

Guidance regarding schools in special measures and the induction period for newly qualified teachers

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013(1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers (NQTs), other than in exceptional circumstances.

There are two possible exemptions to this requirement:

- (i) the person in question began their induction period, or was employed as a graduate teacher or a registered teacher or on an employment-based teacher training scheme, at the school at a time when such circumstances did not apply, or
- (ii) one of Her Majesty's Inspectors of Education and Training in Wales has certified in writing that they are satisfied that the school is fit for the purpose of providing induction supervision and training.

Induction for NQTs cannot be undertaken in a pupil referral unit under any circumstances.

Therefore schools requiring special measures should not normally appoint an NQT to their staff.

If a school has made every effort to recruit a teacher and has not been able to appoint a suitable, experienced teacher, the school should contact the local authority in the first instance to discuss the vacancy and the appointment. The school may then decide to contact Estyn and the appropriate body (AB) to discuss whether there is suitable capacity within the school to mentor and support an NQT. In the first instance, schools should contact followup@estyn.gov.wales, or ask to speak to a member of the follow up team at Estyn on 029 2044 6446. Schools in special measures should not appoint an NQT before contacting Estyn for guidance.

If a school wishes Estyn to evaluate its appropriateness to appoint an NQT, the following conditions must be met:

- The school, in collaboration with the local authority/consortium AB, should submit a suitable plan to Estyn prior to finalising the appointment. Schools may wish to make a conditional offer of employment, and then devise a well-tailored action plan specific to the NQT's strengths and areas for development, which they submit to Estyn for approval.
- The plan should outline the specific support that the NQT will receive during the Induction year **over and above** that which an NQT would normally receive.
- The NQT's teaching time must not exceed 90% of the average teaching timetable of a teacher in their school who does not hold any additional responsibilities.
- In addition to the 10% reduction to their teaching timetable for Induction, NQTs are also entitled to a further 10% reduction in their remaining teaching timetable to provide them with statutory non-contact time for Planning, Preparation and Assessment (PPA).
- The school should provide suitable, well planned opportunities for the NQT to develop their professional practice during their induction time.
- The school should appoint a suitably experienced and trained Induction Mentor (IM) for the NQT, and outline in their action plan how the IM will support the NQT.
- The school and the local authority/consortium AB should agree the level of initial support to be given to both the IM and the NQT.

The induction action plan should:

- Provide a suitably detailed programme of monitoring, guidance and support which is tailored to individual needs and will help the NQT meet the requirements for satisfactory completion of their Induction period.
- Build on the NQT's knowledge, skills and achievements from their initial teacher education (ITE). Induction should take into account, the professional standards for teaching and leadership and the NQT's strengths and areas for development as set out in the Career Entry Profile (which the NQT will bring from ITE to their first teaching post).
- Involve both the IM and the NQT in setting short, medium and long term objectives which relate to the NQT's areas for development identified in their Career Entry Profile, the professional standards for teaching and leadership, the specific school context and the requirements for the satisfactory completion of their Induction.
- Involve both the IM and the NQT in planned, regular reviews of progress incorporating the results of initial and subsequent assessment arrangements against the professional standards for teaching and leadership.
- Develop the NQT's skills of self-evaluation and provide a sound foundation for their Early Professional Development.