You are the future of education

Finding your first teaching job
Finding your first teaching job

Applying for your first job as a teacher marks a significant stage in your career. It’s an exciting time, but you may also be feeling apprehensive about what you need to do.

That’s why we’ve created this booklet. It includes tips on job hunting, applications and interviews, and covers what you need to think about in terms of pay and conditions and types of job.

It also outlines how the National Education Union can advise and support you.

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Applying for a job

Vacancies can occur at any time but start looking for advertisements from January. The majority of jobs are advertised in May and June, and most students obtain their jobs during the summer term. Jobs continue to be advertised well into the autumn.

Where are teaching jobs advertised?
Teaching jobs are widely advertised. Local authorities, schools and academies advertise jobs on their websites. Some schools may also write directly to colleges and university departments with details of teaching jobs available.

Another good source of jobs for newly qualified teachers (NQTs) are the Times Educational Supplement (Tes) and Schools Week, both published every Friday (see tes.com and educationweekjobs.co.uk/schools-week).

Your course tutors may have information on local vacancies or have personal contacts that may be helpful too.

Work as a supply teacher can be found through local authorities, schools or agencies.

Employment agencies
You should not need to sign up with an employment agency to find your first job. If you follow the advice here, you should have access to all the advertised jobs in plenty of time to apply for and secure employment. Going to an agency may result in you being under contractual obligation and it will cost your school money to employ you. The NEU Toolkit for Supply Teachers has advice and information for supply teachers, including on agency work. You can find it here: neu.org.uk/supply

Is it the job for you?
You are most likely to be successful if the job you have applied for is close to the age range or subject area for which you have been trained. If the job you are interested in is not advertised as permanent, check the exact nature of the contract being offered. Information about the different contract types can be found on page 22.

Induction is an important factor that you will need to consider before you decide which posts to apply for – see page 26 for more about induction.

Your application
When you ask for details about a teaching vacancy, it is likely you will be provided with:
- an application form
- information about the school
- the equal opportunities policies of the school and employer
- a job description
- a person specification
- guidance notes on the appointments procedure.

Your application provides the evidence a prospective employer needs about you when deciding on a shortlist. You will probably be asked to complete an application form and provide a supporting statement.

The person specification
A person specification includes the selection criteria for shortlisting and interviewing. It lists the qualifications, knowledge, experience and skills required by the post holder to carry out the role as described in the job description.

The person specification helps the employer to be fair and judge all applicants against the same criteria.

Read the person specification carefully and use your supporting statement to show you meet all the essential selection criteria listed. The most successful applications are the ones where applicants have demonstrated how, through their knowledge, experience and skills, they meet the criteria listed in the person specification.
Application tips

These application tips may help maximise your chances of being called for interview.

- Read the guidance notes on the appointments procedure carefully and follow the employer’s instructions.
- Look at each point of the person specification and set out your knowledge, experience and skills in relation to each one.
- When you write your supporting statement, be specific and concise.
- Make the application personal. Demonstrate that you have researched the school/college/local authority/academy trust that you are applying to and state why you are particularly attracted to working for them.
- In your supporting statement, it may be worth highlighting in bold when you are referring to key qualities asked for in the job description or person specification. This makes it easy for assessors to see where you meet the criteria.
- Begin and end your supporting statement with impact and aim to convey a sense of your personality.
- Pay attention to spelling and grammar. Ask someone to check your letter and CV, particularly in the introduction.
- Set out your application so it is clear and easy to read. Remember your application is likely to be one of many that members of the selection panel will consider.
- Keep a copy of your application as it may be referred to at the interview. You can also use it as a starting point for future applications.
- Make sure you answer all the questions on the application form.
- Only include information that is relevant and that you can back up in an interview. You should include a brief covering letter, which should usually be addressed to the head teacher.
- Do not include a curriculum vitae (CV) unless one is requested. Occasionally, candidates are asked to apply by letter and CV, particularly in the independent sector. Your CV should be no more than two pages and your covering letter needs to be far more detailed in this case, and should include a supporting statement relating to the person specification.

Choosing referees

Usually, you will be asked to provide two referees. Sometimes an employer will take up references before the interview. You will be expected to give at least one referee who can comment on your teacher training experience. Some colleges and departments specify which tutor or other person should be named as a referee.

If you have the choice, select someone who can comment on your academic ability and teaching performance. It is most helpful if a school learns from your referee that you were successful on school placement.

You may also wish to name a head teacher or teacher from one of your placement schools. If you are a secondary education student, you may wish to ask the head of the faculty in which you were training.

Always ask those you wish to name as referees for their permission before doing so. Tell them each time you apply for a different job, so that they do not unexpectedly receive requests for references.

Applying to a pool

Some local authorities run a ‘pool’ and first-time applicants, usually for primary posts, apply to the pool rather than to individual posts. This can significantly increase the number of posts for which you will be considered if interviewed. There will be a specific application form to complete, and individual authorities will have their own deadlines.

Interviews usually take place over two or three days and your slot will be around 20 minutes, during which you’ll be asked a variety of questions and to discuss your portfolio (see page 9).

Criminal convictions

The job application form may require you to declare your criminal convictions, including those that would normally be regarded as ‘spent’. You do not have to provide details of any cautions, reprimands or warnings issued six or more years ago (where you were aged 18 or over at the time) or issued two or more years ago (where you were under 18 at the time). Convictions obtained more than 11 years ago (where you were 18 or over at the time) or issued six or more years ago (where you were under 18 at the time) will not be disclosed in an ECRC provided certain conditions are met. For more information about these, refer to the DBS website at gov.uk/dbs

Criminal records checks

As part of the recruitment process, you will be asked to apply to the Disclosure and Barring Service (DBS) for an Enhanced Criminal Record Certificate (ECRC). Your prospective employer or the registered body acting on their behalf will process and countersign the application form. The certificate may include information from local police records, such as acquittals or other non-conviction information, eg, allegations. If you have been convicted of an offence in the past, this information may appear on the ECRC. It will show whether you are barred on the Children’s List and/or Adults’ List, if this information was requested when you applied for the certificate.

The ECRC will be sent to you initially so that you may check that you have been correctly identified and the information disclosed is accurate and relevant to the purpose for which it was requested.

If you have any concerns about the accuracy of checks carried out by the DBS, or concerns about the relevance of disclosed information on your ECRC, call 0345 811 8111 or email adviceline@neu.org.uk

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Preparing for the interview

Thorough preparation before an interview is crucial. If you are well prepared, you can be more confident in your performance and ensure you make all the points you wish to get across to the panel.

Below are some suggestions to help you to prepare:

- Research the school/college/local authority/academy trust you are applying to so you can demonstrate prior knowledge and enthusiasm for the role.
- Re-read your application form. This will provide a starting point for your interview preparation.
- Prepare key points and examples of your knowledge, experience and skills to give evidence to the interview panel that you meet the selection criteria.
- Keep up-to-date on educational developments and be familiar with the terminology used to describe them. Tes and Schools Week are good sources of information.
- Prepare to answer job-related questions, for example on discipline and classroom management.
- Pay attention to how the requirements of the national curriculum covering maintained schools impact on your subject or age range.
- Have a basic understanding of any recent official reports on your subject area or age range, for example from Ofsted or Estyn. Your tutors and your college librarians should be able to give you more guidance on what is particularly relevant.

Preparing a portfolio

Portfolios are important accessories to applications, especially in the primary and special needs sectors. By highlighting your successes, you offer interviewers a positive focus for questioning, as well as allowing your skills to speak for themselves.

You could include:

- Examples of your planning, both medium and short term.
- An example of your assessment of pupils’ work.
- Photos of displays or special events such as class outings.
- Samples of students’ work, particularly work that reflects what you value.

Interview tips

- Do not worry about being nervous – it is natural.
- Do not be put off by the other candidates when waiting.
- Be positive and enthusiastic.
- Don’t forget to pack a notepad and pen, as well as any documents relating to the post and interview.
- Prepare one or two short questions that might be appropriate to ask at the end of the interview.
- Give answers based on your own experience, using phrases such as “My role was...” and “I organised...”.
- Repeat and expand upon what you have said on your application. The panel will not have memorised your form.
- Take in a list on a notepad of your key ‘must say’ points and say these at the end of the interview if you have not had the opportunity earlier.

The purpose of an interview is to select the best candidate for the job. It also gives you the opportunity to decide if it is the right job for you.

If you are shortlisted for interview, be sure to confirm you will be attending.

Read the magazine that you receive as a member of the National Education Union. Our website neu.org.uk is also an important source of information.

Accept any invitation to visit before the interview. If possible, look at what happens in the classroom. Talk to students and show an interest in their activities. Think in advance of any questions you wish to ask.

Let them know in advance if you have any access requirements.

Make sure you know how to get there. If possible, do a practice journey before the day of your interview.
• Jot down key points before beginning your answer.
• Feel free to pause before answering if you wish to collect your thoughts.
• Ask for the question to be repeated if you do not hear it properly or are not sure what it means.
• Do not worry if you dry up, just pause for a moment and carry on.
• Although you are being assessed from the moment you enter the school, remember you too are assessing – the day should be a two-way exchange.

Questions you may be asked:
• What attracts you to teaching/this post?
• How do you stimulate enthusiasm?
• How do you encourage achievement?
• What do you/others consider to be your strengths?

Trial lessons
An aspect of the interview process may be the requirement to deliver a trial lesson. This usually involves having to teach a small group of hand-picked students for about 20 minutes.

In secondary schools, this will be in your subject area and you should be given guidelines on the lesson for which you need to plan with your interview pack. In primary schools, you will be given guidelines on the lesson, or part of a lesson, you have been asked to deliver.

The observers/interviewers will be interested in the quality of your planning and preparation; your rapport with pupils; management of any behaviour issues that may arise; your knowledge of content/teaching strategies; and your professionalism.

Trial lesson tips
• Ask the school/college about the year group and number of pupils you will be expected to teach.
• Ask if any of the students have an education, health and care (EHC) plan or other special educational needs or disabilities (SEND).
• Ask if any of your pupils have English as an additional language (EAL).
• Plan thoroughly and keep your plan simple.
• Research the school/college and area well, and include a local element in your planning if possible.
• Engage the students – this is key.
• Demonstrate your strengths.
• Plan for an interactive and lively lesson.
• Plan for differentiation in questioning and activities.
• Try to include all pupils and show that you recognise, and have planned for, any pupils in the class or group with SEND and/or EAL.
• Be aware of equalities and access issues in your planning and delivery.
• Ensure that the lesson objectives are set out at the beginning of the lesson, and that pupils’ understanding is checked at the end.
• Don’t try to cover too many objectives. Keep it focused.
• Don’t assume any resources are available. Bring any additional ‘props’ you would like to use in the lesson.
  – If it does not go to plan, adapt and carry on.
  – Try to relax and enjoy it.

Your right to a fair and open process
It is unlawful for employers to discriminate on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, part-time status, fixed-term status or trade union activity.

If you are a disabled applicant, you have a right to ask for adjustments such as written information in large print or access to the interview room, to enable you to participate in the recruitment procedure on an equal basis with other candidates.

During the interview, you should not be asked questions on marital status, family commitments, sexual orientation or disability or, in a non-denominational school, about religious belief. Such questions could infringe the law and good practice on equal opportunities. Questions based on gender or racial stereotyping are also unacceptable.

One response to this sort of question is to address yourself to the chair of
the interview panel and ask politely if the panel wishes you to answer such a question. It may be that you will prompt the realisation the question is inappropriate and should be withdrawn.

Many employers have adopted the good practice of including forms for equality monitoring, which are looked at only after interview, and are there to ensure that employers can monitor the impact of their equal opportunities policies. The National Education Union advises you to complete and return these forms.

Interview expenses

It is reasonable to ask whether expenses can be refunded before you decide to attend. However, not all schools/colleges will cover expenses.

If expenses are covered they may be subject to limits and, if you need accommodation, you should seek advice from the school about facilities in the area that are within those limits.

Withdrawing from an interview

It is not unusual for an applicant to attend the interview and realise that the job is not suitable. You may be asked if you still wish to be considered for the post. If so, you can politely and tactfully ask to withdraw.

If you do not wish to be offered the job after the interview, find a means of conveying this to the panel before a decision is reached. Failing to do this will have wasted their time and may mean you are not paid your travel expenses.

Job offers

Before accepting a job

You may wish to ask about the school’s policies on:
• pay
• working time
• induction
• CPD/training
• the probationary period
• pensions

Do you wish to accept the offer?

If you have another interview for a job you would prefer in a few days’ time, you could ask the panel if they will hold a job offer open until after the other interview but they may expect you to make up your mind immediately. This is not uncommon for teaching posts.

It is unprofessional to accept a job at interview and then renege on this later. You should decide at the time and stick to that decision.

Accepting the job

A verbal offer and acceptance of a teaching job establishes a legal contract even if there is nothing in writing to confirm the agreement. If you are not sure of the exact terms of the job being offered to you, then accept but ‘subject to contract’.

The position is slightly different if the offer is made subject to satisfactory pre-employment checks, such as references, an enhanced DBS (see page 7), medical fitness and right to work in the UK checks. If a conditional offer is made and accepted, the employer has the right to withdraw the offer later if the conditions are not met.

Once you have accepted an offer, you will be sent a letter confirming your appointment. Make sure you respond promptly to confirm your acceptance of the job. Keep a copy of your reply.

Before you confirm your acceptance in writing, make sure you are clear about the type of contract you are being offered. There is information in this guide about fixed-term and temporary contracts on page 22.

No school should withdraw an unconditional offer of appointment made verbally. If there is an attempt to do so, contact the National Education Union as soon as possible.

If you have any queries, call 0345 811 8111 or email adviceline@neu.org.uk

If you are unsuccessful this time

If offered the chance of feedback, take it. If it is not offered, ask for it. You should also ask for guidance on your performance from your tutors and any experienced teachers you know. Also, take the opportunity to attend any training sessions in interview techniques offered by your college or university.
Types of schools

There are different types of schools and employers across England and Wales.

Local authority maintained schools
Maintained schools are funded by central Government via the local authority. Teachers in maintained schools are paid and employed according to the provisions of the School Teachers' Pay and Conditions Document (STPCD) on pay and working time and the Burgundy Book agreement on other conditions of service.

Community and community special schools
A community school is the standard type of maintained school. A community special school caters solely for pupils with special educational needs. The employer is the local authority.

Foundation, foundation special and trust schools
A foundation school is a type of maintained school but with slightly different management arrangements and more flexibility on its admissions procedures. The employer is the school governing body.

Voluntary aided and voluntary controlled schools
These are a further type of maintained school. Most voluntary aided (VA) and voluntary controlled (VC) schools are faith schools. Faith schools is the common term used for those designated with a religious character. A VA school is very largely funded by the state and the employer is the governing body. A VC school has all its costs met by the state and the employer is the local authority.

Maintained nursery schools
A local authority maintained nursery school provides education for children aged three to five, although education could start from two in some cases.

Pupil referral unit (PRU) or alternative provision
A PRU provides education for children who are excluded, have medical needs or are otherwise unable to attend a mainstream or special maintained school. The employer is the local authority.

Academies and free schools
Academies and free schools are state-funded schools outside the local authority family of schools. The employer is the individual academy trust or multi-academy trust (MAT) in the case of academies in a chain. Academies and free schools operate in England only – there are none in Wales.

Free schools may be new schools set up by an academy chain, a private company, a group of parents or teachers, a faith group or a charity. Others are former private schools that have converted to free school status and stopped charging fees.

University technical colleges (UTCs) and studio schools are academies with a 14 to 19 intake that can be set up by a range of organisations – universities, employers, existing schools or further education colleges.

The National Education Union is firmly committed to supporting our members in academies and free schools. Whatever the situation regarding union recognition, teachers are still entitled to be members of the National Education Union, which can advise you on problems you encounter at work.

Many academies offer teachers' terms and conditions that are identical or similar to the STPCD and the Burgundy Book. However, academies and free schools can set their own rules regarding pay, working duties, days and hours, breaks, holiday, sick leave, maternity/adoption/paternity leave, and so on. For staff who are new to an academy, see the chapter on pay and pensions on page 18.

Independent schools
Independent schools are funded by fees paid by the pupil's family or, in some cases, charitable endowments. The employer is the governing body/proprietor. Independent schools do not have to follow the national curriculum and can set their own pay and conditions arrangements for teachers.

Sixth form colleges
A sixth form college caters for students aged 16 to 19, typically studying for advanced school-level qualifications. Sixth form colleges (some of which have now taken on academy status) have their own national pay and conditions arrangements, which are broadly in line with the STPCD and Burgundy Book for schools. The employer is the college corporation or academy trust.

Northern Ireland schools

Controlled schools
Nursery, primary, special, secondary and grammar schools are under the management of the school's board of governors and the employing authority is the Education Authority (EA).

Maintained schools
Nursery, primary, special and secondary are under the management of the board of governors and the employing authority is the Council for Catholic Maintained Schools (CCMS).

Voluntary grammar
Each of these schools is under the management of a board of governors.

Integrated education schools
These consist of primary and secondary schools, which, individually, are under the management of a board of governors.

Irish Medium education Schools
These consist of primary and secondary schools, which, individually, are under the management of a board of governors.
The National Education Union (NEU) is your union and we really want you to get involved. After all, our ability to be the professional voice for education is due to our members who take the time to get involved. There are many ways you can do this, from answering surveys to playing a key role in campaigning or attending events and conferences.

We have groups for new professionals, which are dedicated to trainees, NQTs and anyone at the beginning of their career in education, or who is aged 35 or under.

The core aim of these groups is to develop future activists and leaders of the union and ensure that the next generation of education professionals shape the future of our union and consequentially the whole education system. By joining, you will have the opportunity to get involved at every level of union activity and campaigns, supporting members with issues, informing the NEU’s policy in relation to new professionals, and on the issues that impact on the lives of the young people you educate.

Many members who are new professionals develop into other active roles within the union such as: workplace reps, local officers, committee members, executive members and members of the National Education Union groups, representing the sector in which they work.

When you choose to get involved with the National Education Union, you will find the experience rewarding – and you will certainly meet new people and make new friends along the way.

Find out more at neu.org.uk/get-involved
The STPCD pay structure now contains considerable discretion for schools over their choice of pay scales and criteria for pay progression. The National Education Union has created a pay toolkit containing advice and support to secure fair pay treatment in the workplace. It includes advice on recommended pay scales, a model pay policy and checklist, advice on securing a fair pay policy and progression, and advice on pursuing appeals where progression is denied. [neu.org.uk/pay-toolkit](http://neu.org.uk/pay-toolkit)

### England

#### Pay for classroom teachers

New entrants to teaching are paid on the main pay range. The values of the main pay range inner London, outer London, the fringe area, rest of England, Wales and Northern Ireland are set out below and further information can be found at [neu.org.uk/pay-advice](http://neu.org.uk/pay-advice)

The National Education Union recommends that schools use a six-point scale for teachers on the main pay range, matching the pay structure that applied until 2012. Most schools continue to use this scale, although schools can now determine the number and value of scale points themselves.

### Pay and pension matters

Teachers can progress from the main pay range to the upper pay range after completing an application process generally known as threshold assessment. The National Education Union recommends that schools use a three-point scale for teachers on the upper pay range and most schools continue to use this.

#### Main pay range as at 1 September 2019

<table>
<thead>
<tr>
<th></th>
<th>England exc. the London area</th>
<th>Inner London</th>
<th>Outer London</th>
<th>Fringe Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (minimum)</td>
<td>£24,373</td>
<td>£30,480</td>
<td>£28,355</td>
<td>£25,543</td>
</tr>
<tr>
<td>2</td>
<td>£26,298</td>
<td>£32,070</td>
<td>£30,113</td>
<td>£27,468</td>
</tr>
<tr>
<td>3</td>
<td>£28,413</td>
<td>£33,741</td>
<td>£31,976</td>
<td>£29,581</td>
</tr>
<tr>
<td>4</td>
<td>£30,599</td>
<td>£35,499</td>
<td>£33,956</td>
<td>£31,775</td>
</tr>
<tr>
<td>5</td>
<td>£33,010</td>
<td>£38,230</td>
<td>£36,836</td>
<td>£34,179</td>
</tr>
<tr>
<td>6 (maximum)</td>
<td>£35,971</td>
<td>£41,483</td>
<td>£40,035</td>
<td>£37,152</td>
</tr>
</tbody>
</table>

Teachers taking up their first appointment will normally be placed on the minimum of the main pay range. It is possible to be placed higher on the scale, in particular if you have previous experience in other types of teaching or other relevant occupations, however, this will have to be negotiated with the employer.
Pay progression and other pay matters

Progression on the main pay range and upper pay range is now performance based and linked to annual appraisal reviews. To secure pay progression, you must meet the criteria and standards set down by the school, rather than progressing automatically on the basis of experience.

The National Education Union pay toolkit contains detailed advice on preparing for your appraisal reviews and securing pay progression see neu.org.uk/pay-toolkit. Teachers may receive additional allowances to reflect teaching and learning responsibilities and special needs teaching involvement. Some schools may also pay recruitment and retention incentive payments.

Working conditions

Contractual working time and professional duties for teachers in local authority maintained schools are set out in the STPCD, while contractual sickness and maternity rights are in the Burgundy Book national agreement. Your contractual rights supplement your statutory employment rights. Further information can be found at neu.org.uk/rights-and-conditions

Academies and free schools

Given that academies and free schools are able to set their own contractual pay, conditions and working time arrangements for newly appointed teachers, there are several key questions you need to ask when applying for a job in an academy or free school.

Refer to the guidance for members at neu.org.uk/academies where there are also details of the many recognition pay and conditions agreements between the union and academies.

You should note that, while moving between local authority schools will not usually affect your contractual entitlements on matters like sickness and maternity, your service in an academy or free school will not necessarily be recognised if you move to a local authority school or vice versa. This does not, however, apply in the case of statutory rights to redundancy payments.

Sixth form colleges

Details of the separate pay and conditions arrangements for teachers working in sixth form colleges and some 16-19 academies can be found at neu.org.uk/pay-advice and neu.org.uk/sixth-form-colleges

Independent schools

Independent schools can set their own pay and conditions. As well as knowing your starting salary, it is useful to see the school’s pay policy to know how your salary might progress and how cost of living increases are determined.

Further advice for teachers and support staff working in the independent sector can be found on the NEU website at neu.org.uk/independent

Pensions

Newly appointed teachers in local authority maintained schools, academies and free schools and sixth form colleges are automatically enrolled into the Teachers’ Pension Scheme (TPS). Many independent schools also participate in the TPS but, it is important to confirm this.

Independent schools are unable to offer the Local Government Pension Scheme to support staff but will offer their own pension schemes.

The TPS is now a ‘career average’ scheme for new entrants. Your pension on retirement will be 1/57 of your career average earnings and will be payable in full at your state pension age, which for new entrants is currently up to 68, depending on their current age.

After a two-year qualifying period, you will gain the right to various additional benefits under the TPS, including death-in-service benefits and pension rights for surviving partners, dependants and children. For more about pensions go to neu.org.uk/pensions

Your pension contribution is related to your total pay and pension contributions are deducted from your pay before you pay tax, so you get tax relief on contributions.

Despite the 2015 changes to the TPS, it is still a very good scheme and the best means to secure your retirement – don’t opt out!

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### Wales

**Main pay scale and upper pay scale as of 1 September 2019**

<table>
<thead>
<tr>
<th>1 September 2019 (MPR)</th>
<th>Wales</th>
<th>1 September 2019 (UPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (minimum)</td>
<td>£24,906</td>
<td>£37,654</td>
</tr>
<tr>
<td>2</td>
<td>£26,041</td>
<td>£39,949</td>
</tr>
<tr>
<td>3</td>
<td>£28,133</td>
<td>£40,490</td>
</tr>
<tr>
<td>4</td>
<td>£30,299</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>£32,686</td>
<td>-</td>
</tr>
<tr>
<td>6 (maximum)</td>
<td>£35,971</td>
<td>-</td>
</tr>
</tbody>
</table>

### Northern Ireland

**Main pay scale and upper pay scale as of 1 September 2016**

<table>
<thead>
<tr>
<th>1 September 2016 (MPS)</th>
<th>Northern Ireland</th>
<th>1 September 2016 (UPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (minimum)</td>
<td>£22,243</td>
<td>£35,217</td>
</tr>
<tr>
<td>2</td>
<td>£24,001</td>
<td>£36,521</td>
</tr>
<tr>
<td>3</td>
<td>£25,931</td>
<td>£37,870</td>
</tr>
<tr>
<td>4</td>
<td>£27,926</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>£30,127</td>
<td>-</td>
</tr>
<tr>
<td>6 (maximum)</td>
<td>£32,509</td>
<td>-</td>
</tr>
</tbody>
</table>
Fixed-term/ temporary contracts and supply work

Fixed-term or temporary contracts either end on a specific date, after a period of time or on the completion of a task. They are frequently used where teachers are employed to cover maternity or adoption leave, long-term sickness absence, secondments, or pending a permanent appointment. The National Education Union opposes the use of fixed-term contracts for new teachers on induction or for so-called budgetary reasons.

The law provides that fixed-term and temporary employees must not be treated less favourably than similar permanent employees with regard to pay, conditions of service, pensions and training opportunities, and also places restrictions on their repeated use.

You should prioritise seeking a permanent teaching post but there may be circumstances where you are unable to do so.

Fixed-term and temporary contracts are sometimes used unfairly as a form of probation or in anticipation of falling pupil numbers or future budget reductions. If you believe you have been offered a fixed-term contract for one of these reasons, call 0345 811 8111 or email adviceline@neu.org.uk

Employment rights

It is a common misconception that teachers employed on fixed-term and temporary contracts cannot gain the same employment rights as colleagues on permanent contracts. Regardless of whether you work on a full-time, part-time, temporary or permanent basis, once you have completed two years of continuous service with the same employer you have the right not to be unfairly dismissed. Non-renewal of a fixed-term contract is, in law, a dismissal and if the dismissal is not for a fair reason, you may have a legal remedy.

Once you have completed two years’ continuous service as a teacher, with one employer or with one or more employers in the state sector, you have the right to a redundancy payment.

If you are concerned or uncertain about anything set out in a contract you have been offered, seek help and advice from the National Education Union – call 0345 811 8111 or email adviceline@neu.org.uk

Supply teaching

Supply teaching via agencies is not covered by the School Teachers’ Pay and Conditions Document (STPCD). The Agency Worker Regulations provide certain rights to such teachers. From day one in an assignment, you have a right of equal access to collective facilities for staff such as the staffroom, canteen and prayer room and to be informed of employment vacancies. However, pay as an agency worker will be lower than a main scale teacher, you will not have access to the TPS, and you are unlikely to receive much in the way of support or training. Additionally, you will lack many employment rights.

The right to the same pay rate and working time provisions as directly employed teachers is not acquired until after 12 weeks in the same assignment (and some agencies ask teachers to contract-out of these rights – we would recommend you do not do this and certainly not without discussing it with your union first. From April 2020, agencies will not be able to opt-out of these rights).

If you can find supply teaching work with a local authority supply pool or directly with a school or, even better, a permanent or fixed-term teaching post in a school you are likely to be much better off. Before you accept any supply work, find out exactly what is being offered.

If you have any queries, contact the National Education Union on 0345 811 8111 or at adviceline@neu.org.uk
To teach in maintained schools in Wales as a qualified teacher, you must be registered with the Education Workforce Council (EWC).

Your teacher training institution will supply your details to the EWC. The EWC will write to you with your unique teacher reference number. That number will remain with you throughout your career in the profession. You will be asked to provide confirmation of your name, date of birth and a contact address to which your qualified teacher certificate should be sent. For more information visit ewc.wales

You will need to register before you begin your first teaching job in Wales, including supply teaching. When you are given your EWC registration number, keep a record of it. Teachers in Wales are required to pay a fee to be registered with the EWC, currently £45 per year.

If you need advice about the registration process, contact National Education Union Cymru on 0345 811 8111 or email cymru.wales@neu.org.uk

General Teaching Council - Northern Ireland

To teach in all schools in NI you must be a qualified teacher and be registered with the General Teaching Council Northern Ireland (GTCNI)

You can register at gtcni.org.uk where you will be given a unique teacher reference number that will remain with you throughout your profession. As soon as you qualify you will need to register with the GTCNI.

As you may not get permanent work straight away you will need also to register with the Northern Ireland Substitute Teacher Register (NISTR) nistr.org.uk

It is compulsory for all Beginning Teachers to participate in the Northern Ireland Induction and Early Professional Development Programme, regardless of where they have completed their initial Teacher Training.

Beginning Teachers must also register online with the Education Authority for Northern Ireland at the start of each year of the Induction and EPD Programmes regardless of whether in permanent or temporary employment, teaching on a day-to-day basis or not currently in post.

Registration is open from mid-August.

Please remember to re-register at each stage.

More information can be obtained from eani.org.uk
The National Education Union believes induction must be a supportive process that helps new teachers begin to develop further their professional confidence and competence.

In England, the Teachers’ Standards are used to assess the performance of a newly qualified teacher (NQT) at the end of their induction period. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher education (ITE) and demonstrated an ability to meet the relevant standards consistently over a sustained period in their practice.

For the award of QTS and successful completion of induction in Wales, it will be necessary to demonstrate all the relevant descriptors within the new Professional Standards for Teaching and Leadership. NQTs must show they meet all induction level descriptors to complete their induction successfully. The new standards have been designed to inspire, challenge and support every practitioner to be the best they can be and provide a framework for reflection and development.

There are different arrangements for the induction stage in Northern Ireland. For more information go to eani.org.uk or call 028 9078 2020 or email ni@neu.org.uk

Induction: how long?

In England, the induction period is the full-time equivalent of one school year (usually three school terms). If possible, you should be looking for a permanent or temporary post in which you can complete at least part, if not all, of your induction. If you do go for a temporary post, make sure the head teacher agrees in writing that you can begin induction in that post. If you have any concerns about this arrangement, speak to your workplace rep or your local branch/district secretary straight away. You should ask for copies of the following documentation for your own records:

• completed NQT registration form;
• lesson observations;
• notes from your professional progress review meetings;
• NQT induction assessments from the first, second and third induction periods;
• completed induction final assessment and recommendation form;
• any other documentation relevant to your induction.

In Wales, you are required to complete an induction period of three school terms or the equivalent. NQTs who are not employed full time must complete 380 school sessions.

Induction: where?

Induction can be served in the following institutions if certain criteria are met.

• A relevant school in England – this includes a maintained infant, junior, primary, secondary or middle school; a maintained or non-maintained nursery school; a nursery school that forms part of a maintained school; a local authority maintained children’s centre; a pupil referral unit (PRU); an academy, free school or city technology college.
• An independent school in England or an independent nursery that chooses to offer statutory induction.
• A further education (FE) institution, including a sixth form college, in England.
• A school or FE institution in Wales in which an induction period may be served under the Education (Induction Arrangements for School
Teachers Wales) Regulations 2005. This can include maintained schools; maintained nursery schools that provide an opportunity to meet the standards; non-maintained special schools; and independent schools that meet the national curriculum requirements.

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

While some independent schools, free schools, academies, sixth form colleges and FE colleges participate in the induction programme, not all of them do. So, if you do start your career somewhere that does not offer an induction period, you will have to complete your induction if you later want to work as a qualified teacher in a maintained school.

Qualified Teachers Status (QTS) gained while working in the state maintained or independent sector is transferable between sectors.

For more information about the types of school, see page 14.

### Induction: when?

While NQTs are encouraged to start as soon as possible after gaining QTS, there is no set time limit for starting or completing an induction period. This applies in England and Wales and NI, however in NI teachers cannot apply for the upper pay scale unless they have completed Induction, EPD Year 1, EPS Year 2 and two further cycles of PRSD.

If you are thinking of starting in supply teaching, it is worth remembering that, in England, you can only undertake short-term supply work for a maximum of five years from award of QTS, unless by then you have completed your induction.

### Induction and supply teaching

Although many new teachers decide to work as a short-term supply teacher as a means of gaining experience of different schools, the National Education Union advises you to seek a permanent or fixed-term post in which you can complete your induction period as soon as possible.

### Supply Teaching in England

In England, short-term supply placements of less than one term, or equivalent, cannot count towards induction, as such jobs will not provide an NQT with the breadth of experience, support and assessment necessary to enable them to demonstrate that they have met the relevant standards.

A qualified teacher who has not completed an induction period can undertake short-term supply work of less than one term in a relevant school for a maximum period of five years from the point of award of QTS. This is a fixed time limit with no discretion to extend.

### Supply Teaching in Wales

The Welsh Government has introduced a new National Procurement Services Supply Teachers Framework for Wales. Brought in on the 1 September 2019, it is intended to provide schools with a greater degree of choice and flexibility when it comes to deciding which supply agencies to work with. It also introduces a minimum daily pay rate for supply teachers which is in line with the current School Teacher’s Pay and Conditions Document (STPCD), currently £127.72 per day or more; removes a clause in the previous Agency Worker Regulations that allows agencies to employ teachers on a guaranteed hours contract basis; and requires all agencies to offer relevant professional learning for employees as well as ensuring that appropriate support is given to all newly qualified teachers to enable them to meet induction requirements.

Schools will now be encouraged to use one of 27 agencies which have been awarded framework contracts. They are based on a geographical/local authority lot basis rather than via an all Wales service provider contract. Supply teachers are advised to work for agencies who have been awarded framework contracts.

You can find a list of the awarded suppliers by zone at hwb.gov.wales/professional-development/supply-teachers#the-national-procurement-services-supply-teachers-framework-for-wales

All NQTs undertaking their induction through the accrual of short-term periods of supply are able to accrue 380 school sessions to be able to be assessed against the Professional Standards for Teaching and Leadership. NQTs completing their induction via this route will be required to complete an induction portfolio of evidence and log all their sessions with the Education Workforce Council (EWC) see page 24.
Substitute Teaching in Northern Ireland

If you are employed in a school on a temporary basis for two terms or more, but less than one year, you are required to:

• register for Induction with the Education Authority’s Induction and EPD Team
• attend an EA Induction Core Day and visit the Induction pages of the EA’s Induction and EPD website to find out what you need to do to satisfactorily meet the core requirements of Induction;
• liaise with the school’s Teacher Tutor;
• draw up, in consultation with the Teacher Tutor, two Induction action plans linked to your Career Entry Profile, classroom needs and teacher competences;
• implement the Induction action plans;
• collect evidence of increasing professional competence in an Induction portfolio which should be presented to the Principal and the Chair of the Board of Governors.

For more information go to eani.org.uk/services/beginning-teachers-induction-and-early-professional-development/induction

Induction: your entitlements

As an NQT you are entitled to:

• a reasonable job description;
• a reduced teaching load of no more than 90 per cent of the timetable of other main scale teachers in the school without responsibility points;
• a planned induction programme, tailored to your individual needs and circumstances;
• a school-based mentor to provide day-to-day monitoring and support;
• in Wales, you will be assigned an induction mentor in school and an external verifier from the regional consortia. After 190 sessions you are entitled to an external mentor from EWC;
• support from your head teacher, who has overall responsibility for your induction programme and assessing whether you satisfactorily meet the Teacher Standards (England) or the Professional Standards for Teaching and Leadership (Wales);
• oversight by the appropriate body.

The National Education Union has produced a checklist for good practice in induction, along with advice guides on the process, see neu.org.uk/new-teachers. You are welcome to seek advice and support from the National Education Union at any stage. If you are having difficulties you should speak to your induction tutor. If you are having difficulties with your school, talk to your rep or contact the advice line on 0345 811 8111 or email adviceline@neu.org.uk

If you use social networking sites, such as Facebook or Twitter, you should be extremely vigilant. It is common practice for prospective employers to look you up, so make sure content does not show you in a bad light – the internet never forgets.

Once you are in a job, do not reveal any password, username or nickname to pupils. Students may find and circulate embarrassing and compromising material on their teachers. Similarly, never use your personal email address or mobile phone to correspond with pupils or parents. Use your work email address and work phone.

How to stay ‘cybersafe’

• Do not publicly post information and photos about yourself, or school-related matters, that you wouldn’t want employers, colleagues, pupils or parents to see.
• You may wish to consider using a different name on social networking sites than the name you use in your workplace as this will make it harder for pupils to find you on these sites; for example use your first and second name rather than your surname to identify yourself.
• Don’t use social media to air grievances – use the proper procedures instead.
• Discuss expectations with friends— are you happy to be tagged in photos?
• Keep passwords secret and protect access to accounts.
• Do not befriend pupils or other members of the school community on social networking sites; school staff should consider carefully the implications of befriending parents or ex-pupils and let school management know if they decide to do this.
• Keep personal phone numbers private and do not use your own mobile phone to contact pupils or parents.
• Use a school mobile phone when on a school trip. Be aware that your employer will be able to view your usage of this equipment.
• Keep a record of your phone’s unique international mobile equipment identity (IMEI) number (you can find your IMEI number by typing *#06# on your mobile).
• Keep phones secure while on school premises, and report thefts to the police and mobile operator as soon as possible.
• Report any cyberbullying incident to the appropriate member of staff in a timely manner.
• Keep any evidence of a cyberbullying incident, for example, by not deleting text messages or emails and by taking a screen grab of material, including the URL or web address (but be aware that taking a screenshot of content that is potentially illegal could constitute a criminal offence).
• Do not personally retaliate to any incident.
• Use your school email address and equipment for work purposes only.
• Be aware that if you access any personal web-based email accounts via your school network, that these may be subject to the school’s internet protocol which could include monitoring and surveillance.
• Request from management a copy of the school’s policy on internet and email use.

What you should expect as a school employee:
• All incidents that you report will be recorded including sexual harassment and bullying.
• The school will respond to an incident in a timely and appropriate manner, or support you to do so.
• Appropriate personal support, or information enabling you to access appropriate personal support, will be provided.
• Information on the safe use of the school’s communications network will be provided to you.
• The school will approach third party agencies on your behalf in order to request that inappropriate material is removed, where possible.
• The school will support you in cases where it is necessary for you to contact the service provider directly.
• Where appropriate, the school will contact the police or external agencies.

If you are unhappy with the way in which an incident has been dealt with, call 0345 811 8111 or email adviceline@neu.org.uk

More information on the use of the internet is available in the NEU guidance on Online Safety and Social Media, Cyberbullying and Sexting at neu.org.uk/advice/social-media-and-online-safety

Professional development

The National Education Union places your learning and development at the core of our work. We push for improvements in the levels of CPD that schools provide and we offer a range of high-quality, high-impact courses that are free or heavily discounted for members.

The professional development programme reflects the diverse and inclusive nature of our membership, with courses designed for members in every sector and role. Our courses are skills-based, giving you practical tools to take back into your workplace and beyond.

Examples of topics covered on our courses include:
• building positive classroom relationships;
• managing positive behaviour;
• approaches to quality teaching and learning;
• surviving your first few weeks in the classroom;
• creativity in the classroom;
• leading outstanding teaching and learning;
• supporting learners with SEND;
• effective team working;
• adolescent mental health.

You can find details of how to book on national and local NEU courses at neu.org.uk/national-cpd

Publications

The National Education Union also produces a series of guides to help you in your career. They are free to members and cover a range of subjects, including classroom practice and legal advice. They are available to order and download on our website.
If you need help

If problems do occur, you should try to tackle them – they rarely go away by being ignored.

If you are a trainee, a key source of assistance should be your mentor. Schools and colleges also have established support mechanisms if you experience problems with teaching groups or individual students.

As a National Education Union member you can talk to the rep at your school or college, who will be able to offer you 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, call 0345 811 8111 or see neu.org.uk/contact-us

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

Full membership of the National Education Union is vital before starting your NQT year.

Upgrade your membership today for just £1 to receive effective support when you need it and continue to stand with the 450,000 other teachers and education professionals who are shaping the future of education.

Upgrade now
www.neu.org.uk/new-teachers