

POLICY FOR THE INDUCTION OF NEW STAFF AT PORTHCAWL COMPREHENSIVE SCHOOL

PREAMBLE

The overall responsibility for the induction of new staff lies with the Headteacher - Mr. K. Dykes. Mrs. J. Sloggett (Assistant Headteacher) is responsible for the planning and delivery of the Induction Programme.

POLICY

The school's Induction Policy will endeavour to

- provide support and guidance for all new staff appointed (teaching and non-teaching)
- assist the newly appointed member of staff in settling into the life of the school/department and to provide an insight into the working of the school/department/office
- facilitate the development of his/her professional skills and knowledge
- provide additional support and guidance for Newly Qualified Teachers (NQTs) and Early Professional Development (EPD) teachers through an individualised programme.

PROCESS

The *Headteacher* should:

- ensure all new staff to the school receive an Induction Programme

The *Induction coordinator* with responsibility for new staff should:

- ensure there is a planned Induction Programme available for staff

The *Head of Department* should:

- ensure there is a suitable mentor identified within the department to support any new staff

New staff should:

- ensure they participate fully in the Induction Programme

PROCEDURE

Induction to the school starts prior to interview when information on the school and a copy of the job specification are sent out to applicants. The interview day and process also contribute strongly to the Induction procedure. Appointed staff attend an Induction Day for all new teaching staff organised by the Induction Co-ordinator prior to the start of term in order to provide guidance on whole school issues. The day also includes time to meet with department members, collect a copy of their

timetable and collect relevant planning and pupil information prior to the start of the new term. Copies of the school prospectus together with other relevant documentation are given to new staff, providing information about the school as an organisation, its systems and structures, its aspirations, values and ethos, its rules and routines, and its accommodation etc. The INSET day at the start of the new school year also contributes to the Induction process.

When a new member of staff takes up their post a series of weekly lunchtime sessions are organised by the Induction Co-ordinator where school procedures and practice are covered.

Department Induction

To supplement and complement the Whole School Induction there is a need for Department Induction. The Head of Department will be responsible for ensuring the delivery of the programme. Each new member of staff is allocated a mentor to assist them with their integration to the department and school. Together with the mentor or Head of Department a department checklist is completed to ensure coverage of the following information

- Department Handbook focusing on schemes of work, marking, ARR, homework and discipline policy
- Observing colleagues teaching
- Observation by Head of Department
- Department Development Plan (DDP)
- Department Target Setting
- Any other topic as required

One copy is kept by the new member of staff, one by the Head of Department and one by the Induction Tutor, for school records. The pro-forma used for the Department Checklist is included as Appendix 1. It is intended the departmental induction programme be completed by the October half-term, or within a half-term on arrival at Porthcawl Comprehensive School.

Ongoing monitoring is provided throughout the Induction process with mentoring provided by the Induction Co-ordinator in the case of NQTs and EPD teachers. The LEA organises certain training events which NQTs are encouraged to attend thus providing them with opportunities to meet with NQTs from other schools.

The NQT and EPD programmes encourage staff to maintain a personal record of Continued Professional Development (CPD). It is suggested that these should include copies of targets, lesson observation notes/reflections and feedback, evaluation of training/INSET attended, meetings, reports etc.

Induction on change of role or promotion is covered by a series of meetings to agree new objectives with guidance and support from the line manager. Non-teaching staff have an Induction process in relation to their particular role provided by their line manager.

The Induction programme for new staff is monitored throughout the year and evaluated at the end of the year by the Induction Tutor.

Induction of non teaching staff is planned and monitored by the Office manager Mrs M. Evans.

INDUCTION OF NEWLY QUALIFIED TEACHERS (NQTs)

PREAMBLE

Circular 017/2011 Induction and Early Professional Development for Newly Qualified Teachers in Wales (revised September 2011) replaces Circular No: 015/2008

- Induction is a statutory requirement for all Newly Qualified Teachers (NQTs) in Wales who gain Qualified Teacher Status (QTS) after April 1st 2003. This Guidance Circular provides NQTs, Induction Tutors, Headteachers, appropriate Bodies and Governing Bodies with full details of the requirements for the Induction Framework in Wales.

Induction Period

Teachers who obtain QTS by whatever route, must successfully complete an induction period of three school terms (or equivalent) if they are to continue to work as a teacher in maintained schools and non maintained special schools. If the teacher does not complete the induction year successfully they may not be employed as teachers, but their QTS is not affected. The Induction period will usually be 380 school sessions and will be calculated on a pro-rata basis for part-time NQTs. This induction must be completed within 5 years of achieving QTS.

Practising Teaching Standards

In order to complete Induction successfully, the NQT must consistently meet the QTS Standards and meet the Practising Teaching Standards set out within the four key areas below

1. Professional values and attributes
2. Professional knowledge and understanding
3. Planning and target setting
4. Monitoring and assessment
5. Teaching and managing learning

(See Annex A of Circular 017/2011).

POLICY

- To provide all newly qualified teachers (NQTs) with a bridge from initial teacher training (ITT) to effective professional practice during their first year of teaching

- To provide individualised targeted support, guidance and monitoring for NQTs in order for NQTs to develop their knowledge, skills in relation to the Practising Teaching Standards
- To make a real and sustained contribution to school improvement and to raising classroom standards
- To induct the NQT into the specific school they are serving in

PROCESS

The *NQT* should:

- Ensure they are registered with the *GTCW*
- Make their Career Entry Profile (*CEP*) available to the Induction Tutor at the start of the Induction period
- Participate fully in the programme of monitoring, support and assessment
- Keep an updated professional development portfolio
- Take increasing responsibility for their own professional development as the Induction period progresses
- Keep their own record of Induction and log all periods of teaching that count towards statutory Induction (especially in the case of part time NQTs)

The *Induction Tutor* should:

- Inform the LEA of NQTs at the school using an 'NQT Induction Record' form - Appendix 2
- Ensure the NQT has 90% of a timetable in excess of PPA time
- Prepare the NQT's programme
- Set targets with NQT from *CEP*
- Observe the NQT at least once per half term and provide feedback
- Conduct 'Professional Development Reviews' at least once mid term
- Conduct 'Formal Assessment Meetings' at the end of each term to assess whether the NQT is meeting the Practising Teaching Standards. Reports to be sent to the Appropriate Body within 10 working days.

The *NQT mentor (HOD or representative)* should:

- Observe the NQT at least once per half term and provide feedback
- Complete the Induction Checklist with the NQT
- Provide support and guidance as discussed with the NQT and Induction Tutor

The *Headteacher* should:

- When employing a teacher who gained QTS after 1st April 2003 confirm whether that teacher has completed their Induction successfully
- Confirm with the *GTCW/LEA*, as part of the normal pre-employment checks, whether any NQT who they wish to employ as a short term supply teacher has reached the five year limit (if so, they cannot be employed at the school)
- Ensure NQTs at the school are provided with their statutory Induction

- Keep the Governing Body informed about the arrangements for NQTs
- Recommend to the Appropriate Body whether the NQT has met the requirements for the satisfactory completion of their Induction period. If the view is taken that the NQT has not met the Standard then an extension can be recommended in exceptional circumstances
- Liaise with the Induction Coordinator regarding the NQT programme.

The *appropriate Body (i.e. the LEA)* should:

- be responsible for deciding whether the NQT has continued to meet the Standards for the award of QTS and has met all the Practising Teaching Standards, so successfully completing the induction period, on the basis of the Headteacher's recommendation.

The *General Teaching Council of Wales (GTCW)* should be:

- designated as the Appeal Body to cover arrangements if teachers disagree with a judgement that they have not met the Practising Teaching Standards, or that there should be an extension to their induction period.

PROCEDURE

NQTs must receive a time table of no more than 90% of the normal timetable of other qualified teachers in the school without TLRs - the additional 10% non-contact time is for activities that form part of the Induction Support Programme. How this will be provided is a matter for the school. In some cases this time will be spread evenly across a timetable, in others it might be banked in blocks of time on, for example, a fortnightly, monthly or half-termly basis.

The overall responsibility for the Induction of new staff at Porthcawl Comprehensive School lies with the Headteacher - Mr. K. Dykes.

The Induction Tutor should be a senior member of staff or a suitably experienced teacher who will have considerable contact with the NQT throughout their Induction period. It is not normally recommended that the Headteacher is the NQTs Induction Tutor.

Mrs. J. Sloggett is the designated Induction Tutor for Porthcawl Comprehensive School.

The tutor must ensure that for each NQT:

- GTCW and LEA is notified of start date of Induction (Appendix 2)
- the teaching programme falls within the age range and subjects for which he/she has been trained

- no classes with excessive demanding discipline problems are allocated (although the NQT should not be shielded entirely from classroom management problems)
- there is an appropriate share of all the normal responsibilities (duties, form tutor, etc.)
- there is an opportunity to be actively involved in planning the Induction Programme, including setting targets (from Career Entry Profile - CEP) and reviewing progress against those targets resulting in an individualised programme of support
- there is an opportunity to observe experienced colleagues (not exclusively in specialist area)
- records of lesson observation and the outcomes of professional reviews are provided.

The NQT should be observed teaching within the first four weeks in the post by the Head of Department and then at least once every half term.

The Induction Tutor observes the NQT at least once per half term.

The ESIS subject advisor observes the NQT at least once, usually in the second half of the first term. Where support is needed or concerns are raised these observations can be more frequent with the aim of supporting the NQT in ensuring they reach the required standards.

Observations should be planned in advance and followed by a brief written record relating to the NQT's objectives for development, indicating any action that needs to be taken. Informal professional review meetings should be held each half term with a formal assessment meeting held at the end of each term. Where weaknesses have been identified it is essential for remedial measures to be put in place. Within 10 working days of the end of each term (or equivalent) the relevant assessment forms should be completed and forwarded to the Appropriate Body. (Appendix 3).

The last of these meetings leads to a decision on whether or not the NQT has successfully met all the requirements of the Induction period.

Where an NQT leaves before the end of the successful completion of their Induction period a 'Transfer Form' (Appendix 4) must be issued to the individual and a copy sent to the GTCW within 10 working days of the teacher leaving.

Funding

Per NQT, funding of £3700 is allocated with £1000 for the designated Induction Tutor to that NQT. This is accessed through the LEA by completing the 'NQT Induction Record' form at the start of the NQT's Induction period. (Appendix1).

Teachers from outside Wales

Information on induction and teachers who qualified outside Wales can be found in Annex F of Circular 017/2011.

Short-Term Supply Staff

Short-term supply placements of less than one term; two consecutive half terms; or a period of 10 weeks cannot count towards an Induction period.

Likewise a teacher undertaking a "Cover supervisor" role for any length of time does not qualify as part of the induction process.

SUMMARY OF EARLY PROFESSIONAL DEVELOPMENT (EPD) ARRANGEMENTS

PREAMBLE

Document 017/2011 Induction and Early Professional Development for Newly Qualified Teachers in Wales (revised September 2011) replaces the summary of the Early Professional Development Arrangements in Wales (Sept 04).

- From September 2004, following the successful completion of a statutory Induction period, all teachers in Wales who gain their Qualified Teacher Status (QTS) after 1st April 2003 are entitled to a two-year programme of EPD.

Years two and three of teaching in Wales are recognised as a period of Early Professional Development (EPD). EPD should be based around the core priorities of literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management and reflective practice.

Only teachers who have successfully completed a period of Induction in Wales, England, Scotland or Northern Ireland are eligible for EPD funding. EPD enables new teachers to extend their professional knowledge and understanding, and develop their teaching skills and professional characteristics through evaluating and reflecting on their own practice and that of others.

The support provided during ITT and Induction equips new teachers to develop professionally and to establish the practices of reflection and self-evaluation.

EPD teachers will need to plan with their EPD mentor (Mrs J. Sloggett) a professional development programme that meets the challenges that their second and third years in the profession will bring. Unlike Induction, there is no formal assessment of EPD. Headteachers and the GTCW are responsible for ensuring that teachers in their second and third years of teaching are undertaking a programme of EPD and are receiving their entitlement.

POLICY

- To develop knowledge, understanding and skills that improve the quality of teaching and learning
- To develop the teacher's wider role within the school
- To lay foundations necessary to help achieve longer-term career goals
- To induct the EPD teacher into the specific school they are serving in

PROCESS

The *EPD teacher* should:

- Develop an action plan to support their EPD in consultation with their EPD Mentor

The *EPD Mentor* should:

- Help the EPD teacher to reflect on their development, improve their practice and plan for the future
- Inform the GTCW of EPD teachers at the school

The *Headteacher* should:

- Ensure all teachers after successfully completing their Induction period undertake a further two years of EPD and receive their entitlement
- Liaise with the Induction Coordinator regarding the progress of EPD teachers.

PROCEDURE

The first year of EPD should begin with an opportunity for the teacher to reflect on and review their Induction period and then plan and undertake a programme of EPD. At the end of the first year the teacher will review their progress and plan their second year of EPD.

At the end of the second year of EPD the teacher and EPD mentor should review the teacher's progress during the year and begin to consider the teacher's continuing professional development needs for the future.

Within 10 working days of the commencement of the first or second year of EPD a planning form must be submitted to the GTCW by the school (Appendix 5). Within 15 working days of the end of the first or second year of EPD an evaluation for must be submitted to the GTCW by the school (Appendix 6).

Teachers may choose for their EPD objectives set over the two years to be the same as their Performance Management objectives or they may focus on issues that are unrelated to Performance Management. However, EPD is not intended as a way of financing the professional development aspects of PM.

The practice of reflection, planning and review that forms an inherent part of EPD will continue to be relevant to the process of Performance Management and Threshold, thus teachers undertaking EPD are encouraged to keep a Professional

Development Portfolio that contains quality evidence of their own and pupils' achievements.

Where a teacher leaves before the end of the successful completion of their EPD period a 'Transfer Form' (Appendix 4) must be issued to the individual and a copy sent to the GTCW within 10 working days of the teacher leaving.

Funding

Funding of £1000 is provided through the GTCW to support the EPD of the teacher during their second year in the profession and a further £1000 is provided to support the teacher during their third year in the profession. Schools should decide how best to use the allocated funding to support the EPD teacher and the EPD mentor.

CS 19/11/11

APPENDIX 1

Departmental Induction Checklist

This document is to be signed and dated by the inductee and department mentor as each topic is completed. The completed form is to be returned to Mrs. J. Sloggett by **October** half term.

Name: _____

Department: _____

Mentor: _____

TOPIC	COMMENT	INDUCTEE SIGNATURE/DATE	MENTOR SIGNATURE/DATE
Copy of department handbook with a focus/discussion on: Marking Policy ARR policy Homework policy Discipline policy and practice			
Schemes of work			
Observation of colleague by inductee			
Observation of inductee by HOD			
Familiarisation with DDP			
Target setting			
Any other topic			

APPENDIX 2

NQT INDUCTION RECORD

This form must be completed and the original returned to the General Teaching Council for Wales, 9th Floor, Eastgate House, 35-43 Newport Road, Cardiff, CF24 0AB either on the appointment of an NQT or, at the latest, within ten working days of the commencement of the period of Induction. A copy should be retained by the school and the NQT.

This form must also be completed if an NQT starts a period of Induction at a school having already part completed a period of Induction at a different school.

Before commencing a programme of Induction please ensure that all individuals involved in the programme refer to the following sources of information:

- Welsh Government Guidance Circular WGC 17/2011 – Induction and Early Professional Development for Newly Qualified Teachers in Wales
- <http://wales.gov.uk/topics/educationandskills/schoolhome/schoolfundingandplanning/trainingdevelopment/iepd/?lang=en>
- GTCW Accessing Funding for Induction and Early Professional Development

Important notice

Please note that for the period September 2011 – July 2012 funding will only be released for development activities related to the core priorities of literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN), behaviour management and reflective practice.

INDUCTION TEACHER'S PERSONAL DETAILS

Name	<input style="width: 95%;" type="text"/>	Teacher Reference Number	<input style="width: 95%;" type="text"/>
Date of Birth	<input style="width: 95%;" type="text"/>	National Insurance Number	<input style="width: 95%;" type="text"/>

INDUCTION TEACHER'S CURRENT INDUCTION PERIOD DETAILS (Continued)

School name and school code (If teacher is undertaking the current period of Induction in more than one school please record the additional school details here)	<input style="width: 98%; height: 100%;" type="text"/>	<input style="width: 98%; height: 100%;" type="text"/>
LA name and LA code	<input style="width: 98%;" type="text"/>	<input style="width: 98%;" type="text"/>
Date of appointment	<input style="width: 98%;" type="text"/>	
Date Induction started (in current school)	<input style="width: 98%;" type="text"/>	
NQT's hours of part-time? <input type="checkbox"/> full-time? <input type="checkbox"/>	If part-time, what proportion does the NQT work? <input style="width: 98%;" type="text"/>	
NQT's contract: permanent? <input type="checkbox"/> temporary? <input type="checkbox"/> supply? <input type="checkbox"/>	If temporary or supply, what date will the contract end? <input style="width: 98%;" type="text"/>	

INDUCTION TEACHER'S CURRENT INDUCTION PERIOD DETAILS (Continued)

NQT's specialism: Key Stage – please specify

Age Range – please specify

Subject – please specify

Name of Induction Tutor

PREVIOUS PERIOD OF INDUCTION COMPLETED BY THE INDUCTION TEACHER (Continued)

It is the school's responsibility to establish whether any previous period/s of Induction has/have been completed by the NQT

Has the NQT completed any period of Induction prior to this appointment?

Yes

No

If yes, it is the school's responsibility to request all relevant documentation from the NQT's previous school, and based upon the documentation establish exactly how much Induction the NQT has already completed, and complete the remainder of this section.

What period of Induction has already been completed?

Was Induction completed:

part-time?

full-time?

If part-time, how many school sessions has the NQT completed that have counted towards their Induction period to date?

Please give details of school(s) and LA(s) where period of Induction was completed

HEADTEACHER'S DECLARATION

In accordance with WG guidance teachers undertaking Induction must have QTS and must be registered with GTCW. In addition to this, under section 134 of the Education Act 2002 and the Education (Specified Work and Registration) (Wales) Regulations 2004 (S.I. 2004/1744 (W. 183)), every qualified teacher, who carries out specified work in a maintained school must be registered with GTCW prior to taking up employment.

I confirm that this teacher was awarded QTS after 1st April 2003 and is registered with GTCW.

Headteacher's signature

Date

Full name

GTCW will use the data recorded on this record for the purpose of administering funding for Induction & EPD. This data may also be compared with the Register of Qualified Teachers and used for the purposes set out in the Teaching and Higher Education Act 1998, The Education Act 2002 and associated regulations. This includes maintaining a Register of Qualified Teachers and undertaking statistical analyses.

GTCW will also provide this information to LAs in order that they may perform their role as the Appropriate Body in Induction and to the Welsh Government. No details will be passed to external organisations for marketing purposes without the prior consent of the teacher.

INDUCTION ASSESSMENT RECORD

This form must be completed by the Induction Tutor at the end of each full term of Induction (or the equivalent).

The completed form must be returned to the NQT. A copy must be retained by the school and a copy sent to the Appropriate Body's Induction Co-ordinator.

The Final Assessment Record must be returned to the LA Induction Co-ordinator or ISCTIP within 10 working days of the completion of the Induction period.

INDUCTION TEACHER'S DETAILS

Name	<input style="width: 95%;" type="text"/>	First Assessment	<input type="checkbox"/>
		Second Assessment	<input type="checkbox"/>
School	<input style="width: 95%;" type="text"/>	Final Assessment	<input type="checkbox"/>

Period of employment assessment relates to

Does the NQT work:	part-time?	<input type="checkbox"/>	If part-time what proportion does the NQT work?	<input style="width: 95%;" type="text"/>
			If part-time number of sessions completed	<input style="width: 95%;" type="text"/>
	full-time?	<input type="checkbox"/>		
Is the NQT's contract:	permanent?	<input type="checkbox"/>		
	temporary?	<input type="checkbox"/>	If temporary, what date will the contract end?	<input style="width: 95%;" type="text"/>

ASSESSMENT DETAILS

Under the following headings give brief details of:

- The extent to which the NQT is meeting the Practising Teacher Standards.
- In circumstances where the NQT is not considered to have made satisfactory progress, details of the following should also be given in the relevant sections:
 - areas of weakness;
 - evidence used to inform the judgement;
 - targets for the coming term;
 - the support planned.
- Continue on a separate sheet if necessary.



Professional values and attributes

Llywodraeth Cymru
Welsh Government

A large empty rectangular box for writing or drawing, corresponding to the 'Professional values and attributes' section.

Professional knowledge and understanding

A large empty rectangular box for writing or drawing, corresponding to the 'Professional knowledge and understanding' section.



Target setting and planning

Llywodraeth Cymru
Welsh Government

Blank area for target setting and planning.

Monitoring and assessment

Blank area for monitoring and assessment.

Teaching and Managing Learning

Blank area for teaching and managing learning.



During this assessment period, please provide evidence of the extent to which the NQT has continued consistently to meet the Standards for the Award of QTS

Aggregate period of absence, if any

School days

IF INDUCTION HAS NOT BEEN COMPLETED

Will the NQT be continuing Induction in the school?

Yes

No

If yes, please state the length of the NQT's contract?

Is the NQT's contract full or part-time?

Will the NQT be continuing Induction in a different school?

Yes

No

If yes, please provide the name of school and LA:

School

LA

IF INDUCTION HAS BEEN COMPLETED

Will the NQT be starting their first year of EPD in the same school?

Yes

No

If yes, please ensure that the 'First Year of EPD Planning Form' is completed and submitted to the General Teaching Council for Wales at the beginning of the first year of EPD.

COMMENTS BY THE NQT

I have discussed this report with the Induction Tutor and/or Headteacher and:

I have not comments to make

I wish to make the following comments

SIGNATURES

Headteacher's signature

Date

Full name

NQT's signature

Date

Full name

Induction Tutor's signature

Date

Full name

HEADTEACHER'S RECOMMENDATION

If this is the final assessment, please tick one of the following:

Practising Teacher Standards met

Practising Teacher Standards **not** met

Recommend extension (letter of support enclosed)

Signature

Date



FOR LA/SCTIP USE

Llywodraeth Cymru
Welsh Government

Please tick:

No further action needed

Further action needed – contact school

Signature

Full name

Date

APPENDIX 4

TRANSFER FORM

This form must be completed by the Induction Tutor or EPD Mentor and given to the NQT/EPD Teacher when their period of employment ends and they have not yet completed their Induction or EPD. **A copy must also be sent to the General Teaching Council for Wales, 9th Floor, Eastgate House, 35-43 Newport Road, Cardiff, CF24 0AB at the end of the teacher's employment at the school.**

This form must be retained by the NQT/EPD Teacher and passed to their new school when they recommence Induction/EPD. The NQT/EPD Teacher has **personal responsibility** for keeping this form and ensuring that it is passed to the Induction Tutor/EPD Mentor when they recommence Induction/EPD.

TEACHER'S DETAILS

Name	<input type="text"/>	Teacher Reference Number	<input type="text"/>
Date of Birth	<input type="text"/>	National Insurance Number	<input type="text"/>

DETAILS OF INDUCTION/EPD COMPLETED BY TEACHER

School name and school code	<input type="text"/>	<input type="text"/>
School telephone number	<input type="text"/>	
LA name and LA code	<input type="text"/>	<input type="text"/>
Date Induction/EPD started	<input type="text"/>	
Date employment ended	<input type="text"/>	
Periods of Induction/EPD completed during employment	<input type="text"/>	
Aggregate period of absence, if any	<input type="text"/>	school days
Name of Headteacher	<input type="text"/>	
Name of Induction Tutor/EPD Mentor	<input type="text"/>	
Signature of Induction Tutor/EPD Mentor	<input type="text"/>	
Date	<input type="text"/>	

EPD EXPENDITURE ONLY

EPD expenditure incurred? Yes No

If yes, an EPD Evaluation Form must be completed and submitted to the General Teaching Council for Wales with this Transfer Form.

SECOND YEAR OF EPD PLANNING FORM

This form must be completed and sent to the **General Teaching Council for Wales, 9th Floor, Eastgate House, 35-43 Newport Road, Cardiff, CF24 0AB.** at the latest, within 10 working days of the start of the second year of EPD.

This form must also be completed if the EPD Teacher is continuing their second year of EPD at a school having already part completed a period of the second year of EPD at a different school.

Before commencing a programme of EPD please ensure that all individuals involved in the programme refer to the following sources of information:

- Welsh Government Guidance Circular WGC 17/2011 – Induction and Early Professional Development for Newly Qualified Teachers in Wales
- Welsh Government website at:
<http://wales.gov.uk/topics/educationandskills/schoolshome/schoolfundingandplanning/trainingdevelopment/iepd/?lang=en>
- GTCW Accessing Funding for Induction and Early Professional Development

EPD TEACHER'S PERSONAL DETAILS

Name	<input type="text"/>	Teacher Reference Number	<input type="text"/>
Date of Birth	<input type="text"/>	National Insurance Number	<input type="text"/>

EPD TEACHER'S CURRENT EPD PERIOD DETAILS

School name and school code (If teacher is undertaking the current period EPD in more than one school please record the additional school details here)	<input type="text"/>		<input type="text"/>
LA name and LA code	<input type="text"/>	<input type="text"/>	
Period of employment at current school (dates)	<input type="text"/>		
Post held by EPD Teacher	<input type="text"/>		
Hours of work:	part-time?	<input type="checkbox"/>	If part-time, what proportion is worked? <input type="text"/>
	full-time?	<input type="checkbox"/>	
Contract:	permanent?	<input type="checkbox"/>	If temporary or supply, what date will the contract end? <input type="text"/>
	temporary?	<input type="checkbox"/>	
	supply?	<input type="checkbox"/>	
Subject(s) or area(s) of responsibility	<input type="text"/>		
Year group(s)	<input type="text"/>		
Name of EPD Mentor	<input type="text"/>		
Name of Headteacher	<input type="text"/>		

EPD TEACHER'S INDUCTION DETAILS

Date Induction completed

School where Induction completed

LA where Induction completed

PREVIOUS PERIOD OF EPD COMPLETED BY THE EPD TEACHER

It is the responsibility of the EPD Teacher to notify the school if they have part-completed an EPD year previously, it is also the EPD Teacher's responsibility to notify the school how much EPD funding is remaining for the EPD year

If the teacher has moved schools during the second year of EPD, please indicate the period of EPD already completed

Previous school(s) where the teacher has already completed a period of the second year of EPD (if applicable)

Previous LA(s) where the teacher has already completed a period of the second year of EPD (if applicable)

Hours of work in school where previous period of EPD completed (if applicable) part-time? full-time? If part-time, what proportion is worked?

DECLARATIONS

The EPD plan has been agreed between us:

Signature of EPD Teacher

Date

Signature of EPD Mentor

Date

Planning form approved by Headteacher:

Signature of Headteacher

Date

Planning form approved by GTCW subject to the accompanying letter dated as below:

Signature

Date

Full name

The EPD Plan



Objectives identified during your review of your first year of EPD and to be included in second year of EPD	Practical details of the activities and support you will need to help you achieve these priorities during the second year of EPD				
	Activity	Intended outcomes	By when	Approximate cost of activity (£)	
				Staff costs – please indicate no. of supply days and supply rate	Other costs – please indicate to what the expenditure relates e.g. course fees

APPENDIX 6

SECOND YEAR OF EPD EVALUATION FORM

This form must be completed and sent to the **General Teaching Council for Wales, 9th Floor, Eastgate House, 35-43 Newport Road, Cardiff, CF24 0AB** once all EPD activities have been completed, but, at the latest, by the end of the teacher's second year of EPD.

EPD TEACHER'S PERSONAL DETAILS

Name Teacher Reference Number
Date of Birth National Insurance Number

EPD TEACHER'S CURRENT EPD PERIOD DETAILS

School name and school code
(If teacher is undertaking the current period EPD in more than one school please record the additional school details here)
LA name and LA code

If any of the other details recorded in this section of the planning form that was submitted to GTCW have changed, please contact the Induction and EPD Funding Team at GTCW.

DECLARATIONS

The EPD evaluation and details of the EPD expenditure has been agreed between us:

Signature of EPD Teacher
Date
Signature of EPD Mentor
Date

Evaluation form and EPD expenditure recorded approved by Headteacher:

Signature of Headteacher
Date

Evaluation form approved by GTCW subject to the accompanying letter dated as below:

Signature
Date
Full name

GTCW will use the data recorded on this record for the purpose of administering funding for Induction & EPD. This data may also be compared with the Register of Qualified Teachers and used for the purposes set out in the Teaching and Higher Education Act 1998, The Education Act 2002 and associated regulations. This includes maintaining a Register of Qualified Teachers and undertaking statistical analyses.

GTCW will also provide this information to LAs for advisory purposes and to the Welsh Government. No details will be passed to external organisations for marketing purposes without the prior consent of the teacher.

The EPD Evaluation (including actual costs of EPD activities)



Llywodraeth Cymru
Welsh Government

Objectives	Activity	Reflection/Outcome	Date activity completed	Actual cost of activity (£)	
				Staff costs – please indicate no. of supply days and supply rate	Other costs – please indicate to what the expenditure relates e.g. course costs



Next steps in your professional development	How these might be achieved