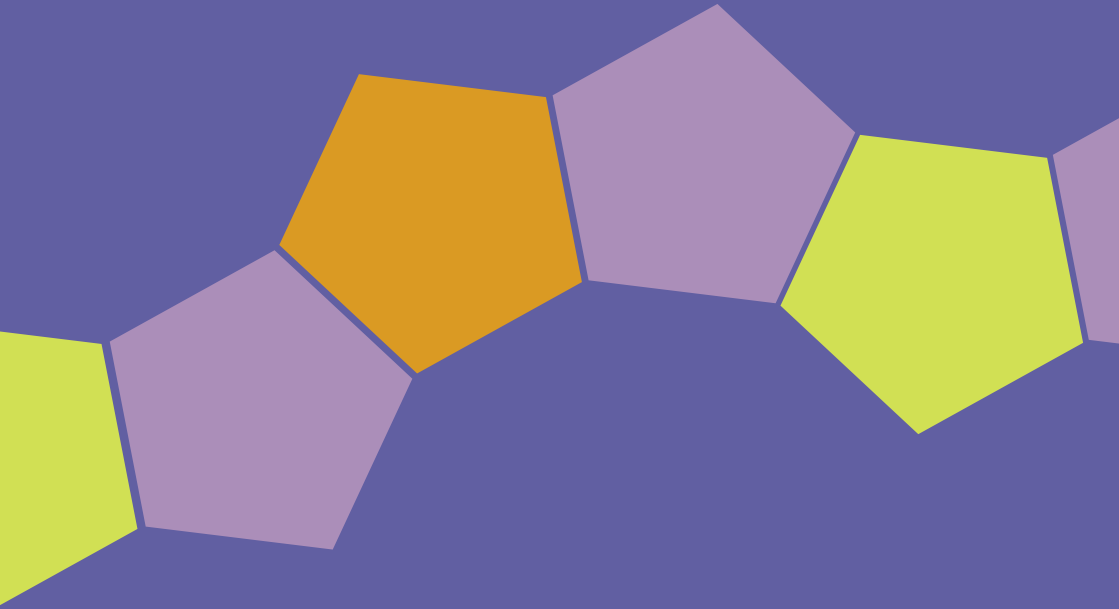


A decorative graphic consisting of several overlapping, irregular polygons in shades of orange, yellow, and purple, arranged in a cluster at the bottom of the page.

Your guide to induction in England



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Introducing induction

Induction is an important part of your development as a teacher. The National Education Union (NEU) has produced this guide to answer some of the questions you might have and to help make your induction work for you.

Induction in England is underpinned by the Early Career Framework (ECF) which was introduced in 2021. The ECF requires teachers with qualified teacher status (QTS) to complete a two year induction period, with a structured support programme and a dedicated mentor. In addition to the 10 per cent non-contact PPA (planning, preparation and assessment) that all class teachers are given, teachers going through induction are entitled to a reduced teaching load.

In Wales the induction period for newly qualified teachers (NQT) is one year. For more information about induction in Wales, please see the NEU publication *Your Guide to Induction in Wales*.

In Northern Ireland, induction and early professional development (EPD) normally take three years to complete. For more information about induction in Northern Ireland, please see the NEU publication *Your Guide to Induction in Northern Ireland*.

For new teachers who have achieved QTS, induction has a very precise meaning. To be able to continue to teach without restrictions in maintained schools, non-maintained (or independent) special schools, maintained nursery schools, maintained children's centres and pupil referral units, you must successfully complete the required induction period by meeting the Teachers' Standards.

The standards set out the criteria against which the ECT will be assessed, and what can reasonably be expected of an ECT by the end of their induction period.

What are the Teachers' Standards in England?

The Teachers' Standards are used to assess all those completing their statutory induction period, as well as all other teachers in maintained schools. The decision about whether you have met the standards should take into account your work context and be made on the basis of what can be reasonably expected of an ECT by the end of their induction period. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher education and demonstrated an ability to meet relevant standards over a sustained period.

Appropriate bodies

The appropriate body is responsible for deciding whether you meet the standards, based on your head teacher's recommendation. Your employer must register you with the appropriate body before you start induction. Your employer will be able to tell you which appropriate body is responsible for your institution.



Where can I complete my induction?

Induction can be served in:

- a relevant school in England – this includes a maintained infant, junior, primary, secondary or middle school; a maintained or non-maintained nursery; a nursery that forms part of a maintained school; a local authority maintained children's centre; and a pupil referral unit (PRU)
- an independent school; an academy; a free school; a city technology college; or an independent nursery that chooses to offer statutory induction, in England (induction is not compulsory in these schools)
- a further education (FE) institution, including a sixth form college, in England

- a British school overseas that is inspected by a Department for Education (DfE)-approved inspectorate against the British Schools Overseas Standards and is a member of a DfE-accredited association.

If you start your induction in an independent school, academy, free school, sixth form college or FE college that does not operate induction under the induction regulations, you will have to complete induction in accordance with the regulations if you later take up a post in a state-maintained school or non-maintained special school.

All settings must fulfil certain criteria, which can include whether they have been judged as suitable for induction.

You cannot complete induction if you only obtain employment for a period of less than one term or as a short-term supply teacher (see page 7), or if you are employed in a secure training centre. This also applies in a school in special measures or an FE college with an 'inadequate' judgement, unless they have been judged suitable for induction.

Is there a time limit to starting and finishing induction?

While ECTs are encouraged to start their induction as soon as possible after gaining QTS, there is no set time limit for starting or completing an induction period.

However, ECTs are only eligible to undertake short-term supply work (of periods less than one term) for a maximum of five years after they have been awarded QTS. Once this period has elapsed, they cannot undertake supply work in a maintained or non-maintained special school unless it is for at least one term, which could count towards their induction period.

Will supply work count towards induction?

Supply work in a relevant school will count towards induction if it is clear from the outset that the contract will last for a minimum of one term. If you begin work at a relevant school on short-term supply and this is extended, an induction programme must be put in place immediately after it becomes clear that the contract will continue beyond one term.

Can I complete my induction in more than one school?

There is nothing stopping you serving induction in more than one institution simultaneously or changing institutions part-way through induction, provided each separate contract of employment is for at least a term. Your separate contracts will be added together to calculate the number of days/sessions and recorded by your head teacher/principal.

How long is my induction if I work part time?

ECTs serving induction on a part-time basis will need the full-time equivalent (FTE) of six terms (usually two academic years). Therefore an ECT working part time as a 0.5 FTE will need to serve induction for four academic years.

Are there exemptions from statutory induction?

If you are a qualified overseas trained teacher from anywhere in the European Economic Area (EEA)/Switzerland, Australia, New Zealand, Canada or the United States of America, you may teach in England without undertaking statutory induction.

If you have been awarded Qualified Teacher Learning and Skills status (QTLS) by the Society for Education and Training (SET), and are a member of SET, you are not required to undertake statutory induction.

There are a number of other exemptions – you'll find more details in the DfE guidance for early career teachers at [gov.uk/education](https://www.gov.uk/education)

What to expect

Entitlements

You are entitled to a post that:

- does not demand teaching outside the age range and subject(s) for which you have been employed
- does not present you with unreasonably demanding discipline problems
- involves regular teaching of the same class(es)
- involves similar planning, teaching and assessment to those in which teachers working in similar substantive posts are engaged
- has a reduced teaching load
- does not involve additional, non-teaching responsibilities without appropriate preparation and support.

You are also entitled to:

- access the Teachers' Pension Scheme
- access recognised trade union support and representation
- access all INSET days and training opportunities

- equal access to administrative support
- work in an environment free from discrimination and harassment
- access to a counselling service.

Induction programmes should be reasonable, and you should be entitled to a permanent contract.



Your timetable

During induction you are entitled to a reduced teaching load, using the time gained for the professional development, monitoring and assessment required by your induction programme. In your first year, your teaching load must be no more than ninety per cent of that of a main scale teacher without responsibility points in your school. In your second year, the reduction in teaching load continues but it is just five per cent.

The NEU believes your released time from teaching for induction should be:

- in usable blocks – not less than half a day
- timetabled well in advance
- not dependent on increased teaching loads for other teachers
- covered regularly by the same experienced teachers, so pupils' learning and good standards can continue

- timetabled and not cancelled other than in extreme circumstances.

If your school has not planned for this reduction in your timetable, or if the way it is allocated creates an unreasonable workload, you should seek advice from the NEU.

You are also entitled to planning preparation and assessment (PPA) time equivalent to at least 10 per cent of your reduced teaching timetable.

Support and development

The ECF should mean your induction is tailored to your individual needs and circumstances.

You should expect to have:

- a dedicated and trained school-based mentor to support you and ensure you receive the benefits of the ECF programme
- an induction tutor who oversees and coordinates induction for ECTs in the school
- regular professional review meetings of your progress with your induction tutor and mentor

- your teaching observed at regular intervals with follow-up discussion – observations should focus on particular aspects of your teaching
- opportunities to observe other experienced teachers
- other targeted professional development activities, delivered through the ECF and via your school's own activities.

The professional review meetings with your tutor focus on the standards that should be achieved during induction. If you are unsure about the assessment standards, requirements, procedures, and criteria for success, you should raise this with your induction tutor, particularly before your first observation.

Further information about the ECF and the roles of the mentor and induction tutor can be found at neu.org.uk/advice/role-mentor

The head teacher's role

You are entitled to support from your head teacher, who has overall responsibility for your induction and assessing whether you satisfactorily meet the Teachers' Standards. They are also responsible for ensuring you receive advice on:

- timetabling of lessons and support arrangements, names/contacts of induction tutors, and a schedule for formal assessment and meetings
- reporting arrangements and entitlements to pay during sickness absences, named contacts for other absences, eg maternity leave
- arrangements for pay
- provisions for pensions and any other entitlements
- health and safety, and equal opportunities policies
- other relevant policies, including arrangements for cover and child protection
- the nature of the contract of employment
- duties and management arrangements.

Your induction tutor and school based mentor

Your school must appoint an induction tutor to ensure there is an induction programme in place for you and who will undertake formal observations of your teaching and check you are meeting the teacher standards. If your school has several ECTs, the induction tutor is likely to coordinate the support for all ECTs in your school.

The induction tutor should:

- be fully aware of the requirements of the ECF (induction) period
- provide or coordinate guidance and effective support for your professional development
- have the necessary skills, expertise and knowledge to work effectively in the role and to make rigorous and fair judgements about your progress in relation to the requirements for completing induction satisfactorily
- be involved in the formal assessment points in terms three and six of induction
- work closely with your mentor and head teacher to support your teaching and development.

Your school must appoint a school-based mentor for you. This person should have experience of teaching your subject and/or age phase, have undertaken some training to be a mentor, and have agreed to take on this role.

The school based mentor is expected to:

- provide day-to-day mentoring and support
- undertake most of the observations of your teaching, and provide constructive feedback
- be the person you meet for the professional reviews of your progress and with whom you review and revise your objectives; they also make the written record of progress towards these
- follow the ECF outline sessions to support your development
- provide your summative assessment – the judgement as to whether you have successfully reached the standards relevant to that stage of your induction
- keep dated copies of reports of all observations, review meetings and objectives, and make sure you receive copies too

- evaluate your progress towards and against the standards, and provide constructive feedback and professional development opportunities so you can improve your performance and reach the standards.

Both induction tutor and school-based mentor are important but distinct roles and should be performed by two different people in the vast majority of circumstances. The quality of your induction tutor and mentor will be a big factor in your induction.

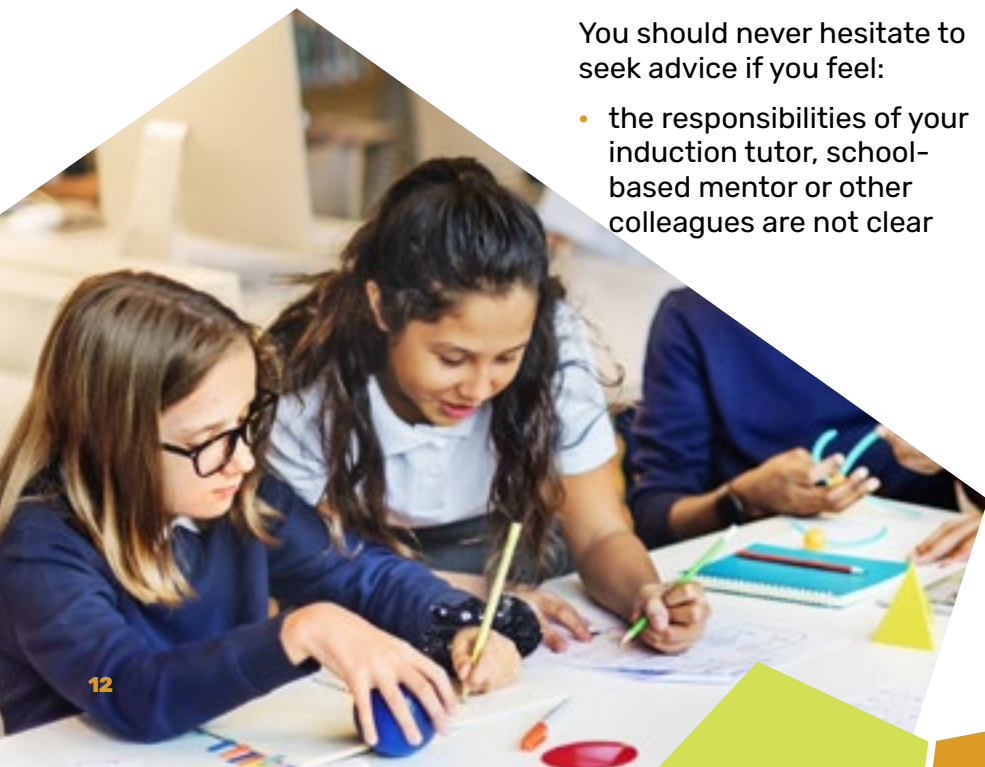
Equally important are their evaluative skills in making fair assessments of you. Schools should take this into account when identifying induction tutors and mentors and when preparing and training them.

If you have concerns about your tutor

Most induction tutors and mentors take their responsibilities seriously and offer excellent support and advice. However, if you have any concerns at all about the support you are receiving from your induction tutor, it is important to raise them as soon as possible.

You should never hesitate to seek advice if you feel:

- the responsibilities of your induction tutor, school-based mentor or other colleagues are not clear



- you are not confident of their experience, especially in supporting you and assessing you against the standards
- you are not getting constructive feedback on your lessons and in your professional reviews against the standards.

Firstly, you should raise the issue through the school's internal procedures for raising professional concerns, which includes the governing body. You can also talk things over with your NEU rep or your district/branch secretary (see page 19).

Although it can be difficult to raise your concerns, remember that you have a right to clear, consistent and fair arrangements for your induction.

Observations

The statutory guidance states an ECT's teaching should be observed at regular intervals throughout their induction period by the induction tutor or another suitable person who holds QTS from inside or outside the institution.

Observation of your teaching is the basis for formative (feedback on your progress) and summative (formal) assessments. The guidance states that your induction tutor is likely to undertake most of the observations of your teaching.

All arrangements for observation should be agreed with you in advance. You should always know what the focus of any observation is going to be, and be able to see it is related to completing the requirements for the standards.

A brief written record should be made on each occasion - keep copies of these. Also keep a record if an observation falls outside this guidance, and raise this with your induction tutor, your head of department or the head teacher, as appropriate.

The guidance also specifies that ECTs should be given opportunities to observe experienced teachers to develop good practice in specific areas of teaching, in their own or other schools. Such observation is often found to be the most useful induction activity.

It is good practice for observation of experienced teachers to be arranged for you by your induction tutor. You should know the focus of the observation, what it will contribute to your objectives, and, preferably, that you will have the opportunity to discuss what you observed with your mentor or induction tutor.

Professional review of progress and assessment

The professional review of progress is the most important part of your induction support programme. Professional review meetings should take place at regular intervals, with at least one scheduled review meeting in any six-to-eight-week period, i.e. every half-term.

Your objectives should be reviewed and revised considering the standards, your needs, and your strengths. There should be a written record of your progress towards your objectives, any new objectives, and the steps to be taken to support you to achieve these objectives.

You should know the extent to which you are judged to be meeting the relevant standards,

and, if you are judged not to be meeting the standards, exactly where you are deficient and how you can plan to improve your skills.

They should be informed by evidence, such as observation of your teaching, set against evaluative criteria that allow you to understand any differences between your performance and acceptable standards.

Professional review meetings are also meant to focus on your action plan developed with your tutor, so you can review and revise your objectives for professional development in the light of the formative assessment. These objectives should determine what development activities are arranged as part of your individualised programme of support.

Formal assessment meetings

The ECF regulations provide for two formal assessment points during the induction period between the ECT and either the head teacher or the induction tutor acting on their behalf. These should take place at the end of terms three and

six of induction. Formal assessment meetings should be informed by written reports from at least two observations and two professional review meetings that have taken place that term, have an agreed agenda and be held in a setting where interruption is unlikely.

You should expect a schedule, with the written reports made available to you before the meeting. Evidence should emerge from your everyday work and from your ECF programme, rather than being compiled just for the purposes of assessment. There should be no surprises.

At the end of each formal assessment point, a report will be completed by the head teacher, or the induction tutor acting on behalf of the head teacher, which will be forwarded to the appropriate body. This report should be made available to you. The guidance says these reports should indicate clearly whether or not you are judged to be making satisfactory progress at that stage of your induction period.

Professional development activities

A clear purpose of induction is to begin the process of 'lifelong learning' with the expectation of continuous professional development. You are meant to have planned and targeted professional development activities during the induction year based on your action plan.

The professional development activities are intended to help you meet the standards. They could include taking part in any staff programme at your school, making contributions with other teachers to specific school improvement activities, and receiving appropriate advice or training from professionals outside the school. There must be evidence you have had opportunities for professional development if your school is to show it has met the requirements for your induction period.

For more about the professional development and training on offer from the NEU, see neu.org.uk/learning

If there's a problem

Common questions

The NEU is here to help if you need advice or support during your induction. Below are answers to some common questions. See page 19 for how you can get in touch.

What if I am absent due to illness during induction?

If you are absent from work for 30 or more school days in a year, your induction period is extended by the aggregate total of absences.

What if I take statutory maternity leave during the induction period?

You should seek advice from the NEU as soon as you know you are pregnant. You are able, on an entirely voluntary basis, to request an extension of your induction period and your request cannot be refused.

You do not have to have your induction period extended by the period of your absence on statutory maternity leave, but you will not have successfully completed induction and will no longer be eligible to teach if you do not, unless your head teacher tells you they will be in a position to inform the appropriate body you have satisfactorily completed the induction requirements.

If you are pregnant, it is important to remain a member of the union. Members who are on maternity leave, shared parental leave, or adoption leave do not have to pay membership fees for the duration of the period of leave up to a maximum of 18 months. You should contact the membership team on **0345 811 8111** to advise the union of the anticipated start and end dates of your leave so that your subscriptions are halted.



What if I am told my teaching is unsatisfactory?

If a report following a termly assessment meeting indicates you are at risk of failing to complete the induction period satisfactorily, you should contact the NEU for advice.

If it is recognised that you may fail to complete the induction period satisfactorily, it is vital you understand the reasons why you may be at risk of not completing and feel confident there is a strategy to ensure you can be helped to improve.

Do not be afraid to ask for clarification from your head teacher and your induction tutor, with specific advice on what to do. Do all you can to comply, and you should always be able to show you have followed advice and taken action.

A small number of ECTs may struggle to show they are reaching the standards required during their induction year. If at your final assessment you are still not considered satisfactory, the NEU will continue to offer as much help as possible. The details of the procedures are set out in the government guidance.

What if I am unhappy with the quality of my induction?

If you are not satisfied with any aspect of your induction, the guidance emphasises that it is your responsibility to act as quickly as possible. Firstly, seek advice from your NEU rep or district/branch secretary.

You should raise concerns with the school using its internal procedures, including those involving the governing body. It is the head teacher's responsibility to make sure that your concerns are addressed satisfactorily.

You are entitled to oversight by the appropriate body, which decides whether an ECT has met the standards. It should provide a named individual with whom you can raise concerns about your induction that go beyond the school's systems or procedures.

How the National Education Union can help

Here to help

Members are welcome to ask for advice and support at any stage of their induction. You should seek advice if:

- you believe you are not receiving your entitlements
- you consider the union's recommendations for good practice have not been met and it has impinged upon your successful induction
- lengthy absence affects your induction period, such as prolonged or recurring illness
- you need advice on maternity leave
- you are concerned about the support provided to you in school and believe the professional/working relationships with your tutor, head teacher or other members of staff are inhibiting your progress



- you are concerned about the success of your induction period or wish to appeal against a formal decision.

The rep at your school or college will be able to offer you practical and personal support.

Your local branch/district can also provide help and advice. If you do not know the name/telephone number of your rep or local branch/district secretary, or do not have a rep in your workplace see neu.org.uk/contact-us

You can also call the Adviceline on **0345 811 8111** or email adviceline@neu.org.uk for advice and support.

Induction checklist:

Good practice for ECTs in schools

Induction in England is delivered through the Early Career framework (ECF) and provides you with two years of support and CPD materials and activities. Further information is available in our Guide to Induction and on the National Education Union (NEU) website.

If the answer to any of the questions below is NO then, as a newly qualified NEU member, you should discuss the matter with your workplace representative. For more information on how to contact your rep or the union Adviceline, see p19.

- Are you currently a member of the Society for Education and Training (SET) – (QTLS only)?
- Have you been assigned an induction tutor in school?
- Do you know who your mentor is, as well as your induction tutor?
- Have you been provided with a schedule for all your induction activities, including observations, professional reviews of progress, and Early Career Framework professional development activities?
- Do you receive copies of all written records relating to your assessment?
- Have you been given the name of someone at the appropriate body with whom you can raise concerns about your induction?

- Are you satisfied with the content and/or delivery of your induction programme?
- Do you receive your entitlement to a reduced teaching load? The School Teachers' Pay and Conditions Document (STPCD) states you must not teach for more than 90 per cent of the time of other main pay range teachers (without responsibility points) in the school. In your second year, you must not teach for more than 95 per cent of normal teaching time. Is this in addition to your 10 per cent PPA time?
- Are you receiving your salary on time?
- Do you feel your job description is reasonable?
- Are you teaching the age range and/or subjects for which you have been employed to teach?
- Have you got the resources to support the pupils in your class?
- If you are working as a supply teacher with a contract of a term or more, has your head teacher agreed in advance that the period of your employment will count towards induction?
- Have you received your contract of employment, timetable, induction support arrangements and all relevant school policies?
- Do you feel confident that you know what is expected of you during your induction period, including what records and evidence you need to keep?
- Do you have easy access to a copy of the Department for Education statutory guidance on induction?

To access our full induction guides go to [neu.org.uk/induction](https://www.neu.org.uk/induction)

Get all the benefits of NEU membership for just £1

Union membership is important for all education staff, including new teachers starting their first job. Being a member of the National Education Union (NEU), the largest education union in Europe, representing the majority of teachers in England and Wales, you benefit from a stronger voice in the workplace as well as support throughout your teaching career.

At the NEU we know how much there is to take in when you're starting out in teaching and we're here to support you every step of the way with:

- ✓ specialist guidance for early career teachers
- ✓ workplace representation
- ✓ a free advice line
- ✓ high-quality CPD
- ✓ the chance to get involved in campaigns to shape the future of education
- ✓ a network for new professionals
- ✓ an app with resources especially for new teachers
- ✓ exclusive member offers and discounts.

NEU membership costs just £1 for teachers in the first year after qualifying.

Even if you previously joined the NEU for free as a student, you still need to take a minute to upgrade your membership as your free student membership will come to an end once you complete your course.

Whether you previously joined the NEU for free as a trainee teacher, or whether you're new to the union, simply **scan the QR code** or visit **neu.org.uk/join** to take advantage of the £1 offer.



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