

# Induction Handbook: NQTs, IMs and Validators



Mae'r ddogfen hon ar gael yn Gymraeg.

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# Guidance Documents

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# Induction for newly qualified teachers in Wales

Induction is a statutory requirement for all newly qualified teachers (NQTs) in Wales who have gained qualified teacher status (QTS) after 1 April 2003.

Part of [Induction guidance and related documents](#)

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## Introduction

Statutory induction applies to all teachers who gain their qualified teacher status (QTS) on or after 1 April 2003. The Regulations provide the legislative

### Induction for newly qualified teachers in Wales

# Where can induction take place?



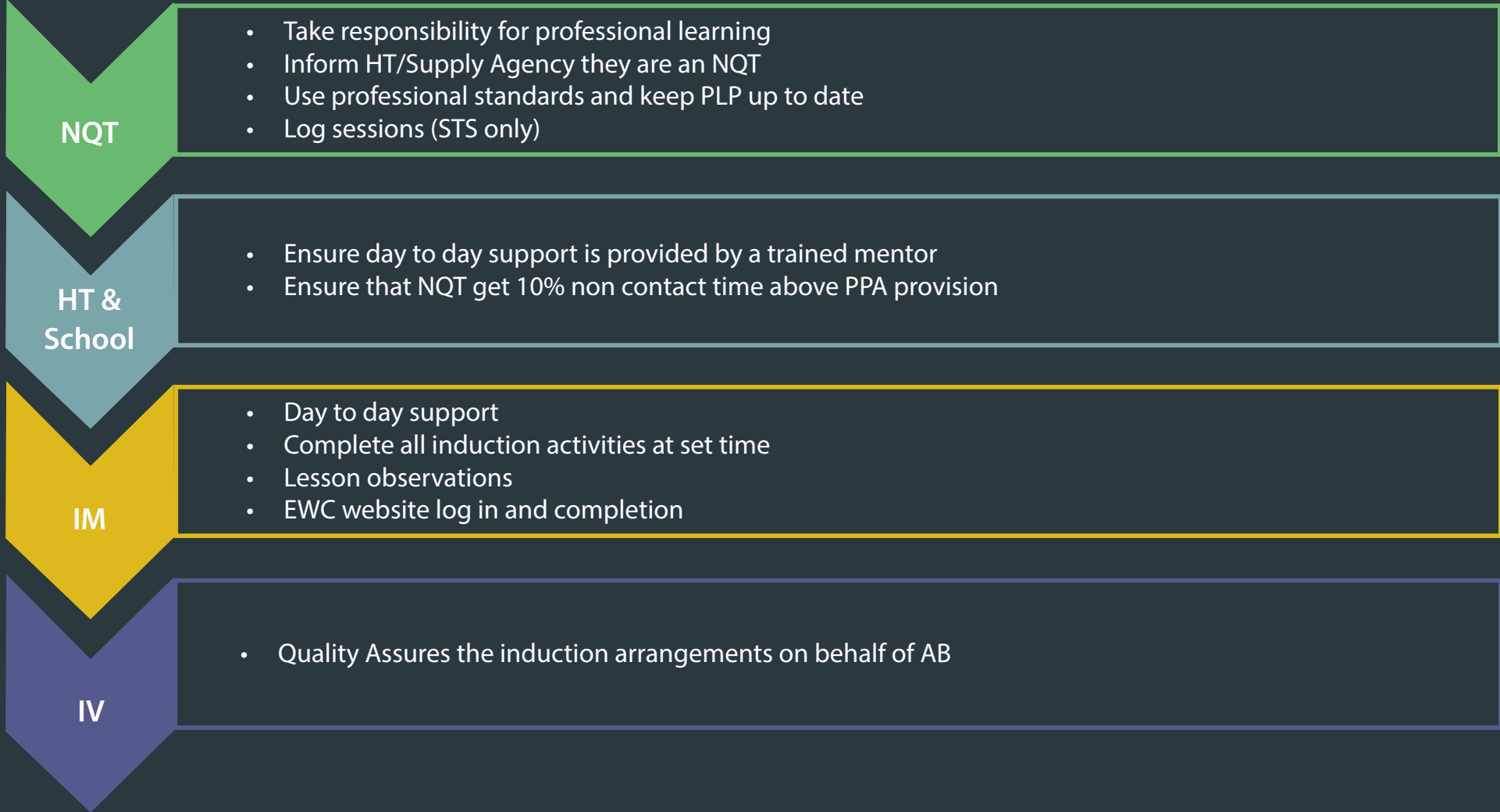
## Induction can take place in:

- Maintained schools in Wales (including maintained nursery schools where the school has a headteacher and the school can satisfactorily provide an induction period that will allow the NQT the opportunity to meet the relevant professional standards)
- Independent Schools where Curriculum for Wales is taught, the Professional Standards for Teaching and Leadership are used and an AB has agreed to act as the Appropriate Body
- Further education (FE) institutions in Wales which include sixth form colleges
- Pupil Referral Unit

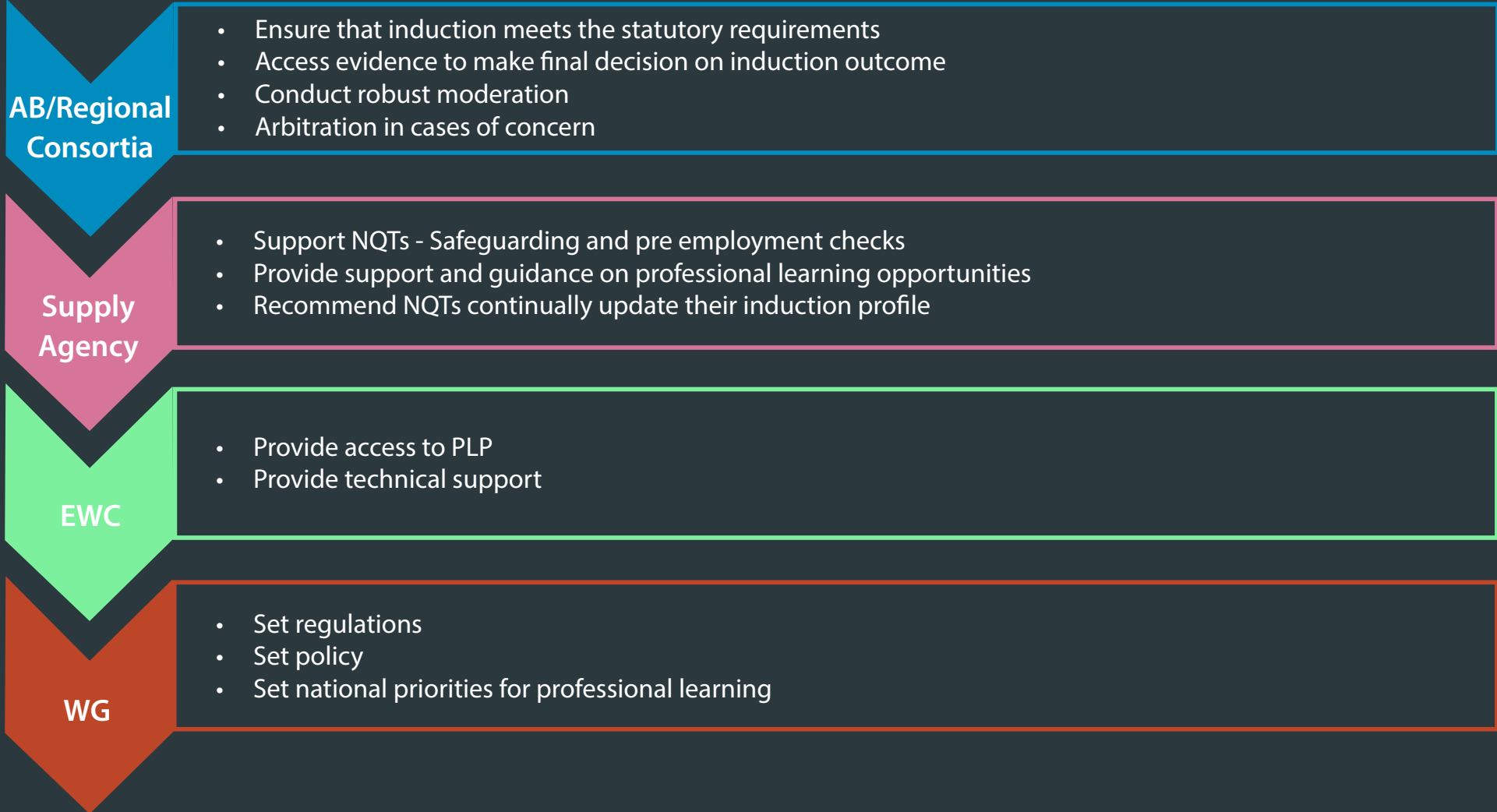
## Induction cannot take place in:

- Schools requiring special measures, as judged by ESTYN without prior ESTYN written approval
- Independent nursery schools
- Independent schools who do not meet the criteria in the regulations
- Community or foundation special schools established in a hospital

# Overview of Roles and Responsibilities







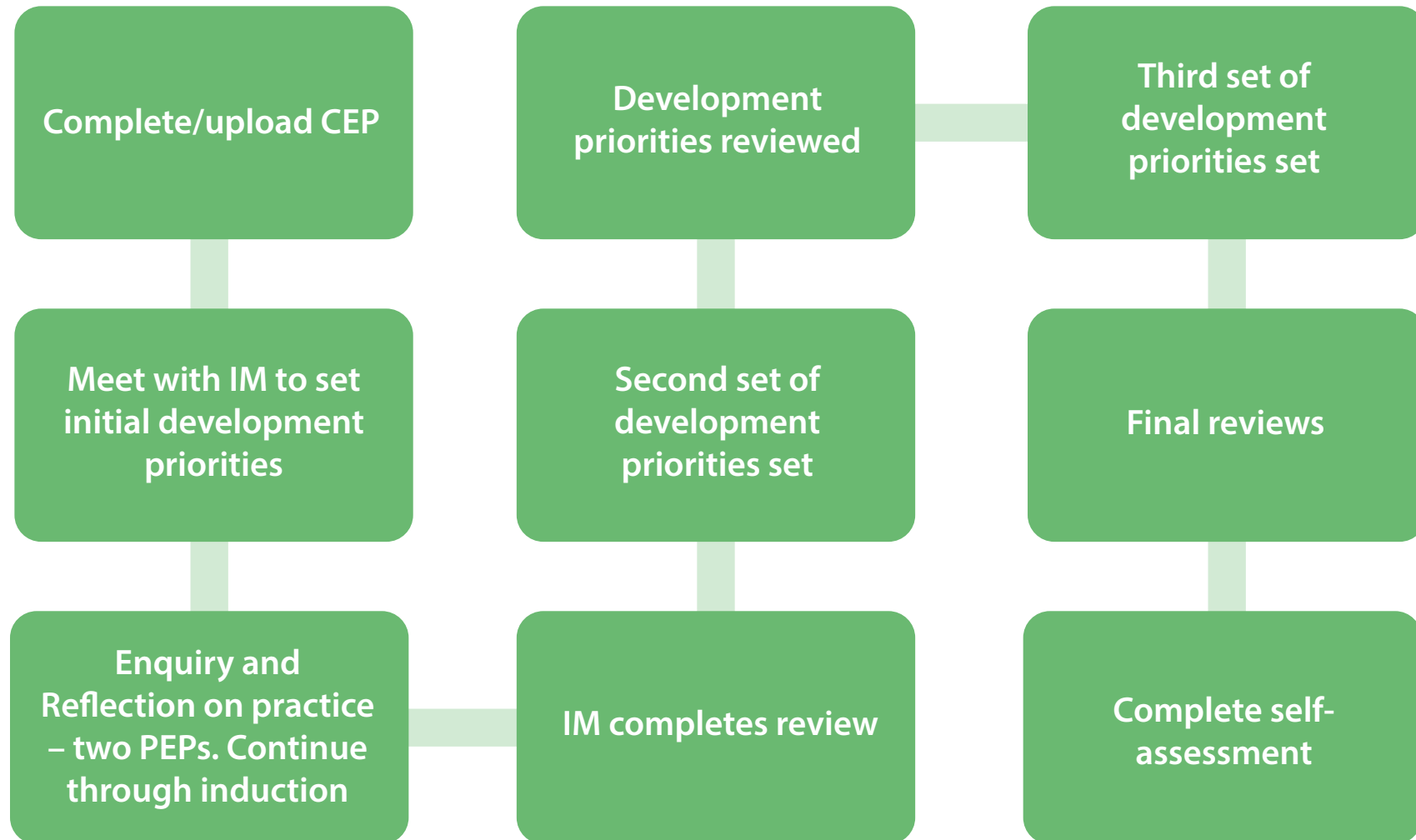
# NQT Entitlements

- 10% non - contact time in addition to 10% PPA\*
- Access to an Induction Mentor (IM)
- Access to a range of professional learning opportunities
- Appropriate day to day support\*

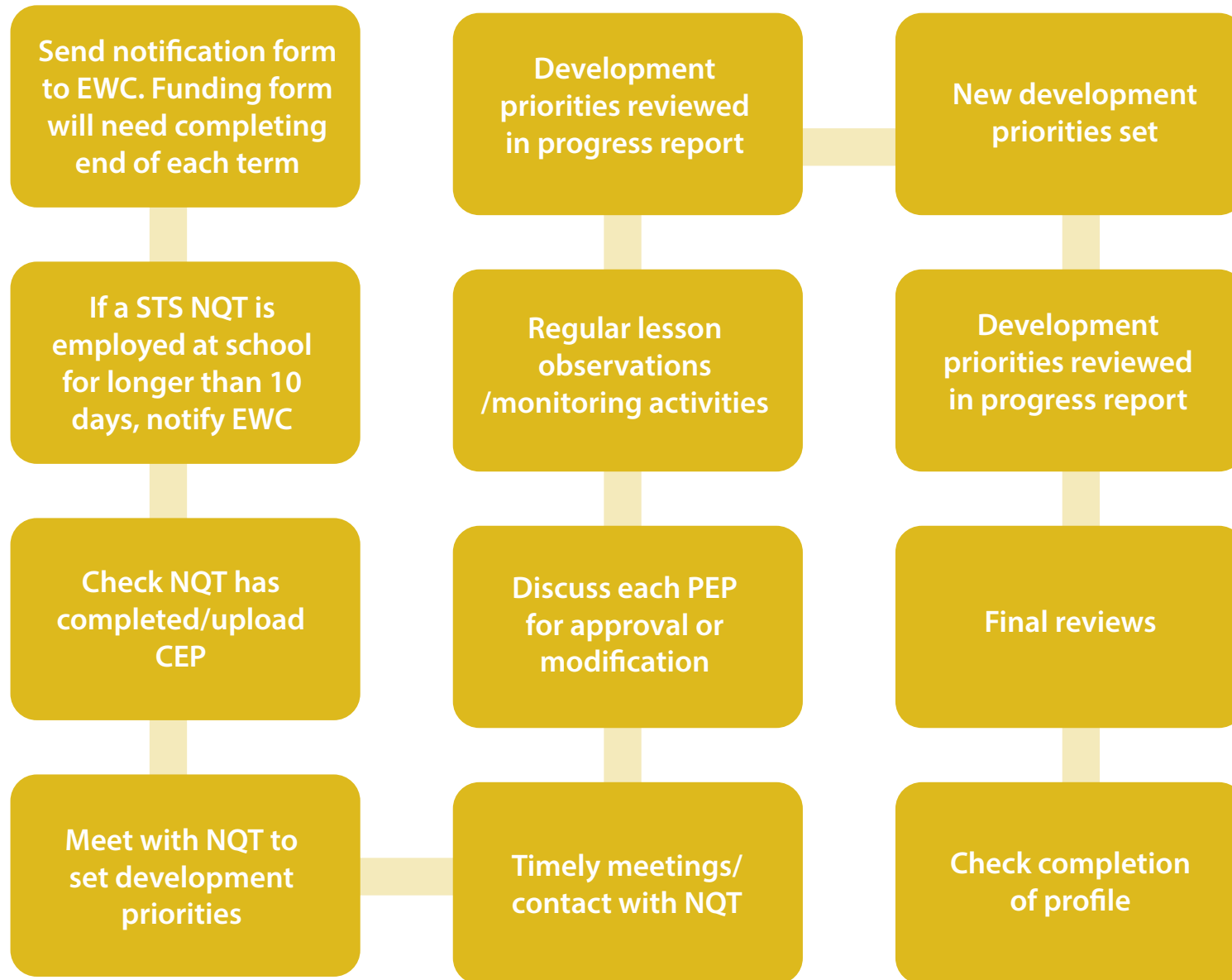
*\*Not applicable to STS*

# The Process of Induction: Road Maps

# NQT Road Map



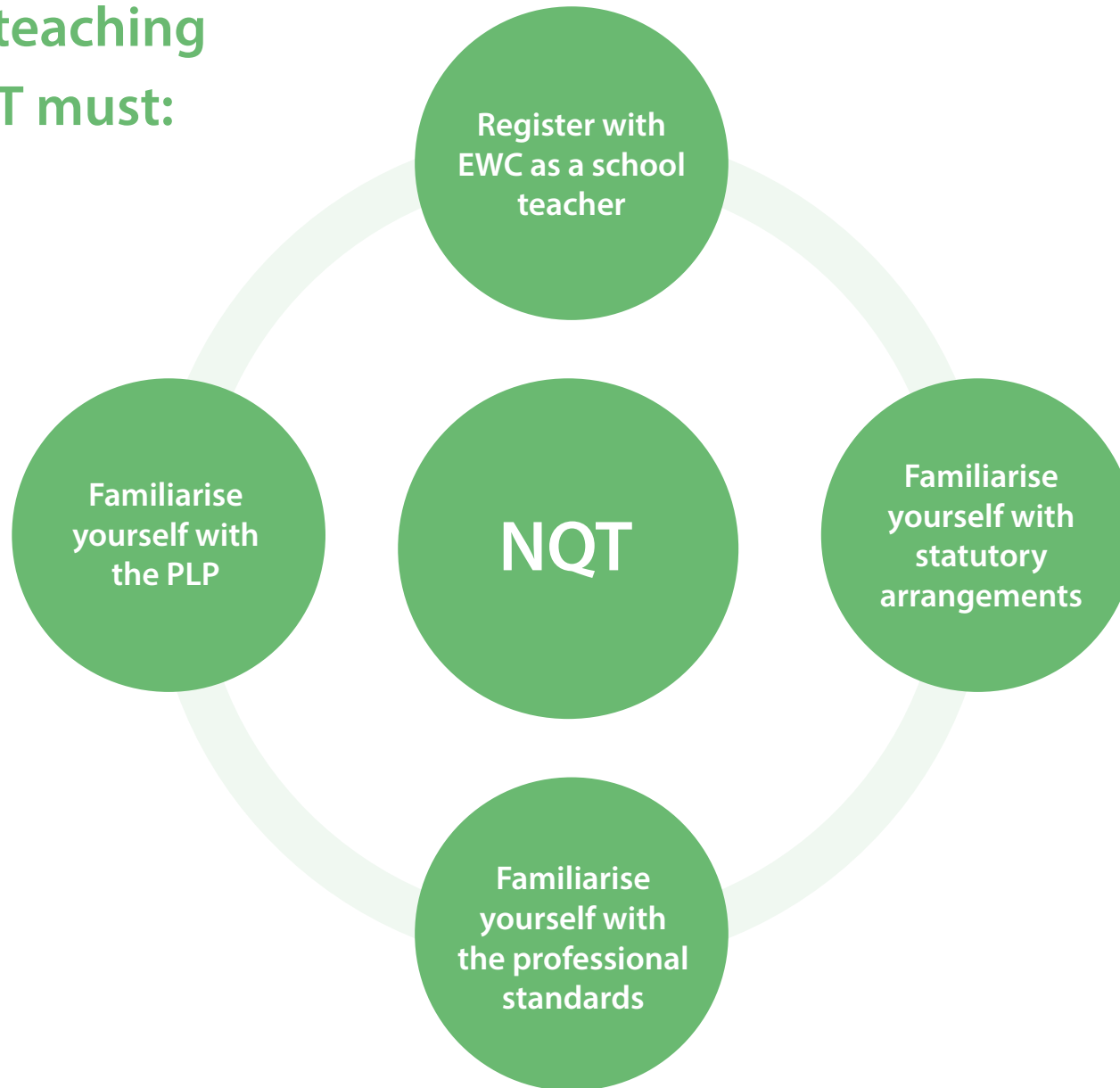
# IM Road Map



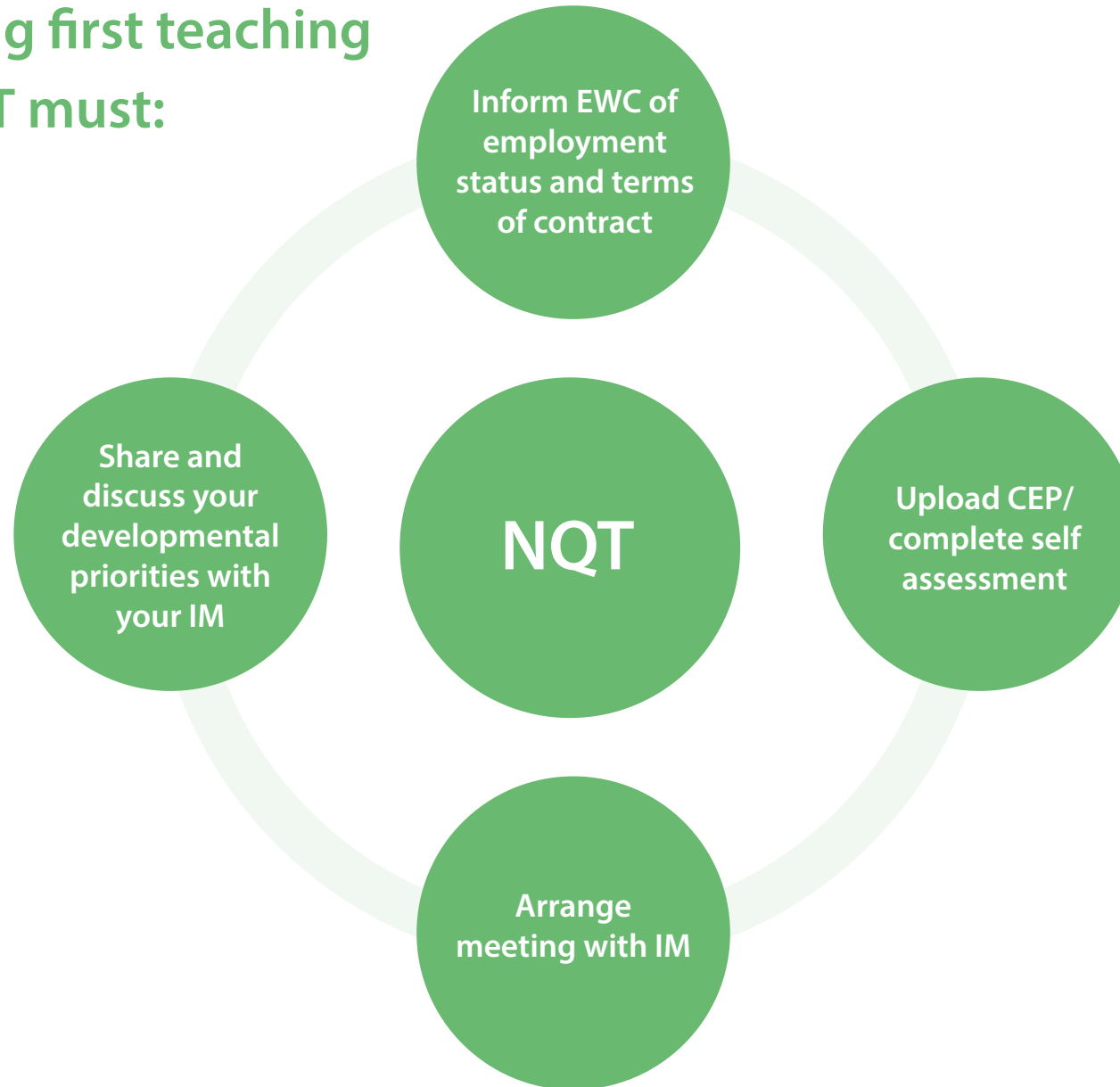
# So What Do I Have to Do?



## Prior to first teaching post, the NQT must:



## Upon starting first teaching role, the NQT must:



## Throughout induction period, the NQT must:

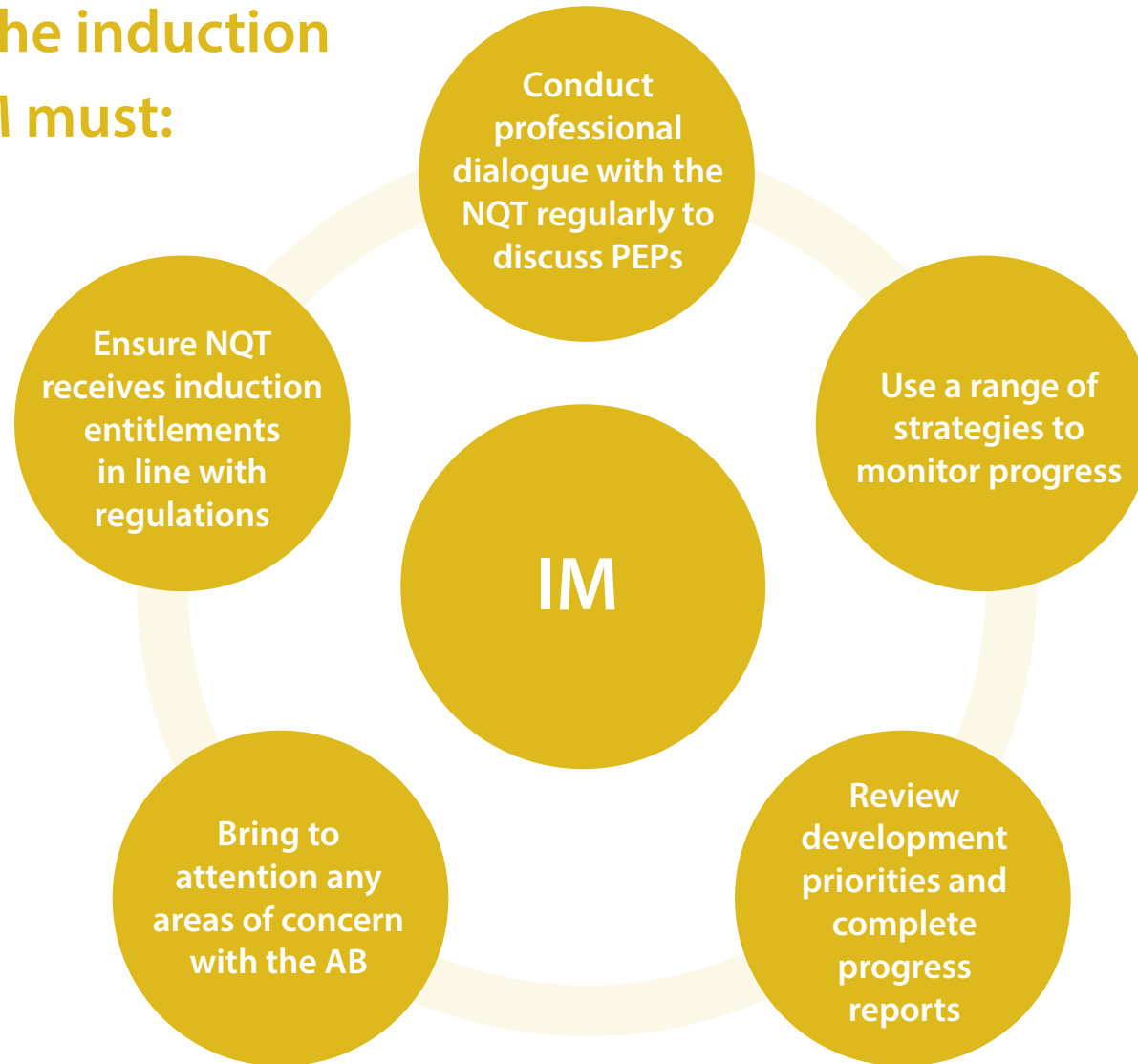


## Prior to the NQT starting induction, the IM must:



NB: Once the NQT has registered and set up PLP, the EWC will contact the IM to be given access to the NQT's profile.

## Throughout the induction period, the IM must:



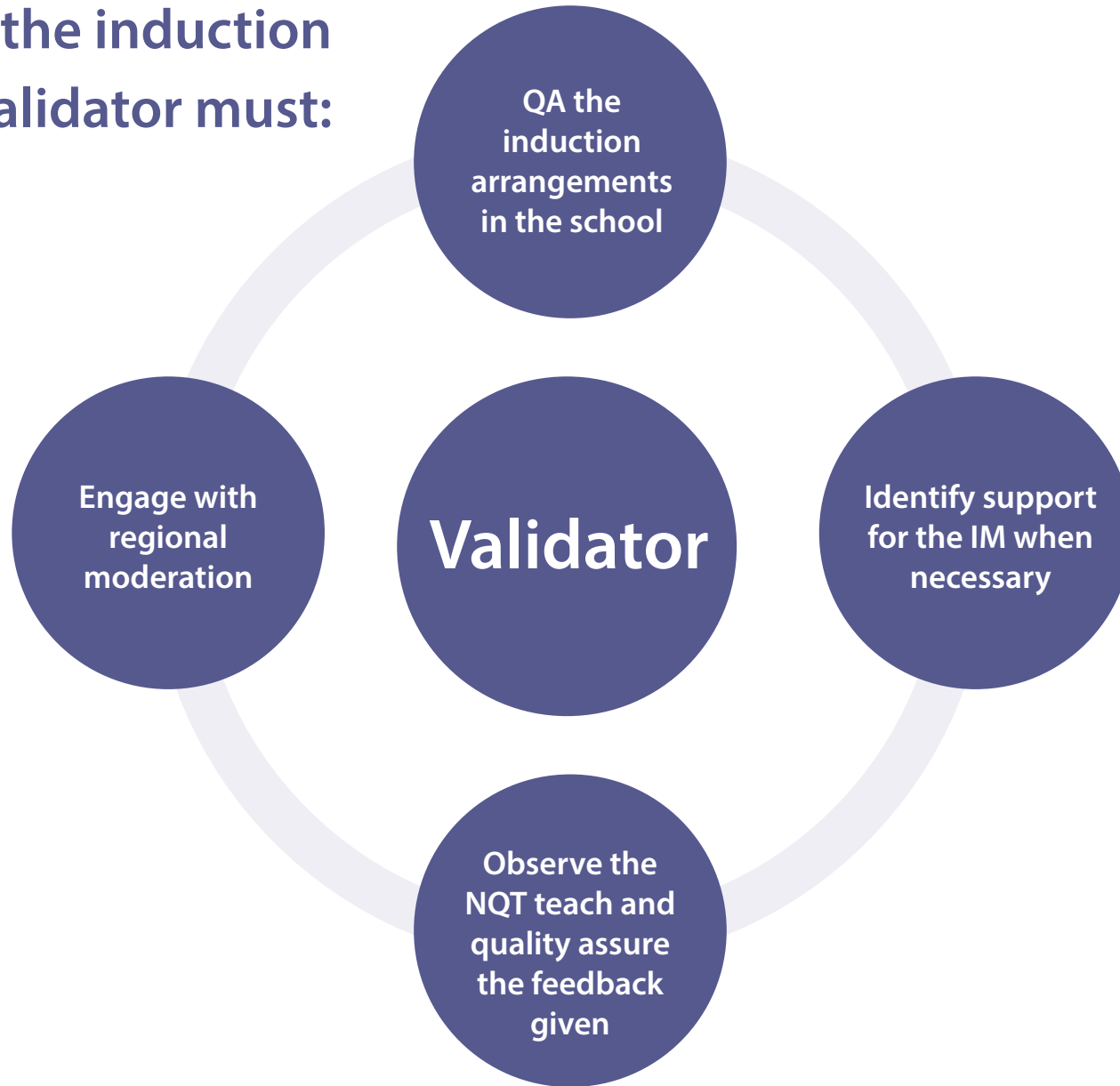
## Prior to taking the role the Validator must:

Ensure they have engaged  
with appropriate  
professional learning  
annually to carry out the  
role effectively

Ensure they understand  
the role of the professional  
standards for the purpose  
of NQT induction



# Throughout the induction period the Validator must:



# EWC

Click on the [link](#) to register as a teacher with EWC and set up and manage your induction profile

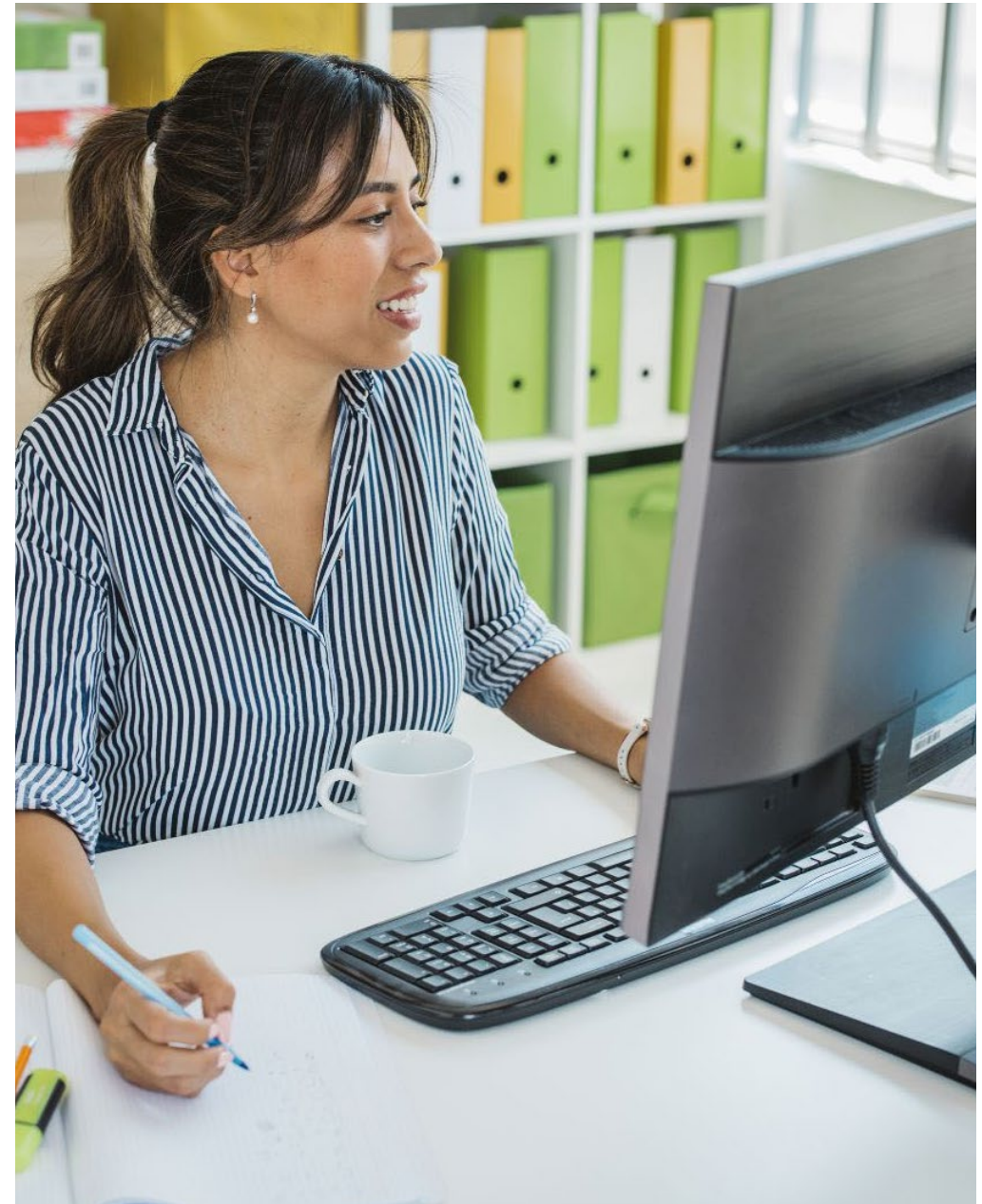
The screenshot shows the EWC website interface. At the top left is the EWC logo. A search bar is followed by links for 'MyEWC login', 'Mentor login', 'News and events', and 'Cymraeg'. A prominent green button says 'Check the Register'. Below this is a navigation menu with 'About us', 'Registration', 'Fitness to practise', 'Professional development', 'Accreditation', and 'Careers in education'. The 'Professional development' tab is selected and highlighted with a box. Below the menu are three content cards: one about the 2023/24 registration renewal, one about technical issues with eServices, and one about getting the most out of EBSCO.

Forms

## Forms

You are here: [Professional development](#) / Induction

Forms	Word	PDF
1. Induction notification form	<a href="#">Download</a>	<a href="#">Download</a>
2. Induction funding claim form	<a href="#">Download</a>	<a href="#">Download</a>
3. Induction as a short term supply teacher notification form	<a href="#">Download</a>	<a href="#">Download</a>
4. Record of attendance form for short term supply teachers	<a href="#">Download</a>	<a href="#">Download</a>
5. Induction - funding, tracking and recording arrangements	<a href="#">Download</a>	<a href="#">Download</a>



## The NQT PLP (Professional Learning Passport)

- Step 1 – Career Entry Profile (CEP), Self-assessment, Welsh Framework
- Step 2 – Development priorities and reviews
- Professional Standards – PEPs
- Final Review and recommendations
- Record of attendance (Short term supply only)

Feedback bar – record meetings, communication between NQT, IM, and upload lesson observation feedback documents

You can access help guides on the [EWC website](#).



## Welsh Framework on the PLP

Contents Intro and Guidance Part 1: Course details Part 2: Welsh competence Part 3: Reflection Part 4: Sign off Bridging Guidance

Competence in Welsh (if applicable)  
Please provide a brief assessment covering both written and verbal skills, including experience of first and second language teaching.

Welsh Language Skills Framework  
Use the tool below to upload the Welsh Language Skills Framework document.

This has not been evidenced

# Timelines



## Timeframe

## Overview of Induction Schedule

<p><b>Term 1:</b></p>	<ul style="list-style-type: none"> <li>• CEP and Welsh Framework</li> <li>• IM sets first development priorities</li> <li>• Start first Professional Enquiry Project (PEP)</li> <li>• IM lesson observation</li> <li>• First review (NQT/IM)</li> <li>• IM sets second development priorities</li> </ul>
<p><b>Term 2:</b></p>	<ul style="list-style-type: none"> <li>• IM lesson observation</li> <li>• Second review (NQT/IM)</li> <li>• IM sets third development targets</li> <li>• Complete first PEP and start second PEP</li> </ul>
<p><b>Term 3:</b></p>	<ul style="list-style-type: none"> <li>• IM lesson observation</li> <li>• Both PEPs completed</li> <li>• Final IM review + recommendation</li> <li>• Final NQT evaluation</li> <li>• Welsh Framework</li> </ul>



## Induction Mentor Lesson Observation

NQT Name		TRN		Subject	
EV Name		Date of Obs		Number in Class	
IM Name (if present)		Length of Obs		Year Group	
EM Name					
Comments					
Planning					
Key Teaching Strengths					
Impact on learners and learning					
Agreed targets for further development					

# Professional Enquiry Projects

# NQTs and the Professional Standards for Teaching and Leadership

- NQTs are required to demonstrate sufficient progress against all standards
- Explore the standards and descriptors [here](#)
- 5 Standards
- 32 Induction descriptors
- Each NQT will document two PEPs on their Induction Profile
- Regular professional conversations should occur between the NQT and the IM to support the PEPs



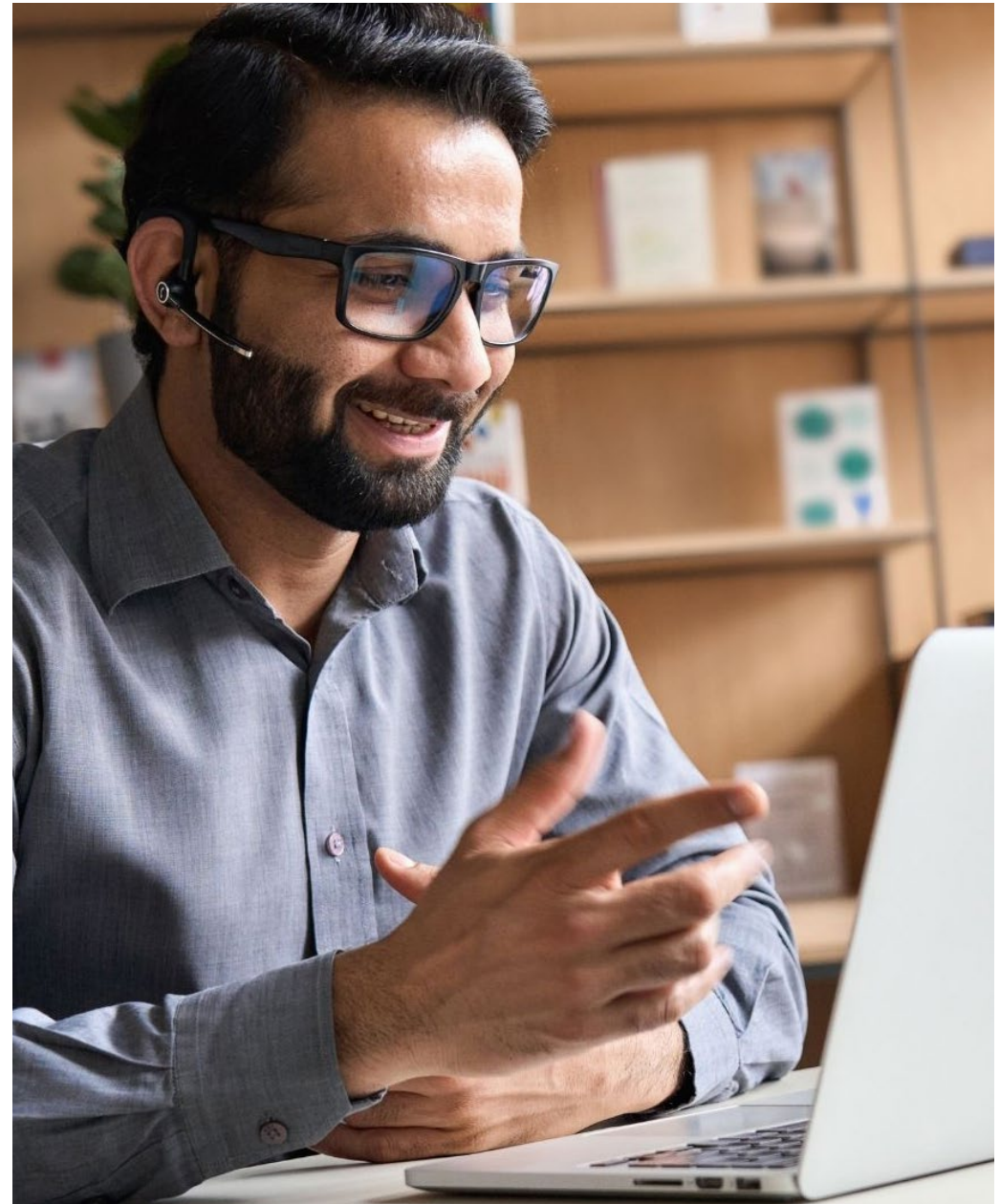
# Sliding scale when mapping standard descriptors with PEPs

- Self-assessment tool for NQTs
- Each slider should be discussed between the NQT and IM

## Taking responsibility for self

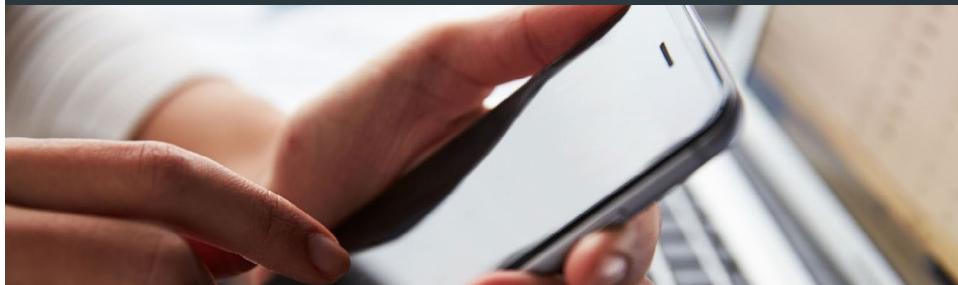


1. Professional teaching standards > Leadership... helping effective pedagogy to grow



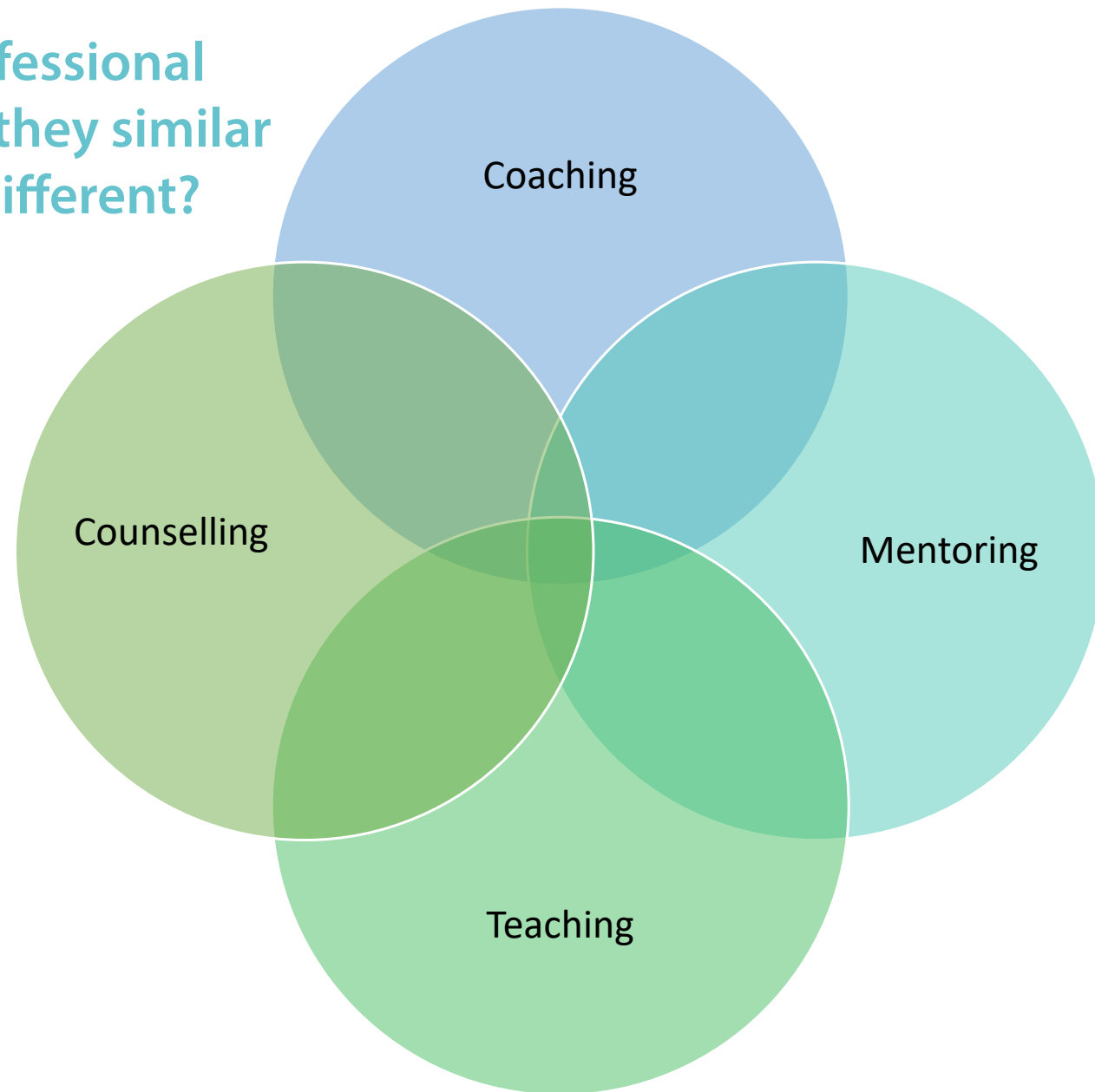
## Approving PEPs

- Take a look at the [playlist](#) for more support and guidance about PEPs



# Coaching and Mentoring

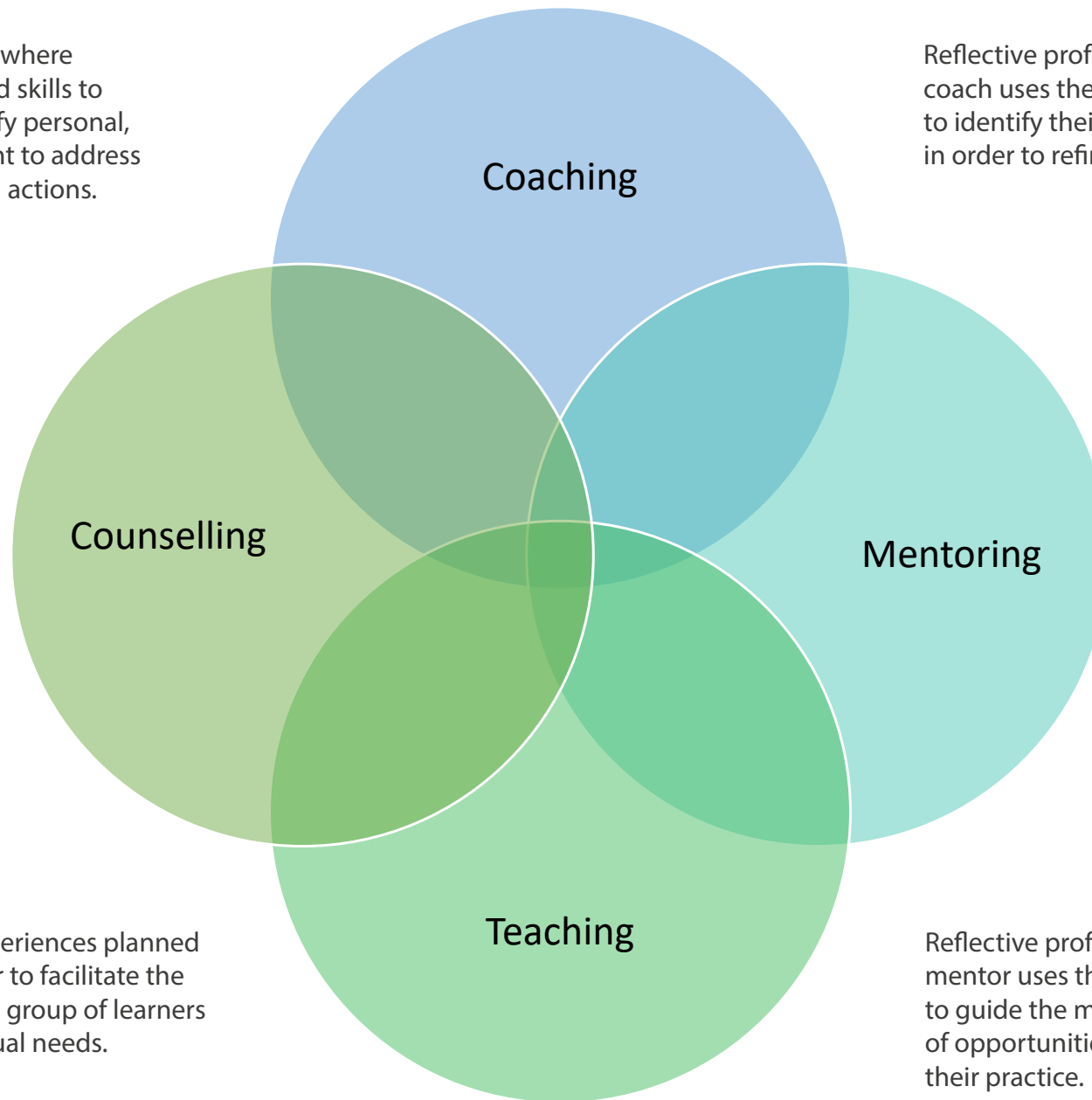
Consider these professional activities. How are they similar and how are they different?





Professional conversation where the counsellor uses trained skills to enable someone to identify personal, emotional issues they want to address through a series of agreed actions.

Reflective professional dialogue where the coach uses their skills to enable the coaches to identify their own goals and action steps in order to refine their own practice.

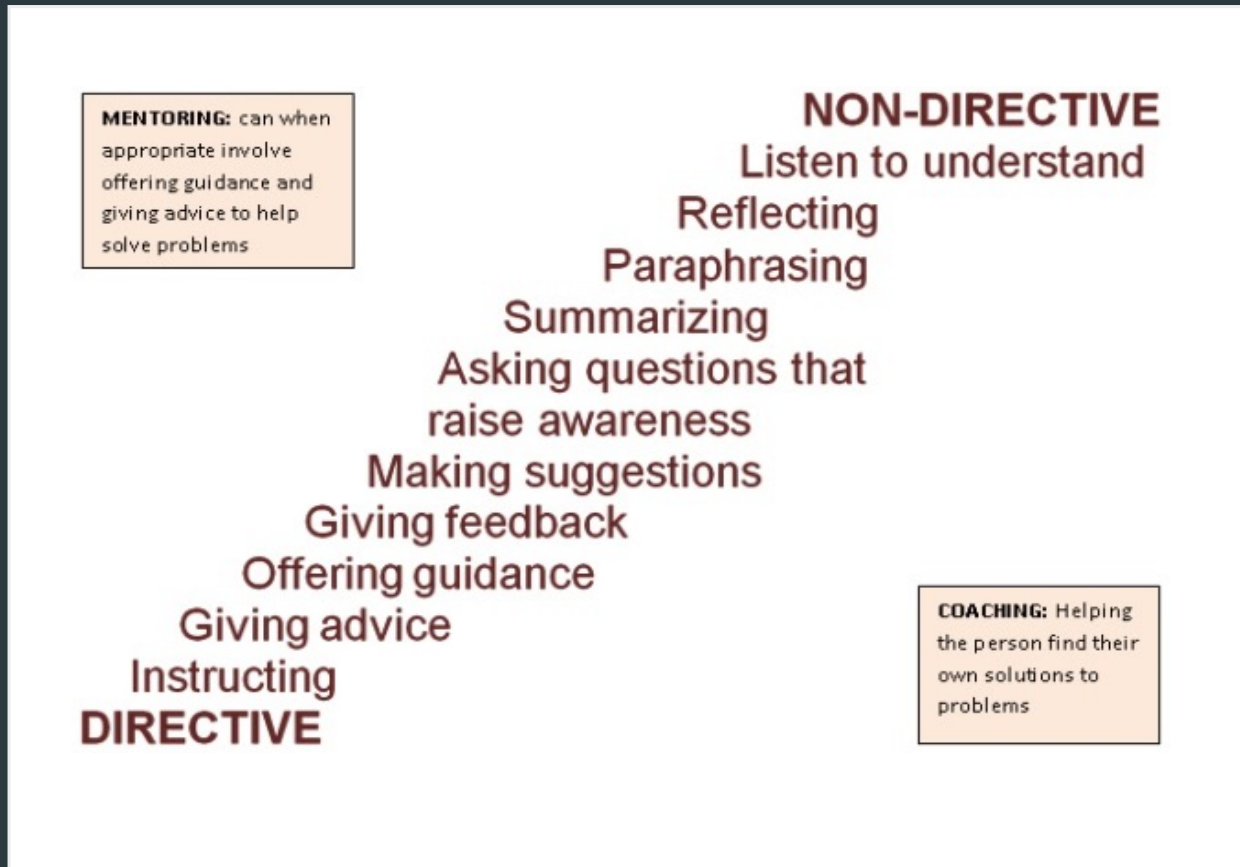


A range of sequenced experiences planned by the trained practitioner to facilitate the learning and progress of a group of learners according to their individual needs.

Reflective professional activities where the mentor uses their expertise and experience to guide the mentor and create a range of opportunities for them to improve their practice.



# Mentoring and Coaching Interactive Continuum



# Ten Core Principles of Mentoring and Coaching (Welsh Government, 2015).

## Effective mentoring and coaching means:

1. A learning conversation structured professional dialogue, rooted in evidence from the professional learner's practice, which articulates existing beliefs and practices to enable reflection on them.
2. A thoughtful relationship developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning.
3. A learning agreement establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability.
4. Combining support from fellow professional learners and specialists collaborating with colleagues to sustain commitment to learning and relate specialist inputs to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice.
5. Growing self direction an evolving process in which the learner takes increasing control over their professional development as skills, knowledge and self awareness increase.
6. Setting challenging and personal goals identifying goals rooted in aspirations for pupils that build on what they know and can do already whilst attending to school and individual priorities.
7. Understanding why different approaches work developing understanding of the rationale for new approaches so practice and theory can be developed side by side and adapted for different contexts.
8. Acknowledging the benefits to the mentors and coaches acknowledging the professional learning that mentors and coaches gain from the opportunity to mentor or coach and using them to model professional learning.
9. Experimenting and observing creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out and analyse direct evidence from practice.
10. Using resources effectively making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis.

# Development priorities and reports

## Example: Development priorities and review at step 2

Development priority - Specific	Actions – Achievable and realistic	Supporting evidence - Measurable	Deadline - Timebound
<b>Help develop resources for Science cross-curricular theme (Mission to Mars) and teach to year 7 classes</b>	<ul style="list-style-type: none"> <li>Work with HOD and dept to discuss</li> <li>Develop materials (card sorts, PowerPoints)</li> <li>Lesson observation by IM</li> </ul>	<ul style="list-style-type: none"> <li>Create materials</li> <li>Observation record from IM</li> </ul>	<ul style="list-style-type: none"> <li>Sept - Oct half term to plan.</li> <li>Nov –deliver</li> </ul>
<b>Improve use of peer and self assessment strategies</b>	<ul style="list-style-type: none"> <li>Peer observation with experienced colleague</li> <li>Research strategies of Dylan Wiliam and Shirley Clarke</li> <li>Teach learners how to self and peer assess effectively</li> </ul>	<ul style="list-style-type: none"> <li>PEP</li> </ul>	<ul style="list-style-type: none"> <li>Oct – Research</li> <li>Nov - lesson obs</li> <li>Nov– discussion of learner work with IM</li> <li>Dec/Jan – PEP written up and submitted to IM for signoff</li> </ul>
<b>Increase use of incidental Welsh in teaching resources for Year 7 Biology scheme of work and for greeting and basic classroom management instructions</b>	<ul style="list-style-type: none"> <li>Use Welsh resource in Year 7 Biology scheme of work – focus on key words, glossary page and some basic instructions</li> <li>Use incidental Welsh in lessons for greetings, boardwork and instructions</li> <li>Continue to develop own Welsh skills using a platform such as Duolingo</li> <li>Lesson observation by IM</li> </ul>	<ul style="list-style-type: none"> <li>Create resources</li> <li>Observation record from IM</li> </ul>	<ul style="list-style-type: none"> <li>22nd Oct – resources created</li> <li>Oct - Nov – Welsh used in lessons</li> <li>Nov - lesson obs</li> </ul>

**IM First Review:** .....has made good progress in achieving her targets. Furthermore, she has settled well into the school and continues to impress us, as evidenced by her contract being changed to a permanent contract before the end of the first term.

She has developed several useful resources and has used them in teaching this term. She has developed a framework for teaching learner how to self and peer asses that has been shared with the whole dept and has evidenced some excellent implementation of Welsh language development in her lessons. I observed a lesson this term and feel that she is making sound progress. She listens carefully to feedback and implements all advice given.

## Example: Development priorities and review at step 2

Development priorities - Specific	Actions – achievable and realistic	Supporting evidence - measurable	Deadline - Timebound
<b>Incorporate more effective starter strategies into literacy lessons</b>	<ul style="list-style-type: none"> <li>• Research starters in relation to engaging a class</li> <li>• Plan these strategies into literacy lessons</li> <li>• Lesson observation by IM</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson planning</li> <li>• Lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>• Research and planning – by 20th Oct</li> <li>• Deliver literacy lessons – by 19th Nov</li> </ul>
<b>Improve the outcomes from learners when engaged in groupwork</b>	<ul style="list-style-type: none"> <li>• Take responsibility for developing own understanding of the role of group work in learning (reading and research)</li> <li>• Observe others using group work for learning</li> <li>• Create strategies for establishing groups using a tool such as Belkin analysis for each class</li> <li>• Capture examples of different group scenarios in your lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Observing others using group work PEP – show what you learned that will impact on your own practice</li> <li>• Planning and resources created including linked assets to PEP</li> </ul>	<ul style="list-style-type: none"> <li>• Observe year group partner – 11th Oct</li> <li>• Complete research by mid-November</li> <li>• Experiment with groupings Oct – Nov</li> <li>• PEP written by end Dec/Jan for signoff</li> </ul>
<b>Focus on how seating arrangements can impact all learners in Numeracy time</b>	<ul style="list-style-type: none"> <li>• Consider a variety of methods of seating pupils (gender, ability, friendship etc)</li> <li>• Consider different ways to organise the learning environment</li> <li>• Work with colleagues/collaborate e.g. previous class teacher and LSA to reflect on success</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated seating/classroom plans</li> <li>• Lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>• Final seating plan by mid Oct</li> <li>• Lesson observation – Nov tbc</li> </ul>

**IM Review: Target 1** - lesson observation and monitoring activities show that .... has incorporated different strategies to start lessons and engage learners. A recent book audit shows how pupils have begun to make links between the starters and the learning itself and ....uses this effectively through feedback to learners to build on success and highlight areas for development.

**Target 2** – There is a real sense that ... has taken the initiative to research the thinking behind group work and is applying effective strategies in using group work as a genuine strategy for independent learning. Her lesson observation reflected increasing levels of learner autonomy and confidence.

**Target 3** - ...has captured a range of different possibilities in managing the learning environment through arranging the classroom and pupil placement and has clearly drawn from her learning of looking at the approaches of her colleagues.

## Example of Final Rec Comments: IM

X has produced two thorough and reflective professional enquiry projects that demonstrate a good coverage of all five professional standards. His **pedagogy** has developed and lesson observations have evidenced his competence in the classroom. He has fully engaged in national and regional **professional learning** sessions and gained lots of **innovative** ideas from the networking he has done with other NQTs. He has been a true team player and **collaborated** with school staff and made links with the wider community through the extra-curricular club he started with the Eco group. He has shown **leadership** through this club and in his responsibility for self through thorough planning and compliance with school marking policies.

I have enjoyed watching him grow in confidence and build positive relationships with learners in the classroom. He also works extremely well with the TA in his class to maximise the learning for all.

You have made my job as an Induction Mentor an easy and enjoyable one, and it has been a joy to see you grow and relax into the job. You have quickly become part of the school and a valued member of the team. **Congratulations on a superb NQT year!**

## Example of Self Reflection Comments: NQT

- There have been challenging times, many positive times, and situations that nobody was expecting, but this has all contributed greatly to my professional development. In September, I did feel rather overwhelmed and under-confident in some situations, but now I feel very confident and comfortable as a teacher. I have taken up many opportunities to develop my professional standards such as leading trips, joining a pedagogy team and attending regular meetings, supporting the Eco-lead with Eco club and assemblies, and training to lead a Family Activity Zone
- I have responded actively to advice, such as after my first observation I created visible success criteria that we use every lesson, independent challenge cards with 3 different levels, and encouraged more peer assessment. I attended the NQT courses which were extremely valuable and fantastic for discussion and gaining advice. I not only shared my own ideas but took away a lot of new ideas and resources that I then shared with my colleagues.
- I have recognised some potential additional learning needs for some children in my class, and have had the confidence to address these with parents and our ALNCO. I have arranged meetings with said parents and our ALNCO, and have ensured that I have done everything possible to support these children and their families. Also, I have really focused in the last few months on challenging my MAT children, and also using them to help their peers.
- I am very proud of the difference I have made to my students, and hope this will continue throughout their education. I am excited to see what will happen in the next stage of my career, and will make a consistent effort to keep on with my continuous professional development.



# FAQs

## FAQs – NQTs (Contracted)

FAQ	Answer
<b>How do I record my record of attendance?</b>	When on a contract the school completes a funding claim form for EWC. The EWC will record the sessions on the PLP at end of each term
<b>I am having problems with my PLP</b>	Any technical issues need to be referred to EWC
<b>What professional learning opportunities are there?</b>	Your consortium/LA has specific PL opportunities for all NQTs. Your IM/local consortia will provide information
<b>How many PEPs do I have to do?</b>	You will need to produce two professional enquiry projects
<b>How do I know when to submit my profile for assessment?</b>	You need to complete your profile by 380 sessions. The IM will make the recommendation to the AB

## Additional information when on STS

FAQ	Answer
<b>How do I record my record of attendance?</b>	Request a print out from your agency after every 15 days work. Upload this to EWC
<b>When will I meet my mentor?</b>	You will be allocated a mentor as soon as possible after you have submitted your Induction notification form - you should have received an email from them by the time you have uploaded 60 sessions of work
<b>Who will set my development priorities</b>	Your development priorities will relate to your self-assessment, CEP and the Welsh Framework. Your mentor will meet with you to arrange this
<b>What happens if I don't get any work?</b>	You will have 5 years to complete Induction from the date you gained QTS
<b>I haven't heard from my mentor and I am struggling?</b>	Contact your LA/Consortia. They will offer you advice
<b>What professional learning is on offer when I am on STS?</b>	Your LA/local consortia will be able to advise
<b>Can I take work as a LSA, HLTA or a tutor?</b>	Yes, but these sessions cannot be used as part of your induction

## FAQs – IMs

FAQ	Answer
When do we send the notification form to EWC?	As soon as contract begins or when a STS NQT is with you long term. EWC will email you your login details for the NQTs you support
When does the school receive funding?	Once the funding forms are sent (by the IM) to EWC at end of each term or when contract ends
How often do I meet my NQT?	Establish effective professional relationships with NQTs through: <ul style="list-style-type: none"> <li>• Formal meetings with NQTs once every half term/70 sessions (set development priorities/review progress)</li> <li>• Informal check-ins with NQTs approx. every 2 weeks (depending on how much work they are getting on supply) via email / phone / online meeting or in person. These must be documented in the induction profile</li> </ul>
How do I book the NQT on PL programmes?	Information will be given by your LA/consortium
How often do I observe the NQT?	3 in total (once per term)
What do I do if I have a concern?	Contact your regional lead or Validator and refer to the 'Cause for Concern' flowchart
How can I contact the Validator?	Validators will sample the induction process and are deployed by the AB – they will contact you if you and your NQT are part of the sample

# Cause for Concern

There is a cause for concern regarding NQT progress in relation to the Professional Teaching Standards at Induction level. This includes not engaging with the Professional Learning Passport.

Stage 1 - Professional dialogue between the NQT, Induction Mentor, Head Teacher to arrange a school based written action plan which includes additional support. Record kept by school and uploaded to the PLP. Inform the LA/regional lead, who may allocate a validator if required. (DO NOT press the cause for concern button at this point).

Review of action plan between NQT, Induction Mentor and Head Teacher. Are all agreed that sufficient progress has been made?

No

LA/Regional Lead and Appropriate Body (AB) informed. Validator allocated, if not already in place.

Yes

LA/Regional Lead informed.

Stage 2 – Cause for concern process: Action plan is created and agreed by NQT, IM, Validator and Head Teacher and is uploaded on the PLP by the mentor. School / LA/ Consortia provides additional support for the NQT to assist in reaching set targets. AB emails a formal letter to NQT (Validator, Regional Lead, mentor and Head Teacher copied in). The letter outlines the requirements for assessment and the consequences of failing to make necessary improvement. Cause for concern button is pressed on the PLP by the mentor when all of the above has taken place.

Review of the action plan between NQT, IM, Validator, Head Teacher and AB. Review is uploaded to PLP by mentor. Are all agreed that sufficient progress has been made?

No

AB writes to the NQT informing them that they have failed induction and that they have a right to appeal.

Yes

Continue monitoring of progress by IM.

# Professional Learning

# Teams

Every school is expected to release the NQT to attend **8 sessions** of national and regional professional learning over the course of the induction period. This will include a 3 day (6 sessions) National Core Programme specifically designed for NQTs, which can be accessed via Teams:

[2024-25 NQT Induction National Team](#)

**IM National Briefing:**

[IM National Induction Professional Learning Team](#)





# Contact details

For further information about Induction and Professional learning programmes, contact your consortium/Partnership:



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(Neath Port Talbot AB)

## Joining a union

When you become an NQT, you should think about joining a union. They provide guidance, support, legal and professional advice. Make sure you do your research and decide what you want from a union before joining as each has a slightly different offering.

- <http://www.voicetheunion.org.uk/>
- <https://www.nasuwat.org.uk/>
- <https://neu.org.uk/neu-cymru>
- <http://www.community-tu.org/>
- <http://www.ucac.cymru>

