

STARTING OUT

A Guide for New Teachers

2007/08

NASUWT

*the largest union representing
teachers and headteachers
throughout the UK*

FINDING YOUR
FIRST TEACHING
POST

PREPARING FOR
YOUR FIRST
TEACHING POST
FREE SEMINAR

GETTING
STARTED

CAREER ENTRY
PROBLEMS, CONTINUING
PROFESSIONAL
DEVELOPMENT (CPD)
AND INDUCTION

CONDITIONS
OF SERVICE

YOUR
SALARY

A TO Z OF
OTHER
IMPORTANT
ISSUES

JARGON
BUSTER

USEFUL
ADDRESSES
AND
WEBSITES

ABOUT
NASUWT

YOUR
FEEDBACK

JOIN US

TIMETABLES

Personal Details

Name

Home Address

Postcode

Home Tel No

Mobile Tel No

Personal E-mail

School Name

School Address

Postcode

School Tel No

School E-mail

DfES/National Assembly for Wales/GTC Scotland/TR
Reference No

National Insurance No

Blood Group

Driving Licence No

NASUWT Membership No

Name of NASUWT
Local Association Secretary

Tel No

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NASUWT the largest union representing teachers and headteachers throughout the UK

INTRODUCTION by the General Secretary

Welcome to the teaching profession. I would like to take this opportunity to offer my best wishes for a happy and successful career.

You have chosen a rewarding career that can be challenging and demanding of your intellect, time, energy and enthusiasm. There are bound to be times when you feel exhausted and unappreciated but this will be surpassed with moments of elation and satisfaction, for example when pupils achieve far beyond your expectations due to your dedication and encouragement.

This NASUWT Guide for New Teachers, Starting Out 2007/8, highlights the main issues you will face during your first year of teaching. You will find the information and advice it contains valuable. However, if in the course of starting your career you identify information that you would have found useful but which is not included in this guide please use the form at the back of this guide or e-mail recruitment@mail.nasuwt.org.uk. The NASUWT will use this information to improve the service we offer to future generations of NQTs.

I hope that your career will be enjoyable and free from any major trauma. However, I invite you to study the later sections of this guide to fully understand how the NASUWT operates and the benefits we provide to our members. I strongly believe that no teacher should enter the classroom without the excellent legal and professional cover provided by membership of the NASUWT.

I wish you every success in pursuing your chosen career.

Best wishes.

Yours sincerely

A handwritten signature in black ink that reads "Chris Keates". The signature is written in a cursive, flowing style.

Chris Keates
General Secretary

National Association of Schoolmasters Union of Women Teachers

CONTENTS

PAGE N°

FINDING YOUR FIRST TEACHING POST	7
PREPARING FOR YOUR FIRST TEACHING POST FREE SEMINAR	9
GETTING STARTED	11
Type of Establishment	11
Conditions of Appointment	16
Medical	16
Visiting Your New Workplace	16
General Teaching Council	17
Criminal Records Checks	18
England & Wales	18
Scotland	19
Northern Ireland	20
CAREER ENTRY PROFILE, CONTINUING PROFESSIONAL DEVELOPMENT (CPD) AND INDUCTION	23
England	23
Wales	26
Northern Ireland	27
Scotland	29
CONDITIONS OF SERVICE	33
England & Wales	33
Scotland	34
Northern Ireland	34
YOUR SALARY	35
Scotland	35
Northern Ireland	35
England & Wales	36
Salary Scales of Teachers Employed in Maintained Schools	36
Experience	37
Special Needs Allowance	37
Accepting the Post	38
Incremental Progression	38
London Area Scales	38
Discretionary Recruitment Incentives	40
Golden Hellos	40
Deductions from Salary	41
Pensions	41
Income Tax	41
National Insurance	41
Sick Pay	42
Agency Teaching	42

A TO Z OF OTHER IMPORTANT ISSUES	43
Accidents	43
Assaults	43
Behaviour Management	43
Child Protection	44
Educational Visits	44
In-Service Training (INSET)	45
Inspection	46
Maternity Leave and Pay	47
Minibuses	47
Performance Management	48
Personal Harassment	48
Physical Contact with Pupils	49
Private Meetings with Pupils	50
Pupils' Property	50
Relationships with Older Pupils	50
JARGON BUSTER	53
USEFUL ADDRESSES AND WEBSITES	57
ABOUT THE NASUWT	65
What Makes the NASUWT Different?	65
Focused on Equality	65
Campaigning to Deliver Change	67
Communication	67
Practical Advice and Guidance	68
Training and Information	68
Building the Future – Supporting Students	68
Legal and Professional Cover	69
Legal Service	69
Professional Advice and Trade Union Support	69
Benevolence Assistance	69
Working in Partnership with Other Organisations	70
Benefits and Services	71
Free Subscription Offer	71
NASUWT REGIONAL CENTRE CONTACT DETAILS	73
YOUR FEEDBACK	75
JOIN US	79

FINDING YOUR FIRST TEACHING POST

If you have not yet found a teaching post the NASUWT has produced a FREE guide to Finding Your First Teaching Post which is available to all newly qualified teachers.

The NASUWT knows that applying for your first teaching post can be difficult and stressful.

- How do you locate a teaching post?
- What information should you include on your CV?
- How do you complete an application form?
- What should you expect at an interview?
- How do you calculate your starting salary?

Finding Your First Teaching Post helps to answer these and many other questions and is crammed with practical advice and useful information including:

- full contact details of education authorities throughout the UK;
- up-to-date information on local recruitment practices;
- advice on completing application forms;
- help with drafting your CV, including lists of key words;
- tips on interview techniques;
- a map of education areas throughout the UK.

To obtain a FREE copy of *Finding Your First Teaching Post* contact the NASUWT on:

T: 0121 453 6150

F: 0121 457 6299

E-mail: recruitment@mail.nasuwt.org.uk

Preparing for Your First Teaching Post FREE Seminar

This one-day seminar is offered FREE by the NASUWT to all NQT members prior to them taking up their first teaching post. It aims to give new teachers the confidence to arrive for the first day of their new teaching career believing that they are properly equipped.

Topics covered by the seminar include:

- behaviour management;
- new teachers' first salary;
- the law and the newly qualified teacher;
- recent developments in education.

The NASUWT provides accommodation and all meals, and pays travel expenses.

The seminar has been a huge success in previous years as can be seen from the small sample of comments which are over the page. These were received as feedback following the 2006 events.

Early booking is recommended as places are allocated on a first-come, first-served basis.

Northern Scotland (Dundee) 7 August 2007

Glasgow 8 August 2007

Belfast 16 August 2007

North Wales (St Asaph) 13 August 2007

Cardiff 28 August 2007

Birmingham 20/21/22/23/24 August 2007

To ensure you don't miss out register your interest in the 2007 seminars now.

**Contact the NASUWT on 0121 453 6150 or
e-mail: conferencesandevents@mail.nasuwt.org.uk**

These seminars happen every year, to enquire about early registration for 2008 use the contact details above.

'Feel a lot better about starting as I feel like I have a support network' Glasgow, 11 August 2006

'Definitely, I feel really fired up, ready to go and confident about starting work! Excellent legal and behaviour management sessions – I'd recommend to future NQTs'

Birmingham, 25 August 2006

'Excellent introduction to the aspects of teaching not always at the front of your mind. A great preparation for the year and career to come! Thank you' Belfast, 17 August 2006

'Some excellent tips and useful insights into life as an NQT' Cardiff, 29 August 2006

GETTING STARTED

TYPE OF ESTABLISHMENT

It is useful to know the type of establishment you are employed in. This is particularly useful in the event you need to contact the Union for advice or casework support.

ENGLAND AND WALES

STATE SCHOOLS

The majority of pupils (over 90 per cent) go to state schools. In most areas, children aged 5 to 10 years old attend primary schools and move on to secondary schools at 11 years old for education – up to the age of 16 or beyond. Most state schools are co-educational – with girls and boys as pupils but a small number provide for either boys or girls. State schools do not charge parents to send their children to attend.

Teachers employed in state schools in England and Wales' terms and conditions of employment and pay scales are contained within the **School Teachers' Pay and Conditions Document** (the Blue Book) and the **Conditions of Service for School Teachers in England and Wales** (the Burgundy Book).

THE FRAMEWORK FOR STATE SCHOOLS

There are four categories of state-funded mainstream schools:

- Community
- Foundation
- Voluntary-controlled
- Voluntary-aided

There are two categories of state-funded special schools:

- Community special
- Foundation special

Each category of mainstream school also has its own characteristics.

COMMUNITY SCHOOLS

In community schools, the Local Authority (LA) employs the school's staff, owns the school's land and buildings and is the admissions authority (it has primary responsibility for deciding the arrangements for admitting pupils).

FOUNDATION SCHOOLS

In foundation schools, the governing body is the employer of the school staff. The governing body is also the admissions authority – having primary responsibility for determining arrangements for admitting pupils.

The school's land and buildings are either owned by the governing body or by a charitable foundation.

VOLUNTARY-AIDED SCHOOLS

The governing body is the employer of the school staff. The governing body is also the admissions authority, having primary responsibility for determining arrangements for admitting pupils. The school's land and buildings will normally be owned by a charitable foundation. The governing body will contribute towards the capital costs of establishing/maintaining the school buildings. Voluntary-aided schools are often faith schools.

VOLUNTARY-CONTROLLED SCHOOLS

The LA employs the school's staff. The LA is also the admissions authority, having primary responsibility for deciding the arrangements for admitting pupils. The school's land and buildings will normally be owned by a charitable foundation. Voluntary-controlled schools are often faith schools.

MAINSTREAM SCHOOL SPECIALISATION AND SERVICES

Within the four categories of school, there are further ways in which schools can specialise to offer additional benefits and services:

Specialist Schools

Specialist schools have a special focus on their chosen subject area, but must meet the full National Curriculum requirements and deliver a broad and balanced education to all pupils.

Extended Schools

An extended school is one which provides a range of services and activities, often beyond the school day, which may be valuable to the wider community, such as childcare, adult education, study support, ICT facilities and adult sports programmes. A few are starting to provide health and social care.

Maintained Boarding Schools

It is a common myth that boarding is only offered in independent (private) schools. This is not the case – boarding is offered in a number of state-maintained schools. In addition, maintained boarding schools only charge for boarding fees – tuition is free as it is paid for by the Government.

Special Schools

These schools are provided by LAs for certain children with special educational needs (SEN), although the vast majority are educated in ordinary schools.

OTHER STATE-FUNDED SCHOOLS

Trust schools

Trust schools are government-funded foundation schools that receive additional support from a charitable trust such as a local business, community group or educational charity. The terms and conditions of employment and pay scales for teachers employed in trust schools are usually contained within the **School Teachers' Pay and Conditions Document** (the Blue Book) and the **Conditions of Service for School Teachers in England and Wales** (the Burgundy Book).

Academies and City Technology Colleges (CTCs)

There are two types of independent schools that have been established in various parts of England which are publicly funded and do not charge parents fees:

- Academies;
- City Technology Colleges (CTCs).

The terms and conditions of employment and pay scales for teachers employed in these schools may be set by the individual employer who will be the governing body/board or the trustees. They will not necessarily be contained within the **School Teachers' Pay and Conditions Document** (the Blue Book) and the **Conditions of Service for School Teachers in England and Wales** (the Burgundy Book).

Academies

Academies are publicly funded independent, all-ability, non-fee-paying schools that provide free education for local pupils.

City Technology Colleges

City Technology Colleges (CTCs) are independent, all-ability, non-fee-paying schools for pupils aged 11 to 18 years old. Their purpose is to offer pupils of all abilities in urban areas across England the opportunity to study successfully towards the world of work. All CTCs offer a wide range of vocational qualifications post-16 alongside A levels or equivalents.

Independent schools

There are approximately 2,300 independent schools in England. They are not funded by the state and obtain most of their finances from fees paid by parents and income from investment. Just over half of all independent schools have charitable status.

All independent schools, both day and boarding, must by law be registered with the Department for Education and Skills and, as a condition of registration and continued registration, must reach and maintain standards set out in regulations covering the quality of

education provided; the spiritual, moral, social and cultural development of pupils; the welfare, health and safety of pupils; the suitability of proprietors and staff; the premises and accommodation; the provision of information for parents; and the way in which complaints are dealt with. An independent school will not be allowed to operate and admit pupils until registration is granted by the DfES.

Independent schools are free, subject to the laws of the land, to decide for themselves how they operate and how they conduct their affairs. Examples of these freedoms are to offer a curriculum that is not the National Curriculum; to determine for themselves their holidays and term dates; their own admissions and exclusions criteria; their examination policy; to set the fees charged or whether to have a governing body.

The terms and conditions of employment and pay scales for teachers employed in independent schools throughout the UK may be set by the individual employer who will be the governing body/board or the trustees. They will not necessarily be contained within the **School Teachers' Pay and Conditions Document** (the Blue Book), the **Conditions of Service for School Teachers in England and Wales** (the Burgundy Book), the **Teachers' (Terms and Conditions of Employment) Regulations (Northern Ireland) 1987**, or the **Scheme of Salaries and Conditions of Service for Teaching Staff in School Education** (the Yellow Book).

PROVISION FOR CHILDREN AGED UNDER FIVE

In England and Wales, many primary schools also operate an early admission policy where they admit children under five years old into reception classes. Nursery provision for three year olds is funded at the discretion of local authorities. Places for children under three years old in voluntary or private pre-school settings are paid for largely by parents.

The Early Years Development Plan guarantees every four year old a free nursery place. Children under five years old can attend:

- state nursery schools;
- nursery classes attached to primary schools;
- playgroups in the voluntary sector;
- privately run nurseries.

Teachers employed in state nursery schools' terms and conditions of employment and pay scales should be governed by the **School Teachers' Pay and Conditions Document** (the Blue Book) and the **Conditions of Service for School Teachers in England and Wales** (the Burgundy Book). In other types of nursery not operated by the local authority they may be set by the individual employer.

NORTHERN IRELAND

In Northern Ireland, public education is administered both centrally (by the Department of Education) and locally in controlled schools by five Education and Library Boards (ELBs) and in maintained schools by the Council for Catholic Maintained Schools (CCMS). For teachers employed in schools in Northern Ireland, their terms and conditions of employment and pay scales will be contained within the **Teachers' (Terms and Conditions of Employment) Regulations (Northern Ireland) 1987**.

There are several categories of school:

CONTROLLED SCHOOLS

These come under the control of Education and Library Boards (ELBs).

MAINTAINED SCHOOLS

These come under the control of the Council for Catholic Maintained Schools (CCMS).

VOLUNTARY-GRAMMAR SCHOOLS

These schools select their pupils on the basis of academic selection at the age of 11.

GRANT-MAINTAINED INTEGRATED SCHOOLS

These take pupils from all religious denominations.

IRISH LANGUAGE MEDIUM SCHOOLS

These schools educate pupils through the medium of the Irish language.

Although all schools in Northern Ireland are open to pupils of all religions, most Roman Catholic pupils attend schools under Catholic management, and most Protestant pupils attend controlled schools.

SCOTLAND

In Scotland, 32 Scottish local authorities are responsible for the provision of education locally. The terms and conditions of employment and pay scales for teachers employed in such local authority schools are contained within the **Scheme of Salaries and Conditions of Service for Teaching Staff in School Education** (the Yellow Book) and subsequent Scottish Negotiating Committee for Teachers (SNCT) Handbook. There are two main school categories:

STATE SCHOOLS

Maintained and controlled by the LA.

INDEPENDENT SCHOOLS

Independent schools are self-governing.

CONDITIONS OF APPOINTMENT

Following a successful interview you should receive a formal written offer of the post that sets out the conditions of appointment. This should include:

- the nature of the contract, i.e. standard or temporary;
- the date of commencement;
- the starting salary;
- the definition of the post. (This may be in the form of an accompanying job description. If this is not included, it should be issued shortly after you take up the post.)

Either before or shortly after you commence, you should receive a copy of your conditions of employment, which should not be signed unless they comply with the definition of the post which you were offered. If you are unsure you should take advice from your local NASUWT Representative.

MEDICAL

It is important that you should be able to meet the physical and medical requirements of teaching and not suffer from any long-term illness which might make you a danger to your pupils. The responsibility for determining medical fitness will rest with your employer who may seek evidence of your medical fitness from your teacher training institution or require you to undergo a medical examination before, or shortly after, taking up your appointment.

If the report of the medical officer is unfavourable contact the NASUWT to receive advice on formulating an appeal. Regional Centre addresses are contained on pages 73-74.

It is important to note that a disability does not necessarily prevent a teacher from satisfactorily discharging his/her teaching duties. Under the Disability Discrimination Act it is the responsibility of the employer to make reasonable adjustments to the working environment to accommodate employees who have declared that they have a disability. If you believe that your new employer is treating you unfairly due to a disability contact your local NASUWT Representative immediately.

VISITING YOUR NEW WORKPLACE

If your new employer doesn't automatically offer the chance to visit your new workplace, take the initiative; contact the school and ask when would be convenient. This visit will give you a feel for the school and make your first day of term a lot easier. You should use this valuable opportunity to meet pupils and prospective colleagues and, if possible, parents and governors.

You may well have been supplied with all the information you need. If not, take this opportunity to request it. Below is a checklist of information that you should be in possession of on beginning your new post:

- a letter of appointment;
- a copy of your conditions of employment;
- a job description;
- a contract of employment;
- details of the school's induction programme;
- staff handbook;
- a copy of the pupil's code of conduct/disciplinary policy;
- the school's collective agreements and personnel policies including:
 - equal opportunities;
 - health and safety;
 - grievance and disciplinary;
 - sickness reporting;
 - performance management.

This list is not exhaustive and the NASUWT Representative will be happy to advise you in detail.

GENERAL TEACHING COUNCIL (GTC)

The law requires all teachers to register with the General Teaching Council if they wish to teach in a maintained school. To register with the GTC you must pay an annual fee. If you do not pay your GTC registration fee, your employer will be authorised to deduct the fee from your salary. Non-payment may also result in dismissal from your job.

There are separate General Teaching Councils in England, Wales, Scotland and Northern Ireland. They are similar in composition and have common legislative features relating to requirements for teachers to be registered, regulatory functions and funding mechanisms. The actual process of registration is different for each of the 4 GTCs.*

The GTC's key function is regulatory. It maintains a register of teachers and governs the profession through its disciplinary and competence procedures. It is important to note that the GTC cannot provide you with representation or legal support. The GTC cannot provide you with any of the membership services or support offered by the NASUWT.

If you are dismissed by your employer or resign in circumstances where you might have been dismissed, e.g. for misconduct or incompetence, you will be referred to the GTC and may be summoned to attend a hearing conducted by Council members who will determine whether you

should remain on the register. In addition, the GTC also has the power to investigate criminal sanctions which are now automatically referred to the GTC. You are therefore advised to inform your employer if you have fallen foul of the law, either just prior to taking up a new appointment or if you are already in a teaching post. If you are removed from the register (for conduct, non-payment or otherwise) you will be unable to work in a maintained school.

* For further advice on GTC registration, contact your NASUWT Regional Centre – contact details on pages 73-74.

CRIMINAL RECORD CHECKS

ENGLAND AND WALES

The Criminal Records Bureau (CRB) conducts criminal record checks. Successful job applicants will be required by the employer to apply to the CRB for a certificate of disclosure.

There are two types of disclosure: Standard and Enhanced. For teachers, an Enhanced Disclosure (ED) is required for those seeking employment and voluntary work where that work is connected with children under the age of 18 and vulnerable adults. The ED contains details of any convictions, as well as cautions, warnings and reprimands, held at a national level by the police. It also contains non-conviction information held in local police records which a chief police officer considers may be relevant to the post being applied for. In addition, the ED includes a check against List 99: the list of persons barred from working with children held by the Secretary of State.

Applications for disclosure must be made in writing on the application form provided by the CRB. You must make the application yourself, but it has to be countersigned by the appropriate Registered Body, which could be a Local Authority, an individual school or a supply agency. There is a fee for making an ED application and payment of this fee is legally the responsibility of the applicant. However, in practice, many employers do pay this fee on behalf of the applicant.

The application for disclosure has to be signed by a referee to confirm the applicant's identity. The person chosen as the referee must have known the applicant for at least two years. A number of documents must also be submitted with the disclosure application form: driving licence, birth and marriage certificates and two items (such as a utility bill or a bank statement) which confirm your address. You will need to post them by recorded delivery to or visit the offices of the Registered Body in order for them to record that they have seen the original documents. Copies will not be acceptable. The Registered Body will then submit the application to the CRB after it has been signed by a registered signatory of the employer.

Where a job application form asks for a declaration of convictions, you must disclose all convictions, cautions, warnings, reprimands and bindovers. This should be done regardless of how old the conviction is or that it is totally unrelated to your ability to teach. Similarly, if a criminal sanction is imposed whilst already in a teaching position you are advised to inform your employer. Failure to disclose any information, which is subsequently discovered by any means, including a CRB disclosure, could lead to dismissal.

If a member believes the information revealed in a CRB disclosure is factually inaccurate, the matter can be raised either through the CRB disputes procedure or directly with the Chief Constable of the relevant police force. Members with concerns in this regard should seek advice from their NASUWT Regional Centre.

SCOTLAND

Following receipt of your application for provisional registration, the GTCS will send you the relevant Disclosure Scotland application form to be filled out and returned. Disclosure Scotland forms part of the Scottish Criminal Record Office (SCRO), which is itself a common police service and an executive agency of the Scottish Executive.

There are three types of disclosure: Basic, Standard and Enhanced. Enhanced Disclosure is required for anyone who is applying for work that involves caring for, training, supervising or being in sole charge of children or vulnerable adults. Consequently it will be an Enhanced Disclosure Certificate which is requested by the GTCS.

On the Disclosure Scotland application form, you will be asked to declare any convictions. Under the Rehabilitation of Offenders Act 1974, teaching is listed as an exception thus the GTCS has the right to enquire about both spent and unspent convictions. The Enhanced Disclosure Certificate may also contain non-conviction information which a Chief Constable may choose to disclose, if he feels it is relevant to the post sought. For reference, under the Protection of Children (Scotland) Act 2003, Disclosure Scotland is also able to access 'List 99' and the Department of Health lists in England and Wales with reference to childcare positions.

If you have spent longer than three months outside the UK in the last ten years you may additionally be required to undertake an overseas clearance check.

Each case is considered on an individual basis, looking at all of the surrounding circumstances. However, where someone's name has been placed on the Disqualified from Working with Children List, as set up under the Protection of Children (Scotland) Act 2003, they will never be entitled to become or remain registered with the GTCS.

If you would like more information regarding Enhanced Disclosures please contact the NASUWT Scotland Centre (see page 73). The GTCS booklet 'Convictions and Registration with GTC Scotland' is also a useful source of information and can be accessed via the GTCS website (www.gtcs.org.uk).

NORTHERN IRELAND

The Criminal Records Office (CRO) operates as part of the Police Service of Northern Ireland (PSNI) and has responsibility for conducting pre-employment checks of those persons seeking employment or voluntary work connected with children or vulnerable adults. It is recommended that pre-employment checks are completed for all positions within an educational setting. However, legislation is now before Parliament which, if implemented, will make this a statutory requirement in Northern Ireland.

The pre-employment check will take place after an applicant has been selected at interview but before appointment is confirmed. Applicants should be asked for their permission to carry out the check and for a list of all convictions and pending prosecutions. Teachers are exempt from the provisions of the Rehabilitation of Offenders (NI) Order 1979 and therefore must disclose both spent and unspent convictions. Each school should have a Nominated Officer who will be responsible for requesting and receiving the results of pre-employment checks.

The Department for Education (DENI) is required to maintain the List of Unsuitable People (UP List) of individuals who are unsuitable to work with children within the education sector. Employers must not offer work in any capacity in any educational setting to a person on the UP List. DENI also maintains a section of List 99 within the wider List 99, which is statutorily maintained by the Department for Education and Skills (DfES). It lists all those persons whose eligibility to teach has been withdrawn and are prohibited from working as a teacher. A teacher whose eligibility has been withdrawn will not be registered by the General Teaching Council (NI) or will have been removed from the GTC's register.

The pre-employment check will reveal:

- whether the person is banned from working with children because he/she is included on the list of persons considered to be unsuitable to work with children;
- details of any spent and unspent convictions as well as cautions and bind-over orders held at national level by the police;
- non-conviction information where the police consider the information to be reliable.

From 1 September 2006, schools and employing authorities should only employ substitute teachers who are listed on the Northern Ireland

Substitute Teachers Register. All supply teachers must undergo an initial pre-employment check before they are included on the Register and then every two years thereafter.

Under existing arrangements, the police report new investigations or convictions of individuals whom they know to be working in a school or educational setting to the Nominated Officer and to DENI; where the conviction is deemed to be relevant. The employer has the discretion to determine if any action is necessary, as a result of the information that has been passed on by the police.

The NASUWT advises members to report any convictions to their employer immediately. This will prevent any embarrassment if the employer discovers the information from another source. Convictions which do not have implications for competence or safety, or which do not relate directly to a teacher's role, should not cause concern to the employer. If a difficulty arises, the member should contact the NASUWT Northern Ireland Centre on 028 9078 4480.

Members applying for a job are advised to disclose all convictions, cautions, warnings, reprimands and bind-overs. This should be done regardless of how old the conviction is or whether it is totally unrelated to the role of teaching. Failure to disclose any information which is subsequently discovered by any means, including a pre-employment check, could lead to a dismissal.

If a member believes the information revealed in the pre-employment check is inaccurate or incorrect and wishes to make representations to the police, he/she should do so through the Nominated Officer within the school. If the member is unable to resolve the inaccuracy, the matter must be pursued directly with the police. Again, members with concerns in this regard should seek advice from the NASUWT Northern Ireland Centre.

If you have a criminal conviction and are concerned about its nature and potential impact on any job application, you should contact your NASUWT Regional Centre for advice – details on pages 73-74.

CAREER ENTRY PROFILE, CONTINUING PROFESSIONAL DEVELOPMENT (CPD) AND INDUCTION

The Career Entry Profile that you prepared during your Initial Teacher Training is meant to provide you with some development goals for your induction and entry into your professional career. Some of the issues raised will be dealt with during your induction period; others may represent longer term goals. In any case, the profile should be seen as your record of your own professional needs. Use it to review your progress and to reflect on what staff development you will want in the future.

England, Scotland, Wales and Northern Ireland all have their own separate induction arrangements. Below is a brief summary of each of these. The NASUWT produces detailed advice and guidance for student and NQT members on induction in England, Scotland, Wales and Northern Ireland. NASUWT student and NQT members can obtain a FREE copy of this guide by contacting the NASUWT Headquarters on 0121 453 6150 or your Regional Centre, details on pages 73-74.

ENGLAND

Teachers who have completed their training since May 2002 are required to pass Skills Tests in numeracy, literacy and ICT before they can obtain Qualified Teacher Status (QTS), register with the General Teaching Council (GTC) and begin their induction period. All NQTs have to serve a period of induction, usually of one academic year, or equivalent for part-time teachers, if they are to work in maintained schools or non-maintained special schools in England. There is no time limit within which the induction period must commence, but once started the induction period must be successfully completed within five years. There is a strict limit of four terms for NQTs to teach as supply teachers before commencing induction.

The advantage of the induction period is the **10% reduction of the normal average teaching time**, to allow for supported development in the first year of teaching. From 1 September 2005, schools must provide all teachers with 10% guaranteed time for planning, preparation and assessment (PPA). As an NQT, this additional 10% of your timetabled teaching time must be allocated for the purpose of PPA. This means that as an NQT you should receive 10% time for PPA calculated as a proportion of the time you are timetabled to teach. PPA time is additional to the time NQTs must receive for their induction.

An NQT on induction should not be given a job description that makes unreasonable demands on them. In particular this should mean that it:

- does not demand teaching outside the age range and subject(s) for which the NQT has trained;

- involves regular teaching of the same class;
- does not present the NQT with acute or especially demanding discipline problems on a day-to-day basis.

In addition, an NQT should be given advice and information on all relevant matters for a new employee, including those relating to specific school policies.

Not all schools can offer an induction programme. In particular, Pupil Referral Units, independent schools not offering the National Curriculum and schools designated as requiring 'special measures' are exempt.

WHO'S WHO IN INDUCTION

Induction Tutor – Your induction tutor should be your line manager, a senior member of staff or a suitably experienced teacher who has considerable contact with you. This could be the headteacher, but is unlikely to be. Your induction tutor should be fully aware of the requirements of the induction period and should have the skills, expertise and knowledge to work effectively in the role.

Your induction tutor has day-to-day responsibility for monitoring, supporting and assessing you during your induction. Your induction tutor will co-ordinate and carry out observations; they should ensure that your induction programme fulfils the requirements of the induction standards; they should make sure that you know about and understand your roles and responsibilities; and they should inform you about the nature and purpose of any assessments.

Headteacher – The headteacher, along with the appropriate body, is responsible for ensuring that you have an appropriate induction programme. They are also responsible for the training and supervision that you receive. This means that the headteacher is responsible for ensuring that your induction tutor provides you with appropriate support. If your tutor fails to give you appropriate support then the headteacher should take action to address the situation.

The headteacher is responsible for ensuring that you have a timetable of no more than 90% of the normal average teaching time for teachers in the school and for ensuring that the time is set aside for induction activities. You should note that this is a statutory requirement and the school receives funding to enable you to use the 10% time for induction activities.

The headteacher is responsible for making a recommendation to the appropriate body as to whether you have met the requirements for satisfactory completion of the induction standards.

The headteacher cannot delegate his/her responsibilities. However, it is highly likely that many of the associated tasks will be carried out by the

induction tutor or another suitably experienced colleague who will have considerably more contact with you than the headteacher.

The Appropriate Body – The appropriate body is responsible, with the headteacher, for your training and supervision. Taking account of the headteacher's recommendation, the appropriate body will decide whether you have met the Induction Standards.

If you have a concern about your induction and the school cannot, or will not, resolve the issue then you should contact the appropriate body. You might do this, for example, if the school is failing to provide you with an appropriate programme of induction.

In maintained schools the local authority (LA) will be the appropriate body. In the case of a non-maintained special school, the LA in the area will perform this function. In the case of an independent school, the appropriate body will be either the LA in the area or the Independent Schools Council Teacher Induction Panel (ISCTIP).

THE INDUCTION PROGRAMME

The induction period is usually one academic year (or equivalent pro rata for part-time NQTs). A period of employment of at least one term counts towards induction, but not periods of supply teaching of less than one term. The time released by the reduced teaching load should not be treated merely as 'non-contact' time, but used as part of a coherent development programme. NQTs may take a break between induction terms, but the programme must be completed within five years of beginning, or an extension will be required. (See Completing the Induction Period below.)

The induction programme will involve a combination of monitoring, support and assessment (both formative and summative). In addition, NQTs should be given opportunities to observe experienced teachers in their own or other schools. This is viewed by many NQTs as the most valuable part of their development support.

Regular observation and reviews of progress should be scheduled through the term, with a summative assessment which should take place in formal meetings, scheduled to take place towards the end of each term. A formal assessment record should be completed by the induction tutor at these meetings. In addition, the NQT should keep their own written record of these meetings, and any concerns about the programme raised.

Where there is concern about the NQT's progress, early action should be agreed to assist the NQT in making the appropriate improvements to their work. This should not wait until a formal meeting can take place. If there is a risk of failure of the programme, the headteacher (or a third party if the head is the induction tutor) should observe the NQT's teaching and also review all the available evidence and support.

COMPLETING THE INDUCTION PERIOD

At the completion of the induction period, the headteacher must inform the appropriate body of his/her recommendation within 10 working days. The NQT should have been informed at the last review meeting. The appropriate body must make its decision within 20 working days of receiving the recommendation and, within 3 days of this, write to the NQT, the headteacher, the employer and the DfES. If the appropriate body concludes that the NQT has failed, or decides to extend the period of induction, it must inform the NQT of his/her right of appeal.

Extension of an induction period prior to completion is usually permitted in two circumstances only:

- where the NQT is absent for at least 30 days through sickness;
- where the NQT has been on maternity leave.

Exceptionally, where other factors are identified around the quality of the induction programme, an extension may rarely be approved.

Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school or non-maintained special school. The NQT must be dismissed, unless an appeal is pending, in which case the employer may continue to employ the NQT in restricted duties pending the outcome of the appeal.

If members experience any difficulties on their induction programme, they should contact the NASUWT immediately. Delay in doing so can hinder the resolution of problems. Induction is meant to support an NQT!

WALES

The induction framework in Wales is similar to that in England, but offers considerably more flexibility with timescales and the type of teaching contract which can count towards the induction period.

The main differences are:

- You can undertake short-term supply for up to five years from the date you obtained Qualified Teacher Status.
- If you have to apply for an extension to the five-year limit on short-term supply teaching, you only have to make an application to the one LA in which you spend the majority of your teaching time. NB: extensions can still only be granted for up to a maximum of twelve months.
- To make up one entire 'term', you can count two consecutive half-terms, eg. the latter part of the Autumn term and the first part of the Spring term.

- You can make an application to an LA to treat a period of time of no less than 10 consecutive weeks as a 'term' for the purposes of an induction period.
- There are no separate Skills Tests in Wales as all Welsh course providers are obliged to cover and assess these educational areas as part of the teaching course. Teachers who completed teaching courses in Wales do not, therefore, have to do the Skills Tests when registering to teach in England.
- The funding for your induction period is administered by GTC Wales and should be arranged by GTC Wales when you first register with them.

Please be aware, however, that you can only count time towards your induction period if you have already agreed with the school that it can be used for induction: you cannot use time retrospectively.

There is an additional scheme in Wales known as Early Professional Development ('EPD') which lasts two years from the completion of your induction period. EPD is entirely for your benefit, by assisting your professional development. You are not marked on your abilities at the end of the period; EPD is not something which you either 'pass' or 'fail'. Schools receive £1,000 per year for the two years the EPD period lasts. The purpose of the EPD period is to give you extra time in which to train and develop professionally – it's up to you and your EPD mentor to decide how best to use the time. As an example, you could apply for release to attend training courses or to observe teaching in other schools.

On completion of your induction period GTC Wales will issue you with guidance about suitable uses for the funds it provides during your EPD programme.

NORTHERN IRELAND

In Northern Ireland all beginning teachers who have completed their training since 1999 are required to participate in an induction programme of support to help them consolidate their skills in the classroom.

This programme is provided within the schools and in partnership with the Curriculum Advisory & Support Service (CASS) of the Education and Library Boards and is supported by the Teacher Education Partnership Handbook. All beginning teachers should be supplied with a copy of this handbook.

TEACHER TUTOR

The teacher tutor is normally a senior member of staff. He/she is responsible for co-ordinating the induction programme in consultation with other appropriate staff.

THE INDUCTION PROGRAMME

The induction period normally lasts for one year for beginning teachers who have a full-time job.

There is no guaranteed reduction in teaching time but principals are required to provide 'appropriate time'. The NASUWT maintains that 10% (as in England and Wales) is appropriate.

The beginning teacher should be given advice and information on all relevant matters for a new employee, including those relating to specific school policies.

The beginning teacher in consultation with the teacher tutor devises an action plan. This should be related to the beginning teacher's Career Entry Profile, the school development plan and the departmental development plan (in post-primary schools).

An interim review report is prepared at the beginning of the second term which helps to chart the beginning teacher's progress. The beginning teacher should compile a portfolio throughout the induction period. The details of the portfolio can be found in the Partnership Handbook. Beginning teachers are entitled to seven days' substitute cover. This allows them to attend the induction courses run by CASS and to complete work in school.

COMPLETION OF INDUCTION

At the completion of induction a summative report will be prepared. The principal will review the beginning teacher's portfolio and along with the chairman of the board of governors recommend the successful completion of induction. Should the induction have been unsuccessful the procedure is extended for a further term.

EARLY PROFESSIONAL DEVELOPMENT (EPD)

Following the induction period teachers enter EPD, which normally lasts for two years. During each of these years the teacher has to take part in a professional development activity (PDA). These are designed to encourage reflection on aspects of teaching and learning. Each PDA should involve some aspect of teaching and learning within the school day and, in addition, a maximum of 20 hours' additional work throughout the year. Detailed information on the format of and support for each PDA is contained in the Partnership Handbook.

The NASUWT maintains that EPD teachers should have the same reduction in teaching time as beginning teachers, i.e. 10%.

EPD teachers are entitled to two days' substitute cover each year, one to attend CASS training and one to complete their PDA.

COMPLETION OF EPD

At the end of the two years following joint discussions with the teacher, teacher tutor and principal, the teacher is confirmed as having completed EPD.

ACCREDITATION

Work done on PDAs may receive credit towards postgraduate courses at Queen's University, University of Ulster, the Open University, St Mary's University College and Stranmillis University College.

The overwhelming majority of beginning teachers complete their induction period without any problems. Should you experience any difficulty, NASUWT Northern Ireland will be happy to provide you with advice and guidance. Contact details are on page 73.

SCOTLAND

THE SCHEME

In August 2002, the Teacher Induction Scheme (TIS) was launched in Scotland.

The Scheme was introduced following a recommendation set out within the McCrone Report and formal agreement on TIS was reached between the local authorities, the NASUWT and other teacher organisations and the Scottish Executive in January 2001.

The agreement reached in 2001, 'A Teaching Profession for the 21st Century', provides for a guaranteed one-year training place (190 teaching days) for all eligible newly qualified teachers (NQTs) from August 2002.

The only other option available to newly qualified teachers is the Alternative Route, whereby NQTs must complete 270 days' probation in order to achieve the Standard for Full Registration (SFR). It should be noted that this can take considerably longer depending on job availability. In all cases the teacher will remain on the probation salary point until SFR is achieved.

BENEFITS OF THE SCHEME

All newly qualified teachers in Scotland are required to undergo a period of probation before being granted full registration. Previously, this could only be achieved after the equivalent of two full years of teaching. Probation was often spread over a number of posts, sometimes in more than one local authority.

There was no consistency of experience for the probationer teacher and, latterly, an average of 3½ years was the time needed to achieve full registration.

The Teacher Induction Scheme has changed that unsatisfactory position and has improved the experience for newly qualified teachers.

The Scheme will (extract taken from GTCS advice booklet):

- guarantee a one-year training place to every eligible* student graduating with a teaching qualification from a Scottish Higher Education Institution;
- ensure a maximum class commitment of 0.7 full-time equivalent, with time set aside for professional development;
- provide each probationer with access to the services of an experienced teacher as a nominated probationer supporter;
- ensure a consistently high-quality probationary experience;
- provide remuneration for the probationary period which compares well with that of other professions.

At the end of the Teacher Induction Scheme probationary teachers will be eligible to apply for full registration as a teacher with the GTCS. To achieve this they will have to meet the requirements of the SFR. The SFR and the new Scheme will together serve to ensure that those entering this challenging and rewarding profession will be given the very best start to their career.

* Eligibility is restricted to those students graduating from a Scottish Higher Education Institution with a teaching qualification whose training has been publicly funded. This includes students from other parts of the UK and other parts of the EU provided they have been assessed as eligible for home fees. This is regardless of how these fees are funded, i.e. through SAAS, local authorities, self-funded, Northern Ireland Education and Library Boards, etc. Students who pay overseas or full fees are not in publicly funded places and are therefore not eligible to join the Scheme.

How it Works

The GTCS and Scottish Executive Education Department are responsible for administering the Teacher Induction Scheme. The GTCS monitors the quality of the service to ensure consistency of teaching experience for all NQTs. They also provide guidance to local authorities and schools on probationers' support and assessment.

Local authorities will employ NQTs on a training contract for the period of the Induction Scheme. For the 2006-07 session this will run from August 2006 to the end of June 2007. The annual salary for probationers from 1 April 2006 is £19,440. This will increase to £19,878 in April 2007. A probationer's salary is paid over the length of the school session. Should your post qualify for Distant Islands Allowance, the local authority will ensure payment of this to you. The current rate is £1,593 per annum. It is the local authority's responsibility to allocate NQTs to schools within their area and to provide and monitor support, training and development activities.

How Do I Register?

Students join the Scheme by completing the GTCS Application for Registration form. On this form you will be asked to list the following information:

- five local authorities, in order of preference, in which you would be willing to work;
- whether you are qualified and approved to work in denominational schools;
- whether you are fluent and qualified to teach in Gaelic;
- whether you have any disability which might need to be taken into account for placement.

On completion of the form the 'matching system' will come into effect. No further application forms or interviews should be required.

PREFERENCE WAIVER PAYMENT

Under the current scheme a preference waiver payment exists. Students who are prepared to waive their local authority preferences will be offered payment for doing so.

Where a student opts for the preference waiver, a payment of £6,000 will be made to an eligible student by the local authority with whom they are placed. The payment will be in three instalments and is subject to Income Tax and National Insurance contributions.

- £3,000 in Aug 2007
- £1,500 in Jan 2008
- £1,500 in Apr 2008

This scheme has been introduced to counter the fact that many posts in more remote areas remain unfilled at the end of the matching process. The intention is to benefit not only the student opting to waive their preferences but also the education service across Scotland.

If, having opted for preference waiver and having been allocated a local authority, you decide you cannot work there, you will not be reallocated. Your only option would be to opt out of the Induction scheme and use the Alternative Route to gain full registration.

CONDITIONS OF SERVICE

ENGLAND AND WALES

Your conditions of service in an LA-maintained school is derived from three basic sources:

- the **School Teachers' Pay and Conditions Document**, often referred to as the **Blue Book**, sets out the provisions on teachers' pay, working time, professional duties and conditions of service accepted by the Government from recommendations made by the School Teachers' Review Body;
- the **Conditions of Service for School Teachers in England and Wales**, more commonly referred to as the **Burgundy Book**, is a national agreement between local authorities and the teachers' organisations which covers many areas of conditions of service, including sick pay, maternity pay and notice;
- local agreements which exist, either on issues not covered in these documents, such as non-contact time, or on issues such as cover, sick leave or maternity pay where the local agreement improves upon the Burgundy Book.

Copies of the Blue Book, the Burgundy Book and any local agreements should be available for consultation in your school.

The main provisions of these documents in respect of pay, contracts, and conditions of service can be found in the NASUWT publication **Conditions of Service: a guide for students and newly qualified teachers** (England and Wales), which is available FREE to all NASUWT members.

THE TEACHER'S CONTRACT

On 15 January 2003 the historic National Agreement '*Raising Standards and Tackling Workload*' was signed. The National Agreement delivered many beneficial changes to the teacher's contract and general working conditions including:

Guaranteed time for planning, preparation and assessment – A contractual entitlement for all teachers to guaranteed time for planning, preparation and assessment (PPA) which cannot be eroded by cover.

Time for leadership and management responsibilities – A contractual entitlement to a reasonable allocation of time during the normal working day in addition to guaranteed PPA time.

Cover for absent colleagues – A contractual entitlement to a limit on cover. This has initially been set at a maximum of 38 hours with the object of phasing out the obligation to cover altogether.

Transfer of clerical and administrative tasks to appropriate support staff – The teacher’s contract has been amended so that teachers should not routinely undertake any administrative or clerical tasks. Twenty-two tasks are specified in the Blue Book.

Work/life balance – The open-ended clause in the School Teachers’ Pay and Conditions Document that allows extra work to be piled on teachers has been rewritten to introduce a proper work/life balance.

Reduction in overall working hours – A Government commitment to a national campaign to reduce overall working hours.

Support staff reform – A whole range of support staff have been introduced to relieve teachers of tasks such as detention and break-time supervision and to help in behaviour management.

The NASUWT maintained consistently in the discussions with Government that the pedagogic role of the teacher and the standards of qualified teacher status must be protected and enhanced.

For the first time ever, statutory regulations and guidance have been agreed which define in legislation the role of the qualified teacher to ensure that classroom support staff cannot be employed in schools as cheap substitutes for qualified teachers.

The NASUWT produced details of the Agreement for every NASUWT member and is keeping members informed of progress through regular updates to schools and information to members’ homes.

SCOTLAND

Conditions of Service for teachers in Scotland are contained in the SJNC (the Yellow Book). Some aspects have been changed by agreement in Scottish Negotiating Committee for Teachers (SNCT) Circulars. The SNCT replaced the SJNC.

Copies of both the Yellow Book and SNCT Circulars are available in every school. Specific Conditions of Service for induction and probation can be found in the NASUWT Scotland publication **The Induction Guide for NQTs in Scotland – a guide for students and new teachers**, which can be obtained by contacting NASUWT Scotland (details on page 73).

NORTHERN IRELAND

Conditions of service for teachers in Northern Ireland are contained in Schedules 1, 2 and 3 of the Teachers’ (Terms and Conditions of Employment) Regulations (Northern Ireland) 1987. An NASUWT publication, **Conditions of Service Northern Ireland, A guide for students and beginning teachers**, is available FREE to all NASUWT members and can be obtained by contacting the NASUWT Northern Ireland Centre. Contact details are on page 73.

YOUR SALARY

SCOTLAND

Salary scales in Scotland have been agreed until 2007. Please note all NQTs remain on the probationer salary point (0 on the table) until Standard for Full Registration (SFR) is achieved. At the time of going to print pay negotiations are still under way for April 2008 onwards.

Classroom Teachers	
Point	1 April '07
0	£19,878
1	£23,841
2	£25,260
3	£26,697
4	£28,245
5	£30,036
6	£31,707
Chartered Teachers	
1	£32,688
2	£33,792
3	£34,566
4	£36,000
5	£37,437
6	£38,868

SICKNESS ABSENCE

There will be entitlement to certain statutory benefits during absence due to sickness or injury. To qualify for the authority's Sickness Allowance Scheme a period of 18 weeks' continuous service must have been completed.

There will also be a requirement to comply with the authority's absence reporting procedures as outlined below.

Please ensure you have a copy of your particular authority's procedure, as they vary.

NORTHERN IRELAND

Rates of pay for teachers in Northern Ireland from September 2007 are:

Classroom Teachers	
Point	1 Sept '07
M1	£20,133
M2	£21,726
M3	£23,472
M4	£25,278
M5	£27,270
M6	£29,427
Threshold	
Upper Pay Range	
U1	£31,878
U2	£33,060
U3	£34,281

ENGLAND AND WALES

SALARY SCALES OF TEACHERS EMPLOYED IN MAINTAINED SCHOOLS

Teachers' pay is reviewed annually by the School Teachers' Review Body (STRB) which makes recommendations to the Government following which the Secretary of State makes an Order under the Remuneration of Teachers Act 1991. Rates of pay for classroom teachers from September 2007 are:

Classroom Teachers	
Point	1 Sept '07
M1	£20,133
M2	£21,726
M3	£23,472
M4	£25,278
M5	£27,270
M6	£29,427
Threshold	
Upper Pay Range	
U1	£31,878
U2	£33,060
U3	£34,281

(These figures exclude London and the Fringe.)

PLACEMENT ON THE SCALE

Your starting salary will depend on the number of spine points allocated to you by your governing body on the following grounds:

QUALIFICATIONS

There are no longer any extra points given for qualifications. The minimum starting point for new entrants is therefore M1.

EXPERIENCE

The relevant body has discretion to award additional points on the main pay scale for years of relevant experience other than teaching experience, which attract mandatory experience points. This may include teaching in independent schools, or in schools in Scotland, Northern Ireland, the Channel Islands, the Isle of Man or overseas, or non-teaching experience, whether paid or not, which the relevant body considers of value to the performance of the teacher's duties. The relevant body can decide what should count as relevant experience in this context, and how many such points to award. Each case should be considered on its merits. Once awarded, experience points, whether originally mandatory or discretionary, may not be taken away, regardless of whether the teacher remains in the same school or obtains a post in another school. No teacher can be paid more than five points for experience.

MATURE STUDENTS PLEASE NOTE!

Before local management of schools, local authorities had standard formulae to calculate the discretionary increments for experience other than as a teacher. This usually took the form of one increment for each three years of service which were deemed to be relevant to teaching. In some cases, for example where industrial experience was particularly relevant to the post to which the teacher was appointed, the teacher could be awarded one increment for each year of service.

It is now for the governing body to determine whether to award discretionary experience points, and if so in what circumstances and at what level discretion will be exercised.

The school should include its pay policy as part of the documentation it sends to applicants for posts. If you have not been sent one then you should ask. Some school pay policies set out very clearly how discretion will be exercised. The majority do not; they simply state that the governing body has the power to exercise discretion for experience other than teaching.

*You must ascertain and negotiate **at the interview** whether or not the governing body intends awarding discretionary experience points to you. It is too late afterwards.*

SPECIAL NEEDS ALLOWANCES

There are two allowances for working with children with special educational needs. Special Needs Allowance 1 must be given to classroom teachers in special schools; those taking charge of special classes of children who are hearing or visually impaired; or those appointed to designated special classes in mainstream schools. It may be awarded on a discretionary basis in other mainstream circumstances.

Special Needs Allowance 2 may be awarded to a teacher who would otherwise be entitled to a first Special Educational Needs Allowance and who has experience or qualifications which are considered particularly relevant to the teacher's work.

ACCEPTING THE POST

Before formally accepting a post, you should establish the spine point at which you will be placed and the starting salary that you will receive. This should be discussed at the interview. If you are made a verbal offer and wish to accept the post, then you should do so provisionally, subject to the receipt in writing of a formal offer clearly stating the spine point and starting salary.

INCREMENTAL PROGRESSION

Your salary will advance by one full increment at 1 September each year provided that you have completed at that date the required amount of service to qualify. You need to have completed at least 26 weeks of teaching employment, whether continuous or not, within the previous 12 months. It does not matter whether this is on a full- or part-time basis. So long as you have worked in a week, whether one day or five days, that week will count towards an increment. Incremental advancement stops at spine point 6.

LONDON AREA SCALES

Teachers in Inner London, Outer London and the Fringe have a separate pay scale.

<p>● Inner London</p>	<p>Barking, Brent, Camden, City of London, Ealing, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Islington, Kensington and Chelsea, Lewisham, Merton, Newham, Southwark, Tower Hamlets, Wandsworth, and Westminster.</p>
<p>Spine Point</p>	<p>1 Sept 2007</p>
<p>Main Pay Scale</p> <p>M1</p> <p>M2</p> <p>M3</p> <p>M4</p> <p>M5</p> <p>M6</p> <p>Upper Pay Scale</p> <p>U1</p> <p>U2</p> <p>U3</p>	<p>£24,168</p> <p>£25,548</p> <p>£27,327</p> <p>£29,328</p> <p>£31,584</p> <p>£33,936</p> <p>£37,809</p> <p>£39,666</p> <p>£41,004</p>

● Outer London	Barnet, Bexley, Bromley, Croydon, Enfield, Harrow, Havering, Hillingdon, Hounslow, Kingston-upon-Thames, Redbridge, Richmond, Sutton, and Waltham Forest.
Spine Point	1 Sept 2007
Main Pay Scale	
M1	£23,118
M2	£24,501
M3	£26,247
M4	£28,053
M5	£30,432
M6	£32,751
Upper Pay Scale	
U1	£34,650
U2	£35,832
U3	£37,164

● Fringe	The whole of Surrey and the District Council Areas of Bracknell, Slough, Windsor and Maidenhead (Berkshire), South Buckinghamshire and Chiltern (Buckinghamshire), Basildon, Brentwood, Epping Forest, Harlow and Thurrock (in Essex), Broxbourne, Dacorum, East Hertfordshire, Hertsmere, St Albans, Three Rivers, Watford and Welwyn/Hatfield (in Hertfordshire), Dartford and Sevenoaks (in Kent), and Crawley (in West Sussex).
Spine Point	1 Sept 2007
Main Pay Scale	
M1	£21,102
M2	£22,692
M3	£24,438
M4	£26,250
M5	£28,239
M6	£30,393
Upper Pay Scale	
U1	£32,847
U2	£34,026
U3	£35,250

DISCRETIONARY RECRUITMENT INCENTIVES

Governing bodies and LAs may make such payments or provide other financial assistance, support or benefits to a teacher as they consider necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. A recruitment incentive that consists of periodic payments can only be paid for a maximum of three years and cannot be renewed.

GOLDEN HELLOS

In England, a £9,000 training bursary is payable to maths and science PGCE students and upon successful completion of their induction a further £5,000 golden hello. A £9,000 training bursary and then a £2,500 golden hello is payable to newly qualified teachers who have successfully completed a PGCE course and are teachers of one of the following shortage subjects: English (with drama), modern languages, religious education, music, design and technology, or information and communications technology.

You can claim a golden hello if you successfully complete induction within five years of the start of the first academic year after you gain QTS and if, within 12 months of completing induction, you are working in a relevant post in the maintained sector. Golden hellos are usually treated as taxable income.

In Wales, training bursaries and golden hellos are referred to respectively as training grants and teaching grants. For those teachers who complete their PGCEs in the 2006/07 academic year, the following figures apply. The training grant is £7,200 for teachers of secondary level maths, science, modern foreign languages, information technology, English, music, RE or Welsh. The training grant is £4,200 for teachers of primary level subjects or secondary subjects not on the preceding list. The teaching grant is payable to those teachers who obtain a permanent teaching post or a fixed-term contract of at least four months' duration to teach their degree subject in a maintained secondary school (or non-maintained special school) for at least 51% of their timetabled teaching time. The amount of the teaching grant is £5,000 for those teachers of secondary level maths or science or £2,500 for the other subjects which attracted a training grant.

If you have any questions, please telephone the Teaching Information Line on 0845 6000 991 (or the Welsh Teaching Information Line for Welsh speakers on 0845 6000 992). You can obtain the full guidance notes on training and teaching grants by telephoning 029 2082 5171 or e-mailing geoff.hanbury@wales.gsi.gov.uk.

DEDUCTIONS FROM SALARY

PENSIONS

Teachers will be entered into the Scheme automatically, but you are entitled, if you wish, to opt-out and make your own pension arrangements. Teachers are generally far better off with the guaranteed, index-linked and defined benefits of the teachers' scheme and of the Teachers' Pension Scheme. The NASUWT strongly recommends that teachers make their pension provisions through the Teachers' Pension Scheme.

The Teachers' Pension Scheme is contracted out of the State Second Pension and guaranteed to pay benefits at least as good as those the state would pay. You will receive a Basic State Pension in addition to your teachers pension.

Some aspects changed from January 2007 and further details can be obtained from Teachers' Pensions at www.teacherspensions.co.uk.

INCOME TAX

Taxable salary is calculated by subtracting the following elements from your gross pay:

- 6.4% teachers' pension contributions and other non-taxable pension contributions;
- personal allowance which for 2007/2008 is £5,225;
- any other non-taxable allowance.

Having calculated your taxable salary the first £2,230 will be taxed at 10%, between £2,231 and £34,600 at 22% and the remainder at 40%.

NATIONAL INSURANCE

As a member of the Teachers' Pension Scheme you are contracted out of the State Second Pension (S2P) because your earnings-related pension will be provided by the TPS. This means you pay the reduced contracted-out rate of national insurance contributions.

The 'working life' on which your basic state pension is based is counted from the age of 16 but you are allowed to discount up to five years and any years you will have spent at home looking after children or a sick person. You can only cover a gap in NI contributions that has occurred in the last five years and if these contributions are not brought up to date it can mean reductions in the widow's pension, state retirement pension and maternity benefits. If you want to clarify your national insurance position, or need more details of how to improve it, contact your local JobCentre Plus Office quoting your national insurance number.

Contracted-out national insurance contributions as of 6 April 2007 are calculated as follows:

- the first £100 of a week's pay is not counted;
- the remainder up to a salary of £670 per week is at 9.4%;
- earnings above £670 per week are subject to an NI contribution of 1%.

SICK PAY

During the first year of service you are entitled to 25 working days on full pay and after completing four calendar months' service, a further 50 working days on half pay; during the second year, full pay for 50 working days and half pay for 50 working days; and during the third year, 75 working days' full pay and 75 working days on half pay.

During the fourth and successive years you are entitled to full pay for 100 working days. These entitlements may be increased at the discretion of the employer.

AGENCY TEACHING

Agencies are run as commercial operations for the financial benefit of their operators. They must, therefore, make their profit out of the already underfunded school budgets, out of the salaries of the teachers they employ, or both. The NASUWT is opposed to the use of agencies. However, the Union recognises that an increasing number of new teachers, unable to find permanent posts, are turning to agency teaching as an interim measure.

The NASUWT provides the same high level of legal and professional support to members employed by agencies as it does to members employed on regular contracts.

Teachers in agency employment need to be aware that few agencies make any provision for pension contributions and this will have a detrimental effect on eventual retirement pension, even if the teacher does subsequently obtain permanent employment. Members can obtain advice on rectifying such pension deficiencies from the NASUWT Headquarters.

Agencies that deem the teachers whom they place to be "self-employed" should be avoided, for this status attracts legal liabilities that are normally borne by the employer.

A TO Z OF OTHER IMPORTANT ISSUES

ACCIDENTS

Whenever there is an accident the questions of liability can arise. In an increasingly litigious society schools are being faced with more claims for negligence – that is, allowing pupils to be vulnerable to an accident. If an accident occurs in a lesson you are teaching take prompt emergency action. Following the accident, note it in the school's accident book, note witnesses and make a full report after speaking to your NASUWT Representative.

If you have an accident or are assaulted whilst at work, note it in the accident book and report the accident to your union representative. If you are injured and you believe the accident/assault occurred because of negligence by a third party contact the NASUWT Legal Advice Line on 0808 100 2221 (you will need your NASUWT membership number to access this service).

ASSAULTS

It is a sad fact that a significant number of teachers experience threats of physical violence by pupils, parents and intruders on school property. Such behaviour is not restricted to secondary age pupils – a number of cases brought to the attention of the Union have been physical assaults carried out by primary age pupils.

All schools should have a policy of zero tolerance to verbal and physical abuse of their employees. Where the perpetrators are pupils this should be enforced through a policy of exclusion. The Union has published specific advice for members who suffer the stressful and traumatic experience of an assault at work. This advice includes a number of steps that should be followed if members are assaulted either by a pupil, parent or member of the public on the school premises.

In the event that you are assaulted or accused of assault you should immediately contact your Local Secretary or Regional Centre for advice.

BEHAVIOUR MANAGEMENT

Pupils cannot learn and teachers cannot teach in chaos and disruption. Effective teaching and learning can only take place in a well-ordered environment. It is essential that you become familiar with the school's behaviour policy, which should promote good order and discipline, and a shared commitment from parents, governors and the wider community. Your school should also provide you with training on behaviour management matters through induction, INSET or specific planned training.

As a member of the school staff you will have responsibilities for ensuring that the school's behaviour policy and procedure are implemented and consistently and fairly applied to all pupils.

All school staff are entitled to work in an environment that is free from violence and disruption. Violent and aggressive behaviour, swearing, sexist and racist attitudes and all forms of harassment, including bullying, are unacceptable. Such behaviour must not be tolerated. The headteacher and governing body are responsible for ensuring that high standards of discipline are established and maintained within the school.

If you experience difficulties with pupils displaying any form of unacceptable behaviour it is essential that you act at an early stage and seek support/guidance as appropriate.

The NASUWT has always stood alongside its members in defending their right to work in an environment where they and their pupils are not at risk of being attacked, abused or threatened and will continue to defend members' rights to teach. The Union has produced a number of resources that reflect its commitment to tackling the problems associated with violence and indiscipline in schools.

The NASUWT and ASCL (formerly SHA) have produced a series of publications outlining principles and procedures on which schools can build a sound policy and consistent, effective practice.

CHILD PROTECTION

You should be provided with the school's/LA's Child Protection Policy and any action that you take should comply with the policy. **All schools are required to have a designated teacher for child abuse issues.** If a pupil confides in you that they are being abused or if you suspect abuse, you must not keep the information to yourself or promise the child confidentiality. You should report your concerns to the designated teacher. Do not attempt to question a child as this could jeopardise any future investigation: leave questioning and investigation to professionals.

Ensure that you have been given the school's/LA's policy for addressing bullying behaviour. Bullying may be underpinned by unacceptable attitudes that lead to harassment on racist, sexist, ageist, homophobic or disability grounds. Some schools/LAs have separate policies that cover these forms of harassment.

If an allegation of child abuse is made against you by a pupil, parent or others contact your NASUWT Representative or Regional Centre immediately. The NASUWT will provide professional and legal support where necessary.

EDUCATIONAL VISITS

The education of pupils is often enhanced by educational visits and journeys. Learning outside the classroom can provide valuable educational experience and curriculum enrichment, providing it is

planned, properly resourced, and has clearly identified intended learning outcomes directly linked to the curriculum.

The Government's *'Learning Outside the Classroom Manifesto'* provides a valuable focal point for schools, local authorities, parents and a range of provider organisations to demonstrate their commitment to providing educationally enriching experiences for youngsters.

The NASUWT advises its members to consider very carefully before participating in educational visits. Although no activity can be entirely risk free, the NASUWT has always considered there were risks associated with these activities which could be minimised.

The NASUWT has secured the recognition that teachers should not be engaged in the administration of educational visits and that other members of the school/college workforce have a valuable contribution to make in organising and leading visits. All relevant guidance should reflect this and promote maximising the use of generic risk assessments of activities to remove this burden and responsibility from individual staff.

Where members decide to undertake these activities, they should follow very carefully the advice provided by their school/college/local authority and any national guidance produced. There is also an NASUWT *Health and Safety at Work* publication *'Educational Visits'*, which is available FREE to NASUWT members.

IN-SERVICE TRAINING (INSET)

All teachers should be able to attend INSET at regular intervals throughout their career to enable them to maintain the quality of their teaching. All aspects of training provision should be fully funded by Government. Funding must include the provision of supply cover to enable teachers to attend.

The NASUWT believes that for many years the importance of the provision of high-quality INSET in raising standards in schools has been ignored. In many instances INSET provision has been ad hoc, undervalued and viewed as a 'bolt-on' provision rather than integral to delivery in the classroom.

The NASUWT advocates a national strategy for INSET to underpin its importance and to provide funding, consistency, direction and equality of access for all teachers regardless of location or the school or service in which they work. The national strategy should set broad objectives for INSET but enable local determination of training needs.

The NASUWT believes that there is a substantial need to include, in a national strategy, provision of long courses concerned with pedagogic development. The important connection between the quality of education

provided in schools and the continuing interest among teachers for further study makes the provision and full funding of such courses essential.

INSPECTION

ENGLAND

OFSTED is the non-ministerial Government department charged with managing the inspection system in schools in England. Separate arrangements exist in Scotland, Wales and Northern Ireland. For details of these, please refer to your Regional Centre, as listed in the NASUWT diary for members. The NASUWT is not opposed to a robust system of inspection, but we recognise that the whole process can be traumatic and threatening to the teachers involved. Often, the experience itself is less threatening than the anticipation. There have been examples of discourteous and unprofessional inspection teams, and the NASUWT takes such instances very seriously. If you feel you have been unfairly treated, raise this within school as soon as possible. Contact the NASUWT for further advice.

OFSTED will report on your school, working within a Framework for Inspection, identifying the perceived strengths and weaknesses of the school. This may involve being observed teaching in the classroom. The school will be required to produce an action plan to address those areas that OFSTED identifies as needing improvement. In some circumstances the school may be identified as having serious weaknesses or be put into special measures – where this happens, the NASUWT works closely with the members in the school to support them through this difficult process.

The increased workload that inspection causes teachers is often actually not *required* by the inspection team – in recent years reducing this burden has been a priority for inspection teams. However, school management often makes increased demands on teachers to protect themselves from accusations of poor practice. OFSTED has published a much reduced list of the paperwork required, so if you believe you are being asked to produce unreasonable amounts of paperwork prior to an inspection, please contact your NASUWT Representative for further advice.

WALES

In Wales, OFSTED's equivalent is known as ESTYN. ESTYN is responsible for inspecting all education service providers in Wales. Schools are inspected within a six-year cycle and the inspections cover most aspects of a school's education service. Inspections are typically contracted out to independent teams of inspectors. As in England, ESTYN maintains that it is unnecessary for teachers to generate vast amounts of paperwork in preparation for an inspection and the NASUWT Cymru actively endorses this viewpoint.

SCOTLAND

Her Majesty's Inspectorate of Education (HMIE) began operating as an Executive Agency of the Scottish Executive in April 2001. HM Inspectorate is directly accountable to the Scottish Ministers for the standard of its work and Her Majesty's Senior Chief Inspector leads HM Inspectorate and has direct access to Ministers. HMIE operates independently and impartially, and its mission is to promote improvements in standards, quality and attainment in Scottish education. Its independent inspections, reviews and public reporting on educational establishments, community learning and the education functions of local authorities contribute strongly to continuous improvement in the quality of education. HMIE also informs parents, schools, colleges and other providers of education and the Scottish Ministers about standards and quality in education. This is done by collating, analysing and publishing evidence from its evaluations.

NORTHERN IRELAND

Inspectors from the Department of Education carry out inspection of schools in Northern Ireland.

Department of Education Inspectors regularly visit schools to carry out general and focused inspections. Following inspections a report is published and schools are required to address areas of concern identified by Inspectors.

MATERNITY LEAVE & PAY

The Maternity Regulations are complex and this is further complicated by the existence of two schemes which run side by side: 'the teachers' occupational scheme' and the statutory maternity pay scheme. Details of which scheme applies and further relevant information are detailed in the NASUWT FREE publication 'Maternity, Paternity, Adoption Leave and Pay'.

MINIBUSES

Many schools use their own minibus for a wide range of activities and many more teachers drive them without appreciating the liability which they are accepting. For example, if a tyre was below the legal limit or the tax had expired, the teacher driving the vehicle would be guilty of the offence. Even if the teacher was to carry out a careful vehicle check before driving and the person responsible for the administration in school had forgotten to renew the MOT or insurance, it would be the teacher, as the driver, who would be found guilty of any offence. It would be the teacher who received any fines or endorsements on their driving licence.

Accordingly, the NASUWT advice is that members should not drive school minibuses. Any member choosing to disregard this advice must

obtain a D1 licence by passing the minibus driving test set by the Driver Standards Agency, and must fulfil all the other conditions set out in DVLA advice leaflet INF28. They must also comply with whatever procedures or restrictions are set out by their employer. There is further specific legislation which relates to school minibuses and no member should get behind the wheel of one until they have studied the advice given in the NASUWT *Health and Safety at Work* publication 'The Use of Minibuses', which is available FREE to all NASUWT members.

PERFORMANCE MANAGEMENT

Performance Management is a process to support the development of all staff to improve teaching and raise standards. All schools in England and Wales are required to have a Performance Management policy in place that must be fully compliant with relevant Government Regulations. These Regulations require qualified and unqualified teachers (including heads), full or part time in community, voluntary, foundation, community and foundation special schools, nursery schools and those centrally employed by LAs, to participate in Performance Management. The Regulations now apply to teachers working at more than two schools.

The NASUWT and the Rewards and Incentives Group (RIG) have developed guidance on Performance Management, FAQs and a model performance management policy for use in schools in England. This guidance is available on the NASUWT website.

To obtain further detailed information on the Performance Management and Threshold process contact your NASUWT Representative or the NASUWT Regional Centre, for details see page 73.

The Performance Management provisions in Wales remain unchanged. In Wales, the NASUWT and UCAC produced a Best Practice Model Performance Management Policy. While the policy has no legal effect, the NASUWT policy is to ensure that schools require teachers to set no more than three performance management objectives each year. These objectives should include pupil progress and developing and improving practice. No more than three hours' classroom observation each academic year should occur. The NASUWT will support members whose schools fail to adhere to the model policy. The full policy and accompanying guidance are available from the Wales National Centre; for contact details see page 73.

PERSONAL HARASSMENT

What is personal harassment? The Industrial Society's helpful definition is as follows:

"Harassment can be defined as improper, offensive and humiliating behaviour, practices or conduct, which may threaten a person's job

security, create an intimidating, unwelcoming and stressful work environment, or cause personal offence or injury.”

The majority of staff are very supportive of new entrants to the profession, but research does show that new starters in any job can be vulnerable to bullying or harassment. Harassment takes many forms, including subtle sexual harassment and professional bullying. It is important to note that harassment of any kind can often be identified by a series of what appear to be ‘trivial’ incidents by anyone other than the recipient.

The NASUWT recommends that schools have a policy on harassment and many types of harassment constitute a disciplinary/criminal offence. The NASUWT supports members subjected to harassment and detailed advice is contained in the NASUWT publication ‘Stop! Personal Harassment’, available FREE to NASUWT members.

If you believe you are being subjected to bullying and/or harassment, you must speak to your NASUWT Representative as soon as possible.

PHYSICAL CONTACT WITH PUPILS

A pupil, parent or observer may misconstrue physical contact. You should avoid making gratuitous physical contact with pupils.

Any form of physical punishment of pupils is unlawful, as is any form of physical response to misbehaviour unless it is by way of restraint.

There may be occasions where physical contact is acceptable:

- When a distressed pupil needs comfort such as a caring parent might give. Such contact should appear normal and natural.
- Some staff may come into physical contact with pupils because of the nature of the subject they teach. Examples may be demonstrating a piece of equipment or apparatus or demonstrating a move or exercise in PE. You should be careful that such contact could not be misinterpreted.
- There may be occasions where it is necessary to physically restrain a pupil to prevent him/her inflicting injury to others or self-injury, damaging property, or causing disruption (DfEE Circular 10/98 or Welsh Office Circular 37/98 – the use of reasonable force to control or restrain pupils). In such situations only the minimum of force necessary should be used. It is essential that you consult the school’s/LA’s policy on physical contact with pupils and the use of restraint before you begin teaching. The NASUWT asserts that teachers should be trained in acceptable forms of restraint.

Following any such incidents, note the witnesses to the event and speak to your NASUWT Representative as soon as possible.

- Newly qualified teachers should not be placed in classes with exceptionally difficult pupils. However, for guidance with regard to Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders see DfES Circular LEA/0242/2002; and for guidance concerning the Use of Restrictive Physical Intervention for Pupils with Severe Behavioural Difficulties see DfES Circular LEA/0264/2003.
- Where you need to administer first aid, wherever possible, ensure another adult is present.

PRIVATE MEETINGS WITH PUPILS

Private meetings with individual pupils may give rise to concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary, but where possible, such interviews should be conducted in a room with visual access, or with the door open. Another adult or pupil should be present nearby. Where such conditions cannot apply ensure that another member of staff knows that the interview is taking place.

Meetings with individual pupils away from school premises should only be arranged with the specific approval of the headteacher.

PUPILS' PROPERTY

The school's code of conduct will normally specify that which pupils can legitimately bring onto the school premises. If you confiscate a prohibited, but not illegal, item until the end of the school day, or take custody of property for safekeeping, you must take all 'reasonable' steps to secure it. Keeping it in a locked drawer, cupboard or storeroom will be a legitimate defence against negligence if the property is stolen.

It is advisable to keep a written record of to whom the property belongs, when it was confiscated, the reason and how long the confiscation is to last.

Money for school trips should be paid directly to the school office. However, if you were to come into possession of such money this should be paid to the school office as soon as possible and a receipt obtained. Do not under any circumstances take such cash off the school premises for safekeeping.

RELATIONSHIPS WITH OLDER PUPILS

The Sexual Offences (Amendment) Act 2000 introduced what is known as the 'abuse of trust' legislation, making it unlawful for a person to engage in sexual activity with a person under 18 where they are in a position of trust in relation to that younger person. This clearly covers

teachers. The maximum penalty was six months imprisonment and/or up to a £5,000 fine and the person would be registered as a Sex Offender. This would then lead to automatic barring from teaching.

The Sexual Offences Act 2003 extended this legislation even further. It introduced an offence of 'grooming' and raised the penalties for offences. This means that convicted teachers can now expect much longer custodial sentences. Acceptance of a caution under this Act also means automatic placement on the Sex Offenders Register.

Pupils do develop 'crushes' on teachers. If you are concerned that a pupil is becoming attracted to you or is developing an attachment, you must report the situation to a head of department or line manager and seek professional advice from the NASUWT. Obviously, it is important to take steps to minimise risk and avoid situations that might be misconstrued.

JARGON BUSTER

Entering any new profession means facing the challenge of learning the lingo! Teaching is no different; the world of education is full of jargon, initials and acronyms. This jargon buster has been designed as an easy reference to help you become more familiar with some of the terminology you will hear in school.

ANIC	ASSOCIATION OF NORTHERN IRELAND COLLEGES
AQA	ASSESSMENT AND QUALIFICATIONS ALLIANCE
BATOD	BRITISH ASSOCIATION OF TEACHERS OF THE DEAF
BECTA	BRITISH EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY AGENCY
BSA	BASIC SKILLS AGENCY
BT	BEGINNING TEACHER
CASS	CURRICULUM ADVISORY AND SUPPORT SERVICE
CCEA	COUNCIL FOR CURRICULUM EXAMINATION AND ASSESSMENT
CCMS	COUNCIL FOR CATHOLIC MAINTAINED SCHOOLS
CNAG	COMHAIRLE NA GAELSCLAIOCHTA
CPD	CONTINUING PROFESSIONAL DEVELOPMENT (see page 23)
CRB	CRIMINAL RECORDS BUREAU (see page 18)
CRE	COMMISSION FOR RACIAL EQUALITY
CRESTED	COUNCIL FOR THE REGISTRATION OF SCHOOLS TEACHING DYSLEXIC PUPILS
CTC	CITY TECHNOLOGY COLLEGE
DELLS	DEPARTMENT FOR EDUCATION, LIFELONG LEARNING AND SKILLS
DENI	DEPARTMENT OF EDUCATION FOR NORTHERN IRELAND
DfES	DEPARTMENT FOR EDUCATION AND SKILLS
EAB	EXAMINATIONS APPEALS BOARD
EAZ	EDUCATION ACTION ZONE
EBD	EMOTIONAL AND BEHAVIOURAL DIFFICULTIES
EDEXCEL	EXAMINATIONS AWARDDING BODY
EI	EDUCATION INTERNATIONAL
EIC	EXCELLENCE IN CITIES
ELB	EDUCATION AND LIBRARY BOARD
EMAG	ETHNIC MINORITY ACHIEVEMENT GRANT
EO	EQUAL OPPORTUNITIES
EPD	EARLY PROFESSIONAL DEVELOPMENT
ESTYN	HER MAJESTY'S INSPECTORATE FOR EDUCATION AND TRAINING IN WALES

ESW	EDUCATION SOCIAL WORKER
GBA	GOVERNING BODIES ASSOCIATION
GNVQ	GENERAL NATIONAL VOCATIONAL QUALIFICATION
GTCE	GENERAL TEACHING COUNCIL ENGLAND
GTCNI	GENERAL TEACHING COUNCIL NORTHERN IRELAND
GTCS	GENERAL TEACHING COUNCIL SCOTLAND
GTCW	GENERAL TEACHING COUNCIL WALES
HMIE	HER MAJESTY'S INSPECTORATE OF EDUCATION
IAASE	INDEPENDENT APPEALS AUTHORITY FOR SCHOOL EXAMINATIONS
ICT	INFORMATION AND COMMUNICATIONS TECHNOLOGY
ICTU	IRISH CONGRESS OF TRADE UNIONS
IEP	INDIVIDUAL EDUCATION PLAN
INSET	IN-SERVICE EDUCATION AND TRAINING (see page 45)
ITT	INITIAL TEACHER TRAINING
KS	KEY STAGE
LA	LOCAL AUTHORITY
LDD	LEARNING DIFFICULTIES AND/OR DISABILITIES
LGA	LOCAL GOVERNMENT ASSOCIATION
LSC	LEARNING AND SKILLS COUNCIL
MLD	MODERATE LEARNING DIFFICULTIES
NASUWT	NATIONAL ASSOCIATION OF SCHOOLMASTERS UNION OF WOMEN TEACHERS
NATT	NATIONAL ASSOCIATION OF TEACHERS OF TRAVELLERS
NAW	NATIONAL ASSEMBLY FOR WALES
NC	NATIONAL CURRICULUM
NCETW	NATIONAL COUNCIL FOR EDUCATION AND TRAINING FOR WALES (part of ELWA)
NCPTA	NATIONAL CONFEDERATION OF PARENT TEACHER ASSOCIATIONS
NCSL	NATIONAL COLLEGE FOR SCHOOL LEADERSHIP
NEOST	NATIONAL EMPLOYERS ORGANISATION FOR SCHOOL TEACHERS
NGFL	NATIONAL GRID FOR LEARNING
NICIE	NORTHERN IRELAND COUNCIL FOR INTEGRATED EDUCATION
NITC	NORTHERN IRELAND TEACHERS' COUNCIL

NLS	NATIONAL LITERACY STRATEGY
NNS	NATIONAL NUMERACY STRATEGY
NQT	NEWLY QUALIFIED TEACHER
NRT	NATIONAL REMODELLING TEAM
NRWS	NEW RELATIONSHIP WITH SCHOOLS
OCR	OXFORD, CAMBRIDGE AND RSA EXAMINATIONS BOARD
OFSTED	OFFICE FOR STANDARDS IN EDUCATION
PM	PERFORMANCE MANAGEMENT (see page 48)
PNS	PRIMARY NATIONAL STRATEGY
PRP	PERFORMANCE-RELATED PAY
PRU	PUPIL REFERRAL UNIT
QCA	QUALIFICATIONS AND CURRICULUM AUTHORITY
QTS	QUALIFIED TEACHER STATUS
R&D	RESEARCH AND DEVELOPMENT
RIG	REWARDS AND INCENTIVES GROUP
RTU	REGIONAL TRAINING UNIT
SATs	STANDARD ASSESSMENT TESTS
SCET	SCOTTISH COUNCIL FOR EDUCATIONAL TECHNOLOGY
SDP	SCHOOL DEVELOPMENT PLAN
SEED	SCOTTISH EXECUTIVE EDUCATION DEPARTMENT
SEN	SPECIAL EDUCATION NEEDS
SENCO	SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR
SEU	SOCIAL EXCLUSION UNIT
SFR	STANDARD FOR FULL REGISTRATION (SCOTLAND)
SLD	SEVERE LEARNING DIFFICULTIES
SPPA	SCOTTISH PUBLIC PENSIONS AGENCY
SQA	SCOTTISH QUALIFICATION AUTHORITY
STRB	SCHOOL TEACHERS' REVIEW BODY
STUC	SCOTTISH TRADES UNION CONGRESS
TDA	TRAINING AND DEVELOPMENT AGENCY
TES	TRAVELLER EDUCATION SERVICE
TNC	TEACHERS' SALARIES AND CONDITIONS OF SERVICE NEGOTIATING COMMITTEE (SCHOOLS)
TUC	TRADES UNION CONGRESS
UCAS	UNIVERSITIES AND COLLEGES ADMISSIONS SERVICE
UKLA	UNITED KINGDOM LITERACY ASSOCIATION
ULF	UNION LEARNING FUND
VA	VOLUNTARY AIDED
VC	VOLUNTARY CONTROLLED

WAMG
WJEC

WORKFORCE AGREEMENT MONITORING GROUP
WELSH JOINT EDUCATION COMMITTEE

If jargon is regularly being used in your school but not included in this list contact the NASUWT at recruitment@mail.nasuwt.org.uk. We will make every effort to find out the meaning of the jargon and get back to you, but just as importantly the NASUWT will use your feedback to update this list and assist future NQTs.

USEFUL ADDRESSES AND WEBSITES

ADVISORY CENTRE FOR EDUCATION (ACE)

Department A
1c Aberdeen Studios
22 Highbury Grove
London N5 2DQ
Tel: 020 7704 9822
Tel: 0808 800 5793 (General advice line)
Website: www.ace-ed.org.uk

BRITISH EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY AGENCY (BECTA)

Milburn Hill Road
Science Park
Coventry
CV4 7JJ
Tel: 024 7641 6994
Website: www.becta.org.uk

THE BRITISH LIBRARY

96 Euston Road
St Pancras
London
NW1 2DB
Tel: 0870 444 1500
E-mail: enquiries@bl.uk
Website: www.bl.uk

THE CAMPAIGN FOR STATE EDUCATION (CASE)

98 Erlanger Road
London
SW14 5TH
Tel: 07932 149942
Website: www.casenet.org.uk

CHILDREN'S SERVICES NETWORK (previously the Education Network)

Local Government Information Unit
22 Upper Woburn Place
Euston
London
WC1H 0TB
Tel: 020 7554 2800
Website: www.ten.info

COMMISSION FOR RACIAL EQUALITY

Head Office:
St Dunstan's House
201-211 Borough High Street
London
SE1 1GZ
Tel: 020 7939 0000
Website: www.cre.gov.uk

DEPARTMENT FOR EDUCATION AND SKILLS (DfES)

Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Tel: 0870 001 2345
Tel: 0870 000 2288 (Public Enquiry Unit)
Website: www.dfes.gov.uk

DISABILITY RIGHTS COMMISSION

DRC Helpline
FREEPOST MID02164
Stratford upon Avon
CV37 9BR
Tel: 08457 622 633
Textphone: 08457 622 644
Website: www.drc.gov.uk

EDUCATION INTERNATIONAL

5 boulevard du Roi Albert II
1210 Brussels
Belgium
Tel: +32 (0)2 22 40 611
Fax: +32 (0)2 22 40 606
E-mail: headoffice@ei-ie.org
Website: www.ei-ie.org

EQUAL OPPORTUNITIES COMMISSION (EOC)

Arndale House
Arndale Centre
Manchester
M4 3EQ
Tel: 0845 601 5901
Website: www.eoc.org.uk

EQUALITY COMMISSION FOR NORTHERN IRELAND

Equality House
7-9 Shaftesbury Square
Belfast BT2 7DP
Enquiry Line: 028 90 890 890
Textphone: 028 90 500 589
E-mail: information@equalityni.org
Website: www.equalityni.org

ESTYN

(Her Majesty's Inspectorate for Education and Training in Wales)
Anchor Court
Keen Road
Cardiff CF24 5JW
Tel: 029 2044 6446
Website: www.estyn.gov.uk

GENERAL TEACHING COUNCIL FOR ENGLAND (GTCE)

London Office:
Whittington House
19-30 Alfred Place
London WC1E 7EA

Birmingham Office:
Victoria Square House
Victoria Square
Birmingham B2 4AJ

Tel: 0870 001 0308 (National Telephone Number)
Website: www.gtce.org.uk

GENERAL TEACHING COUNCIL FOR NORTHERN IRELAND

4th Floor Albany House
73-75 Great Victoria Street
Belfast BT2 7AF
Tel: 028 9033 3390
E-mail: info@gtcni.org.uk
Website: www.gtcni.org.uk

GENERAL TEACHING COUNCIL FOR SCOTLAND (GTCS)

Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: 0131 314 6000
E-mail: gtcs@gtcs.org.uk
Website: www.gtcs.org.uk

**GENERAL TEACHING COUNCIL FOR WALES (GTCW)
CYNGOR ADDYSGU CYFFREDINOL CYMRU**

4th Floor, Southgate House
Wood Street
Cardiff CF10 1EW
Tel: 029 2055 0350
Website: www.gtcw.org.uk

HAZARDS MAGAZINE

PO Box 199
Sheffield
S1 4YL
Tel: 0114 201 4265
Website: www.hazards.org

**HEALTH AND SAFETY EXECUTIVE (HSE)
INFORMATION SERVICES**

Bootle Information Centre
Magdalen House
Trinity Road
Bootle
Merseyside L20 3QZ
Information line: 0845 345 0055
Website: www.hse.gov.uk

HMIE

HM Inspectorate of Education
Saughton House
Broomhouse Drive
Edinburgh EH11 3XD
Tel: 0131 536 5500
Website: www.scotland.gov.uk/hmie

THE LEARNING AND SKILLS COUNCIL

Cheylesmore House
Quinton Road
Coventry
CV1 2WT
Tel: 0845 019 4170
E-mail: info@lsc.gov.uk
Website: www.lsc.gov.uk

THE LIBRARY CAMPAIGN

22 Upper Woburn Place
London
WC1H 0TB
Tel: 01273 887321
Fax: 01273 887321
E-mail: librarycam@aol.com
Website: www.librarycampaign.co.uk

NASUWT

Hillscourt Education Centre
Rose Hill
Rednal
Birmingham B45 8RS
Tel: 0121 453 6150
Fax: 0121 457 6208/9
E-mail: naswt@mail.naswt.org.uk
Website: www.teachersunion.org.uk

NATIONAL CHILDREN'S BUREAU

8 Wakley Street
London EC1V 7QE
Tel: 020 7843 6000
Website: www.ncb.org.uk

THE NATIONAL CONFEDERATION OF PARENT TEACHER ASSOCIATIONS (NCPTA)

18 St Johns Hill
Sevenoaks
Kent TN13 3NP
Tel: 01732 748850
Website: www.ncpta.org.uk

NATIONAL UNION OF STUDENTS (NUS)

NUS, 2nd Floor
Centro 3
Mandela House
London NW1 0DU
Tel: 0871 221 8221
Website: www.nusonline.co.uk

NATIONAL YOUTH AGENCY

Eastgate House
19-23 Humberstone Road
Leicester LE5 3GJ
Tel: 0116 242 7350
Website: www.nya.org.uk

THE NATURAL HISTORY MUSEUM

Cromwell Road
London
SW7 5BD
Tel: 020 7942 5011 (Information Line)
Website: www.nhm.ac.uk/education

OFFICE FOR STANDARDS IN EDUCATION (OFSTED)

Alexandra House
33 Kingsway
London WC2B 6SE
Tel: 08456 404040
Website: www.ofsted.gov.uk

QUALIFICATIONS AND CURRICULUM AUTHORITY (QCA)

83 Piccadilly
London W1J 8QA
Tel: 020 7509 5555
Website: www.qca.org.uk

QUALIFICATIONS AND CURRICULUM GROUP

(DELLS – Department for Education, Lifelong Learning and Skills)
Welsh Assembly Government

Castle Buildings
Womanby Street
Cardiff CF10 1SX
Tel: 029 2037 5400
Website: <http://new.wales.gov.uk/about/departments/dells/?lang=en>

THE ROYAL SOCIETY FOR THE PREVENTION OF ACCIDENTS (ROSPA)

ROSPA House, Edgbaston Park
353 Bristol Road
Edgbaston
Birmingham B5 7ST
Tel: 0121 248 2000
Website: www.rosipa.com

SCHOOL'S OUT! NATIONAL

(Working for Lesbian, Gay, Bisexual and Transperson Equality in Education)

BM School's Out! National

London WC1N 3XX

Helpline: Male – 01582 451424

Female – 020 7635 0476

Website: www.schools-out.org.uk

SCOTTISH TRADES UNION CONGRESS (STUC)

333 Woodlands Road

Glasgow G3 6NG

Tel: 0141 337 8100

THE SCIENCE MUSEUM

Exhibition Road

South Kensington

London SW7 2DD

Tel: 0870 870 4868

Website: www.sciencemuseum.org.uk

SEED

Scottish Executive Education Department

Victoria Quay

Edinburgh EH6 6QQ

Tel: 0131 556 8400

Website: www.scotland.gov.uk

SPPA

Scottish Public Pensions Agency

7 Tweedside Park

Tweedbank

Galashiels

TD1 3TE

Tel: 01896 893000

Website: www.scotland.gov.uk/sppa

TEACHERS' PENSIONS

Capita Teachers' Pensions

Mowden Hall

Staindrop Road

Darlington DL3 9EE

Tel: 0845 606 6166

Website: www.teacherspensions.co.uk

TRAINING AND DEVELOPMENT AGENCY (TDA)

The Training and Development Agency for Schools
151 Buckingham Palace Road
London
SW1W 9SZ
Tel: 020 7023 8001

TIMES EDUCATIONAL SUPPLEMENT (TES)

Admiral House
66-68 East Smithfield
London E1W 1BX
Tel: 020 7782 3000
Websites: www.tes.co.uk and
www.jobs.tes.co.uk (TES Online jobs)

TRADES UNION CONGRESS (TUC)

Congress House
23-28 Great Russell Street
London WC1B 3LS
Tel: 020 7636 4030
Website: www.tuc.org.uk

UNOG-OHCHR

Office of the United Nations – High Commissioner for Human Rights
UNOG-OHCHR
1211 Geneva 10
Switzerland
Tel: +41 22 917 9000
E-mail: infodesk@ohchr.org
Website: www.ohchr.org/english

WELSH ASSEMBLY GOVERNMENT

Cathays Park
Cardiff
CF10 3NQ
Tel: 0845 010 3300
Website: www.wales.gov.uk

**YOUTH HOSTELS ASSOCIATION
(ENGLAND AND WALES) (YHA)**

Trevelyan House
Dimple Road
Matlock, Derbyshire DE4 3YH
Tel: 01629 592600
Website: www.yha.org.uk

ABOUT THE NASUWT

WHAT MAKES THE NASUWT DIFFERENT?

PUTTING TEACHERS FIRST

The NASUWT is the largest union representing teachers and headteachers throughout the UK.

CROSS SECTOR

The NASUWT has members in all sectors from early years to further education and represents teachers in all roles including heads and deputies.

DEMOCRATIC

The membership of serving teachers determines national policy, which is implemented by those elected to represent them.

POLITICALLY INDEPENDENT

The NASUWT is not linked to any political party. It makes no donations either directly or indirectly.

The Union's aim is to serve the best interests of teachers no matter what party forms the government at national or local level.

INFLUENTIAL

The NASUWT is deeply committed to working to influence the education policy of the government and employers. The NASUWT is a member of the TUC and is linked to other national and international trade union organisations and represented on a wide range of professional, educational and advisory bodies.

FIRST-CLASS REPRESENTATION

The NASUWT provides first-class legal and professional services through a high-quality network of local officers, regional staff and specialist legal advisers.

The NASUWT has an excellent record in training school-based representatives and senior lay representatives to deliver individual and collective support and representation to members. They are all supported by experienced full-time regional and national officials.

FOCUSED ON EQUALITY

The NASUWT is committed to pursuing fair and equitable conditions of service for all members. The Union has for many years recognised the importance of adopting a rational and considered approach to equal

opportunities. Moreover, the Union is committed to shaping the development of Government, LA and school policy and practice in a way that is meaningful and beneficial to all teachers.

The Union recognises that teachers play an essential role in challenging discrimination, inequality and intolerance and has produced advice and information to members in respect of a wide range of equality issues. Many of these publications are designed to provide practical advice to ensure that equality is embedded in all areas of school life. These include:

- Education and Race;
- Disability Awareness;
- Tackling Homophobic Bullying;
- Age Discrimination;
- Personal Harassment;
- Race Relations Amendment Act and the Code of Practice.

These and other related documents may be obtained on the NASUWT website or from Headquarters.

The NASUWT conferences and seminars focusing on equality topics have been highly acclaimed by the education officials, practising educational professionals and members attending them.

EQUALITY CONSULTATION CONFERENCES

The NASUWT is committed to the principles and practices of equal opportunities in the workplace.

The NASUWT is at the forefront of formulating policy on all equality issues relevant to teachers in the workplace and education in general. Moreover, the Union has developed a range of policies and initiatives to enable teachers to progress towards the goal of equal opportunities in schools and colleges.

The NASUWT holds a number of Equality Consultation Conferences which are free to all members.

To book a place on any of the equality consultation conferences listed below please contact Conferences and Events on 0121 453 6150 or conferencesandevents@mail.nasuwt.org.uk.

Women Teachers' Consultation Conference **6 October 2007**

Black and Minority Ethnic Teachers' Consultation Conference **3 November 2007**

Young Teachers' Consultation Conference **24 November 2007**

Disabled Teachers' Consultation Conference 9 December 2007

**Lesbian, Gay, Bisexual and Transgender
(LGBT) Teachers' Consultation Conference 26 January 2008**

CAMPAIGNING TO DELIVER CHANGE

The NASUWT has developed policies on many of the key issues affecting education and members' conditions of service. Our long-standing views on the funding of schools, the National Curriculum and our stance on violent and disruptive pupils, excessive workload and bureaucracy are now being adopted by others and heeded by Government.

WORKLOAD AND THE TEACHER'S CONTRACT

The NASUWT campaigns have resulted in the NASUWT influencing the McCrone Agreement in Scotland, the National Agreement *'Raising Standards and Tackling Workload'* in England and Wales, and the Independent Curran Inquiry in Northern Ireland.

PUPIL INDISCIPLINE

The NASUWT supports members in tackling pupil indiscipline and has secured a reputation second to none for the action it has taken on this crucial issue.

This support includes producing comprehensive support packs on behaviour management and assaults on teachers.

PAY

The NASUWT advocates the introduction of a simple, transparent and collegiate pay structure, which has no unnecessary barriers and complications and enables the vast majority of classroom teachers to access higher salaries.

COMMUNICATION

The NASUWT believes that keeping members informed about what their union is doing for them is vital. The NASUWT sends:

- information on key issues direct to every member's home throughout the year;
- a copy of *Teaching Today*, the NASUWT journal, to every member's home five times a year;
- regular reports to members in schools to keep them fully up-to-date on current issues and negotiations;
- regular information to school-based representatives to help keep members informed on the ground.

NASUWT WEBSITE

www.teachersunion.org.uk is the leading website for teachers.

The NASUWT's website keeps teachers up-to-date on the latest news and comment from the world of education. It gives members online access to advice and information on issues affecting them in the workplace. You can join the NASUWT online and request publications. The Training and Events section gives the latest news on training, seminars and conferences.

PRACTICAL ADVICE AND GUIDANCE

The NASUWT produces excellent practical advice to support those studying to become teachers and on issues affecting teachers in the workplace.

The NASUWT support for new teachers has been recognised by NQTs and educational professionals and includes:

- Finding Your First Teaching Post;
- A Guide to Induction;
- Conditions of Service – a guide for new teachers.

The NASUWT guidance on threshold and Performance Management has been highly acclaimed and widely used by members of all the teacher unions.

TRAINING AND INFORMATION

The NASUWT offers an extensive programme of trade union and professional courses for Representatives and members.

The NASUWT holds numerous single-issue conferences and seminars throughout the year.

BUILDING THE FUTURE – SUPPORTING STUDENTS

In order to build a strong and representative trade union which will continue to be effective into the twenty-first century the NASUWT believes that it is vital to make trade unionism relevant and attractive to new recruits to the profession.

The NASUWT offers **FREE** membership for all students who are working towards a teaching qualification. This membership provides the essential legal and professional cover every student needs before entering the classroom. The NASUWT also supplies **FREE** advice and guidance manuals to all students, which give practical advice on the process of becoming a newly qualified teacher.

LEGAL AND PROFESSIONAL COVER

Members of the NASUWT are entitled to full professional (and legal) advice, support and representation in relation to all matters arising from teaching employment (subject to the NASUWT Rules). This service is provided through an integrated network of elected officers, salaried officials and retained specialist solicitors.

The Union's **professional services** are provided through Regional Centres. They include:

- advice on all aspects of a teacher's employment;
- the defence of disciplinary allegations or competence proceedings;
- representation, if appropriate, at employment tribunals for cases such as breach of contract, unfair dismissal/redundancy and discrimination.

The Union's **legal services** include:

- the pursuit of personal injury claims for compensation in relation to work-related accidents, illness and assault. Call the free legal advice line (telephone 0808 100 2221);
- prompt and effective solicitor representation for those teachers facing work-related criminal allegations. Call your Regional Centre.

PROFESSIONAL ADVICE AND TRADE UNION SUPPORT

There are a great many areas where the law is of little assistance in resolving employment-related matters. For example, the School Teachers' Pay and Conditions Document uses the words 'reasonable' or 'reasonably' in various places. Unfortunately, the law does not define what is reasonable; this makes professional and trade union support vital should a member believe that what s/he is being asked to do is unreasonable. The NASUWT members can access this support through a whole range of local contacts including NASUWT Representatives, National Executive Members and Regional Centres.

BENEVOLENCE ASSISTANCE

It sometimes happens that members experience financial hardship through no fault of their own and as a result of unforeseen circumstances.

These situations can arise as a result of chronic illness, bereavement, accidental injury or loss of employment through dismissal or redundancy. Sometimes the only effective assistance available, especially in emergencies, is through the NASUWT Benevolent Fund. You are eligible to apply if you are or have been a subscribing member of the NASUWT or are the dependant of a member or former member of the NASUWT.

Any NASUWT member who is experiencing hardship and needs to make an application to the Benevolent Fund should contact their NASUWT Regional Centre.

FOR MEMBERS – NON-EMPLOYMENT-RELATED ISSUES

NASUWT members also have access to a number of other legal services:

- 30 minutes free non-employment legal advice.
- Non-employment personal injury claims for members and their dependants.
- Hassle-free conveyancing.
- Free will writing.

NASUWT members can access the above services by telephoning 0808 100 2221.

NASUWT WORKING IN PARTNERSHIP WITH OTHER ORGANISATIONS

CONFIDENTIAL SUPPORT AND ADVICE

The NASUWT understands that members may occasionally need additional confidential support and advice in specialist areas. In order to provide this advice the NASUWT works with other organisations to provide the following services to members:

- **24-hour stress counselling service:**
Teacher Support Line **08000 562 561**
Teacher Support Line Cymru **0800 085 5088**
- **FREE Debt Advice:**
Payplan **0800 716 239**

FREE PERSONAL ACCIDENT COVER

The NASUWT provides free personal accident cover in the event that a member suffers a fatal injury or loss of limbs or eye due to an accident at work. Cover includes accidents incurred whilst travelling to and from work.

FREE INSURANCE COVER FOR CASH AND PERSONAL BELONGINGS

The Union provides free insurance cover for cash and personal belongings stolen from school or lost through fire. Cover includes losses incurred whilst on official school visits. Members completing the payment of their subscription by 31 January each year or, alternatively, who pay their subscription by direct debit, benefit from increased levels of insurance cover.

FREE MALICIOUS DAMAGE TO CAR INSURANCE

The NASUWT provides free insurance cover in the event that members' cars are subject to malicious damage whilst on school premises. This cover is only available to members who complete the payment of their subscription by 31 January each year or, alternatively, who pay their subscription by direct debit.

Further details of the free insurance cover provided can be obtained from the NASUWT Membership Team on 0121 457 6211 or from the Union's website at www.teachersunion.org.uk.

NASUWT BENEFITS AND SERVICES

Members are invited to take advantage of the wide range of offers, discounts, benefits and services available from almost 100 different companies. In addition to the 'must have' financial and insurance services from long-term partner companies such as Wesleyan for Teachers and Endsleigh, the Benefits and Services website at www.nasuwtbenefits.co.uk (password p2007) gives you access to savings from a complete range of lifestyle benefits that should easily enable you to recover each year the cost of your NASUWT subscription.

In addition to the website look out for the monthly Benefits and Services ezine that is sent to all members who have supplied the Union with their e-mail address. If you are not receiving the ezine simply go to www.nasuwtbenefits.co.uk (password p2007) and use the ezine subscription facility provided.

The third and final aspect of NASUWT Benefits and Services is the provision of a voucher booklet which is sent to members five times a year at their home address as an insert within Teaching Today. If you lose the booklet you can always visit www.nasuwtbenefits.co.uk (password p2007) and check on the current range of vouchers offers available.

FREE SUBSCRIPTION OFFER

STANDARD FREE NQT MEMBERSHIP OFFER

The NASUWT recognises that many newly qualified teachers begin their career facing significant financial constraints. To help alleviate this financial pressure and to enable newly qualified teachers to access the excellent legal and professional protection enjoyed by NASUWT members, the NASUWT offers full membership of the largest teachers' union operating throughout the UK FREE for your first term of teaching followed by a 50% reduction on your subscription for a further two years. Free full membership can commence in the months leading up to your date of qualification and cover you for any supply work during this time.

ENHANCED NQT MEMBERSHIP OFFER

Over 98% of NASUWT members choose to pay their membership subscription by the convenient method of direct debit. This efficient and economical collection method enables more resources to be available to deliver services to members.

All NQT members who agree to pay their second year of subscription by direct debit will receive **FREE NASUWT membership for a full calendar year followed by a 50% reduction on the second subscription year**. If you qualify and start teaching in 2007, you would receive free membership until 31 December 2008 followed by a 50% reduction on your 2009 subscription.

To take advantage of this fabulous offer just make one hassle-free telephone call to our Membership Team on 0121 457 6211. Your full membership will be active immediately and cover you for any supply work you may do.

In the unlikely event that the NASUWT does not meet your expectations during your period of free membership, you may cancel your subscription without any cost or obligation simply by notifying the NASUWT.

OUR PRICE PROMISE TO ALL NEWLY QUALIFIED TEACHERS

Highest quality at the lowest price – guaranteed!

To keep this promise the NASUWT will better any other teacher trade union newly qualified teacher subscription offer by matching it and including an extra month's membership free of charge.

**For full details of current subscription rates visit
www.teachersunion.org.uk**

REGIONAL CENTRES

Northern Ireland National Centre	Ben Madigan House Edgewater Office Park Edgewater Road Belfast BT3 9JQ Tel: 028 9078 4480 Fax: 028 9078 4489 E-mail: rc-nireland@mail.nasuwt.org.uk
Scotland National Centre	6 Waterloo Place Edinburgh EH1 3EG Tel: 0131 523 1110 Fax: 0131 523 1119 E-mail: rc-scotland@mail.nasuwt.org.uk
Wales National Centre	Greenwood Close Cardiff Gate Business Park Cardiff CF23 8RD Tel: 029 2054 6080 Fax: 029 2054 6089 E-mail: rc-wales-cymru@mail.nasuwt.org.uk
Eastern Regional Centre	St James House The Anderson Centre Olding Road, Bury St Edmunds Suffolk IP33 3TA Tel: 01284 772300 Fax: 01284 772309 E-mail: rc-eastern@mail.nasuwt.org.uk
East Midlands Regional Centre	Colliers Way Phoenix Park Nottingham NG8 6AT Tel: 0115 976 7180 Fax: 0115 976 7189 E-mail: rc-eastmids@mail.nasuwt.org.uk
Greater London Regional Centre	65 St John Street Farringdon London EC1M 4AN Tel: 020 7490 6130 Fax: 020 7490 6138 E-mail: rc-london@mail.nasuwt.org.uk

North East Regional Centre	Witney Way, Boldon Colliery Tyne & Wear NE35 9PE Tel: 0191 519 5300 Fax: 0191 519 5309 E-mail: rc-northeast@mail.nasuwt.org.uk
North West Regional Centre	North Quarry Business Village Skull House Lane, Appley Bridge Lancs WN6 9DL Tel: 01257 256800 Fax: 01257 256809 E-mail: rc-northwest@mail.nasuwt.org.uk
South East Regional Centre	Milestone House Portsmouth Road Send Surrey GU23 7JZ Tel: 01483 226130 Fax: 01483 226139 E-mail: rc-southeast@mail.nasuwt.org.uk
South West Regional Centre	2 Marlborough Court Manaton Close Matford Business Park Exeter EX2 8PF Tel: 01392 822500 Fax: 01392 822509 E-mail: rc-southwest@mail.nasuwt.org.uk
West Midlands Regional Centre	1 The Wharf Bridge Street Birmingham B1 2JS Tel: 0121 643 4434 Fax: 0121 633 4550 E-mail: rc-westmids@mail.nasuwt.org.uk
Yorkshire & Humberside Regional Centre	241 Leeds Road Rothwell Leeds LS26 0GR Tel: 0113 201 4600 Fax: 0113 201 4609 E-mail: rc-yorks&humb@mail.nasuwt.org.uk

YOUR FEEDBACK

NASUWT constantly strives to improve its services to members. Your feedback on what you have found useful in this guide or what you would have liked to have seen included is valuable to us. This feedback will be used to improve our service to newly qualified teachers of the future. You can send us your suggestions on this form and return it to the FREEPOST address at the bottom of the page or e-mail us at recruitment@mail.nasuwat.org.uk.

Name	<input type="text"/>	
Address	<input type="text"/>	
	<input type="text"/>	
	<input type="text"/>	
	Postcode	<input type="text"/>
E-mail address	<input type="text"/>	
Your comments	<input type="text"/>	

Please return to: NASUWT, FREEPOST BM 2337, Rose Hill,
Rednal, Birmingham B45 8BR

NASUWT

the largest union representing teachers
and headteachers throughout the UK

Newly Qualified Teachers

PRICE PROMISE TO ALL NEWLY QUALIFIED TEACHERS

Highest quality at the lowest price

GUARANTEED!

To keep this promise NASUWT will better any other teacher trade union NQT subscription offer by matching it and including an extra month's membership free of charge.

Qualifying in 2007?

FREE essential legal and professional cover until 2009

Receive FREE full membership benefits with immediate effect until the end of 2008 followed by a 50% reduction on your subscription for 2009
(when agreeing to pay your reduced 2009 subscription by direct debit)

Join NASUWT today

Quick and easy, no hassle. Tel: 0121 457 6211
or online www.teachersunion.org.uk

NASUWT is the union delivering real improvements to teachers' working lives by engaging in social partnership and constructive dialogue with the Government.

National Association of Schoolmasters Union of Women Teachers



Monitoring

NASUWT is committed to ensuring equality of opportunity for all, irrespective of gender, ethnic origin, disability, sexuality, religion or age. The following information will be used by NASUWT to monitor and ensure the effective delivery of its services. Information will be processed and treated in confidence and in accordance with the provisions of the Data Protection Act 1998.

Do you have a disability/impairment? (please tick one box only) YES NO

If YES, which of the following categories best describes your disability/impairment? (please tick as many as apply)

Chronic medical conditions (e.g. epilepsy, diabetes, ME, asthma) Hearing impairment/deafness

Mental health difficulties (e.g. depression, schizophrenia, phobias) Mobility impairment

Learning difficulties Visual impairment/blindness

Other impairment

(please specify) _____

Which of the following best describes your ethnic background? (please tick one box only)

Asian or Asian British

Bangladeshi Indian Pakistani

Other Asian background (please specify) _____

Black or Black British

African Caribbean Other Black background

(please specify) _____

Mixed Heritage

White & Asian White & Black African

White & Black Caribbean Other mixed background

(please specify) _____

White or White British

English Irish Scottish Welsh Other

White background (please specify) _____

Other Ethnic Group

Chinese Other ethnic group (please specify) _____

Are you: (please tick one box only)

FEMALE MALE

Are you transgender? (please tick one box only)

YES NO

Which of the following best describes your religion or belief? (please tick one box only)

Bahá'í Buddhist Christian Hindu

Jain Jewish Muslim Rastafarian

Sikh Zoroastrian None Other religion

or belief (please specify) _____

Do you define yourself as: (please tick one box only)

Bisexual Gay Heterosexual Lesbian

Criteria for Membership

NASUWT Rules require members to be training towards or be employed as a qualified teacher or have a contract of employment which requires them to teach, lecture or instruct. Please indicate which of the following apply:

I am an unqualified teacher under the terms of the School Teachers' Pay and Conditions Document

I have a contract which states a requirement for me to teach, lecture or instruct

I have Qualified Teacher Status

I am currently on a course to gain Qualified Teacher Status

How I will pay the Subscription

PLEASE TICK THE APPROPRIATE BOX

Direct Debit Cheque/money order

Direct Marketing

In order to provide you with details of NASUWT membership services it is necessary to allow NASUWT approved service providers to process membership data.

I consent to the use of this information for the purposes described above.

(Please tick as appropriate) YES NO

Authorisation

My signature _____

Date _____ / _____ / _____

Please return your form to:

**NASUWT
FREEPOST BM2337
Birmingham
B45 8BR**



Please complete this form and return it to:

Originator's Identification Number

9	9	1	1	8	7
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NASUWT FREEPOST BM 2337 Hillscourt Education Centre Rednal Birmingham B45 8BR

Membership reference number

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Name(s) of account holder(s)

Instruction to your Bank or Building Society

Please pay NASUWT Direct Debits from the account detailed in this instruction, subject to the safeguards assured by the Direct Debit Guarantee. I understand that this instruction may remain with NASUWT and, if so, details will be passed electronically to my Bank/Building Society.

Bank/Building Society Account Number

--	--	--	--	--	--	--	--

Branch Sort Code

--	--	--	--	--	--

Signature(s)
Date

Name and Full Postal Address of Bank or Building Society

To the Manager	Bank/Building Society
Address	
Postcode	

This is not part of the Instruction to your Bank/Building Society. I wish to pay <input type="radio"/> Monthly <input type="radio"/> Quarterly <input type="radio"/> Annually PLEASE TICK APPROPRIATE BOX

Banks and Building Societies may not accept Direct Debit Instructions for some types of account.

**This guarantee should be detached and retained by the Payer.
The Direct Debit Guarantee**

- This Guarantee is offered by all Banks and Building Societies that take part in the Direct Debit Scheme. The efficiency and security of the Scheme is monitored and protected by your own Bank or Building Society.
- If the amounts to be paid or the payment date changes, NASUWT will notify you 10 working days in advance of your account being debited or as otherwise agreed.
- If an error is made by NASUWT, or your Bank or Building Society, you are guaranteed a full and immediate refund from your branch of the amount paid.
- You can cancel a Direct Debit at any time by notifying your Bank or Building Society. Please also notify NASUWT.



Timetable

	1	2	3	4	5	6	7	8	9
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Timetable

	1	2	3	4	5	6	7	8	9
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

NASUWT

Hillscourt Education Centre,
Rose Hill, Rednal, Birmingham B45 8RS

Tel: 0121 453 6150
Fax: 0121 457 6208
E-mail: nasuwt@mail.nasuwt.org.uk
Website: www.teachersunion.org.uk

07/05011 England, Wales, Scotland and Northern Ireland

National Association of Schoolmasters Union of Women Teachers