction tutors make up the panels. In a small number of cases, headteachers who do not currently have NQTs in their schools are also panel members. This further promotes the independent judgement of the panel. No NQTs have failed their induction year in 2003-2004. This is as one would expect if newly qualified teachers have been well trained initially and well supported in their first year of teaching. In the small number of cases, where NQTs have not completed induction, they have been granted an extension and further support.
- 6.3.4 The vast majority local education authorities are prompt in informing the NQTs, schools and the General Teaching Council for Wales of the decisions. The General Teaching Council issues certificates to confirm that NQTs have completed their induction year successfully or identify those who have been asked to extend. The General Teaching Council for Wales acts as the independent appeals body for those who have not passed and wish to contest the decision.

6.4 Financial Issues

- 6.4.1 The Welsh Assembly Government calculates the funding for the NQTs' induction programmes per local education authority by the application of a funding formula. In a number of local education authorities in 2003-2004, the actual number of NQTs employed has been greater than the predicted number. For example, one local authority estimated that it would employ 93 NQTs and schools recruited 103. In this case, the local education authority was under-funded to the cost of 10 newly qualified teachers. To fulfil the statutory requirement for these teachers, the local education authority had to use funding that would otherwise have supported teachers wanting to undertake the National Professional Qualification for Headship.

The converse is also true. This system of funding can lead to difficulty in balancing budgets and inequity of opportunity for teachers in other stages of their professional development.

- 6.4.2 Secondary schools with numbers of NQTs in double figures find the system of receiving payments in retrospective instalments difficult. In some cases, it would be appropriate for these schools to appoint a teacher on a part-time basis to provide cover for the NQTs' reduced timetables. This would have the benefit of the school being able to provide a better quality of experience for the pupils than they might have if taught by different supply teachers and would guard against any lowering of pupils' standards. These schools feel they would be better placed to do this if they could receive all the funding for each newly qualified teacher when they take up their post.

6.5 Tracking and workload

- 6.5.1 With the introduction of the statutory year of induction in Wales, each local education authority is putting in place a tracking system to record NQTs' progress and final outcomes. As teachers in their second and third years of teaching also receive funding for early professional development, they need to track the employment of these teachers. This tracking is a reasonably straightforward process where NQTs are employed on full-time contracts and remain in the school where they have completed their induction year. However, it is much more complicated in respect of NQTs who do not have a permanent post, but who are employed only on contracts that will allow them to complete part of their induction within in the academic year. This group of NQTs may, for example, complete a term's contract in one local education authority and the next term in another local authority. The picture is more complex in Welsh counties that border England, where NQTs from Wales may move out of the authority across the border and NQTs from England move in. In order for the local education authority to draw down the appropriate funding from the Welsh Assembly Government and for NQTs and those in their second and third year of teaching to receive their entitlements, it is important that that local education authorities have good tracking systems in place for teachers in their first through to third years of teaching. In many cases, senior managers have not given enough consideration to the increased tracking and monitoring that the statutory induction arrangements require. Advisers have taken on this time-consuming function without any analysis of what this means for their workload. In a few local education authorities, senior managers have assigned administrative personnel to help advisers to set up and maintain databases.
- 6.5.2 The proliferation across Wales of databases in each local education authority, each recording different data sets, does not allow there to be a coherent picture of the movements of NQTs and teachers in their second and third years in teaching across Wales. Nor is it clear what responsibility NQTs have to inform the local education authorities of their movements. With hindsight, advisers expressed the view that it would have been helpful to include teachers on part-time or temporary contracts in the pilot, so that the issues could have been identified at an earlier stage.²

² Subsequent to the completion of the collection of evidence for this survey, the Welsh Assembly Government has acted on feedback from local education authorities and is addressing this issue

7. Conclusions

- 7.1.1 Overall, the implementation of the statutory induction year for newly qualified teachers in Wales is very successful. This is due in great part to the careful piloting of systems and materials by the Welsh Assembly Government. The pilots have allowed most major issues to be resolved prior to the introduction of the induction year.
- 7.1.2 Despite the increased workload in schools and local education authorities, this initiative has been welcomed as a very positive development in the teaching profession and most NQTs feel that the support they have received in their first year has been valuable and that they wish to continue in teaching.
- 7.1.3 There are, however, five key issues that need to be addressed. They are:
- to ensure that newly qualified teachers, headteachers, induction tutors and the Appropriate Body collect evidence so that the newly qualified teachers can demonstrate that they continue consistently to meet the Standards for Qualified Teacher Status;
 - to review the system through which local education authorities draw down funding from the Welsh Assembly Government to meet newly qualified teachers' entitlements;
 - to develop a pan-Wales system to track teachers' first three years of employment;
 - to review the regulations in respect of the amount of time that can attract the appropriate entitlements and be counted towards completion of the induction year for those newly qualified teachers not in full-time, permanent employment; and
 - to review the guidance in respect of newly qualified teachers who undertake induction in special schools.
- 7.1.4 The recommendations at the front of this document outline which organisations are best placed to resolve these issues.

8. Bibliography

- Welsh Assembly Government (June 2003) Induction and Early Professional Development Handbook
- National Assembly for Wales (June 2003) Circular 18/03 Induction for Newly Qualified Teachers in Wales
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- DfTE Information Document (May 2004) No 016-04 Amendments to the Induction Arrangements in Wales
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