

Work Stress Fact sheet for those working in Education

Introduction

Demands on staff working in education are fast increasing. The introduction of Performance Related Pay, New National Curriculum and Ofsted inspections cause additional work stress and pressures in an already target and deadline driven environment. Stress nationally, is the biggest cause of absence in the workplace.

What is stress?

Stress can come from a build up of different pressures over time or may be triggered by a specific problem that has a longer lasting effect. Stress happens when the challenges you face outweigh your perception of your resources to cope with them.

What is work related stress?

“ The adverse reaction people have to excessive pressure or other types of demands placed on them” (Health and Safety Executive).

Is it common to feel stressed at work?

Yes! These are the facts:

- Stress is a very common and often very useful feeling. Stress can motivate you to solve problems and might feel like the buzz you need to achieve things. But on the other hand when the stress gets too big, it might feel unpleasant and overwhelming.
- Either way Stress alerts you that some form of action above and beyond the norm is needed.
- Stress in itself is not an illness, but if it becomes overwhelming it may lead to you feeling unwell either mentally or physically.
- Stress is the most common problem that people see their GP about.
- Some people feel embarrassed by suffering from stress, perhaps because they think it is not a real problem like a broken arm so they should just “ pull themselves together”.

Work Place triggers to stress:

There can be a number of different triggers to workplace stress, many of which are listed below:

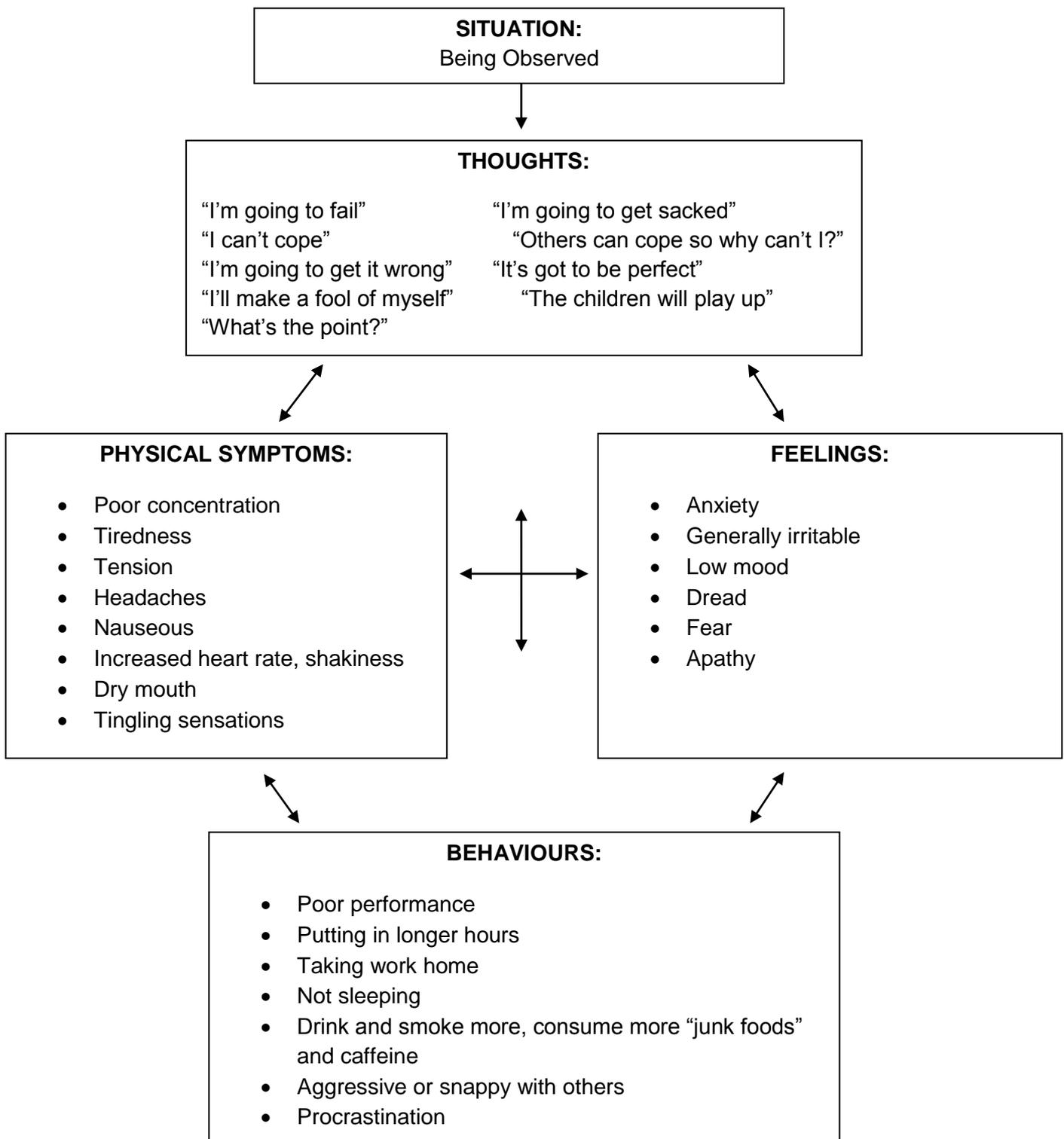
- Deadlines
- Change
- Job insecurity
- Unrealistic workload or demands
- Job satisfaction
- Observations
- Bullying/harassment
- Relationships with Colleagues and clients
- Responsibility
- Working excessive hours
- Poor communication
- Work environment
- Conflict
- Lack of Training

Anxiety – The Five Areas Diagram

When we are anxious in a particular situation, we experience changes in our body, our mind, our feelings and our behaviour.

To help us look at what we are going through, we can use a Five Areas Diagram. Below is an example of what a Five Areas Diagram might look like. Notice how the different areas are connected by arrows that go both ways. This is because each of the areas will affect the others. For example, if you feel anxious, you might get physical symptoms like a racing heart, you might worry that you are going to faint and feel you need to sit down immediately or escape from the situation, which might make you feel more anxious.

This is what we call a vicious cycle.



Therapeutic tools for managing stress in an education environment

Improve your work-life balance by:-

- **Good time management**

Spend a few minutes of every day to plan your day. Use this time to set your priority target for the day.

Prioritise your workload - Generally speaking, 20% of our effort produces 80% of our results. Arrange your workload so that the urgent/most important tasks are always on top.

Keep a to-do list and assign timeframes to each task – be realistic! To-do lists can get longer and longer to the point where they're unworkable.

Protect your time and space by putting up a "Do not disturb" sign when you absolutely have to get work done.

Set aside time for unscheduled tasks

Always leave work with a tidy desk – keep your marking in a separate space.

Where possible mark books in lesson time - that way you can talk to the pupils about their work.

If you are a Teacher keep records of pupil's progress and feedback available for report writing, parents evenings and observations.

If you have support with an assistant organise their time, and utilise their skills so they can do some of the tasks, freeing your time up to do the things that only you as the class teacher can do.

- **Being assertive**

What assertiveness is:

Assertiveness is way of communicating our opinions, thoughts and feelings in a clear, honest manner without going against the rights of others. It is not being aggressive and it is not being passive where we don't stand up for our own rights.

Assertiveness techniques:

Scripting:

1. State the situation or problem
2. How you feel about the problem or situation
3. What do you want to change
4. How will this improve the situation

e.g. "I have been asked to teach a subject I know nothing about. I feel anxious, inadequate and worry I will fail. If I have to teach this subject I would like some training. This will help me to feel more confident."

Tips: Use clear “I” statements about how you feel and think rather than implying “you made me feel like this”.

Ask for what you want. Do not assume that people will know there is a problem.

How to Say “No”

Be clear and honest without being rude

Do not make excuses- this might backfire later

Do not apologise – remember you have a right to say no.

Remember it is better to be truthful rather than feeling resentful for having to do something you find difficult.

Tips:

Ask for time to think requests through before saying yes.

Broken record:

Rehearse what you want to say and then repeating the same thing over and over again during the conversation, without being swayed by the other person. e.g.

Student:

“I can’t do my homework tonight I have football practice.”

Teacher:

“This work has to be in by tomorrow.”

Student:

“But we have trials tonight at football.”

Teacher:

“This work has to be in by tomorrow.”

Tips:

Recommended technique to use with students

- **Schedule some pleasurable activities**

Try to keep a healthy work/life balance. Make time in your personal time to do nice things. Even 5 minutes doing something pleasurable will help

Protect your personal life and try not to bring work home. Do it before you leave, or early in the morning. Try not to work excessive hours.

Use your holidays for holidays!

Plan space for your social life – think ahead and book tickets/nights out/get-togethers for every month. This helps to keep some semblance of normal life and keep things in perspective.

- **Challenge your thinking**

When we feel anxious or low we are more prone to think in a negative way which can lead us to feel more stressed. We can challenge our beliefs and put a different perspective on the situation.

Big 5 challenges

What are the chances of this happening?

Am I right to think this? If I wasn't feeling bad would I be thinking like this?

How would I feel about it in 5 years time?

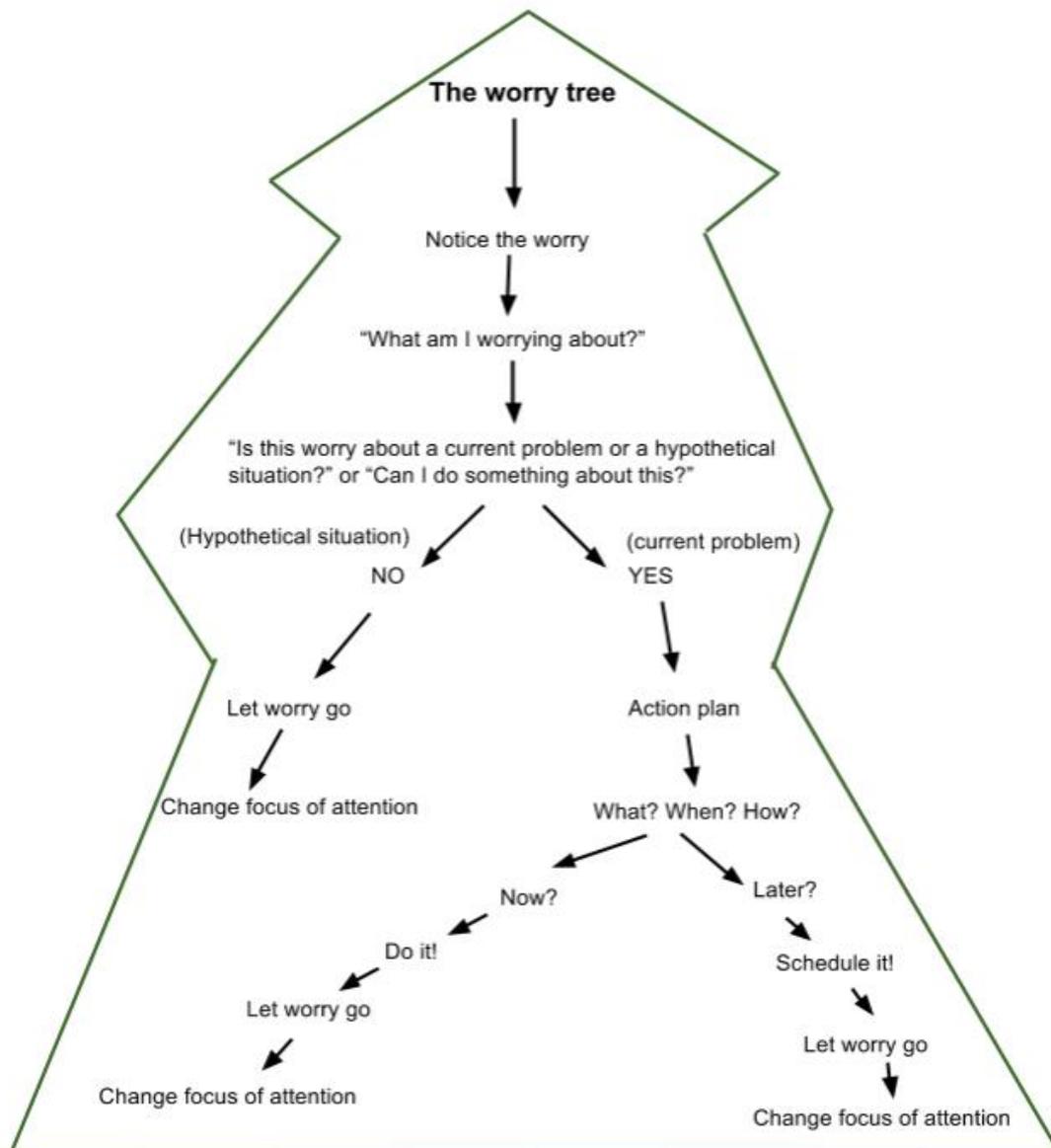
What is this worry worth?

What is the worst that is going to happen?

- **Manage your worries**

Sometimes it is worth thinking about whether your worries are real and if you can resolve the worry or if it is hypothetical. If they are real worries you can problem solve them.

THE WORRY TREE



Relaxation, breathing and exercise

How relaxation helps

Reduces tiredness, headaches and back pain

Improves sleep – by allowing you to be calm and peaceful

Improves self-confidence – by increasing your self-awareness and ability to cope with daily life

Improves personal relationships – it is easier to relate well to other people when you are relaxed and self-confident

Simple Breathing Exercise

This is a simple breathing exercise which can be done in a few seconds, no matter where you are. It is particularly helpful at stressful times, but it's also useful to do it at regular intervals throughout the day.

Take a deep, slow breath in and hold it for 5 seconds. Feel your abdomen expand as you do this. Breathe out slowly, to a count of 5. Breathe in again, make every breath slow and steady and exactly the same as the one before it and the one after it. As you breathe out, concentrate on expelling ALL the air in your lungs. If you're alone, you could make a noise like "whoosh" as you do this to help you feel the air being let out. Keep the outbreath going for as long as you can. Keep it relaxed for a few seconds before you inhale again.

Relaxation

Wherever you are (e.g. in the car, supermarket, awaiting appointment etc)

STOP

SHOULDERS DOWN

TAKE 2 OR 3 SLIGHTLY SLOWER, SLIGHTLY DEEPER OUT-BREATHS (just let the in-breath happen)

CARRY ON WITH WHATEVER YOU WERE DOING, BUT JUST A LITTLE SLOWER

Exercise

Book regular fitness activities into your routine that you enjoy e.g. salsa/keep fit/tai chi/yoga/pilates classes. You are more likely to stick to it if you enjoy it and have someone to do it with.

Sit less, stand more! On average we are spending 8-10 hours a day sitting down. Standing for 3-4 hours a day at work is the equivalent activity level to running about 10 marathons a year. It's good for your mood too!

Walking for 30 minutes at least 5 days a week can reduce stress and improve mood

Bullying and Harrassment

What can I do if I'm being bullied?

Workplace bullying is more than someone being bossy and occasionally having an angry outburst about work demands. It is when someone persistently acts towards you in a way that hurts, criticises or victimises you. They can be quite obvious – shouting or swearing or humiliating you in front of colleagues; or more underhand – constantly criticising you, isolating you from colleagues, spreading malicious rumours about you or blaming you whenever things go wrong.

Bullying can often:

- Undermine your ability, causing you to lose your self confidence and self esteem
- Intimidate you in a way that makes you feel very vulnerable, alone angry and powerless
- Cause you stress
- Lead to anxiety and/or depression

If you are being bullied, you have three choices:

- Put up with it
- Stand firm and take action (look at the schools grievance procedure)
- Leave and look for other employment

Taking Action

Taking action usually means speaking out, but not necessarily confronting the bully directly. It might seem the right thing to do, but would depend on how confident you feel about doing it and what support you think your employer and colleagues will give you.

- Seek advice from your union representative if you have one or see ACAS in 'other useful resources' at the end of this fact sheet.
- Find your School's policy on bullying and harassment and find out what their grievance procedure is.
- Seek support from friends and colleagues as well as those in authority. But be aware that people may be nervous of providing support in case they end up being targeted by the bully too.
- Avoid situations where you are alone with the bully
- Record what is happening to you and keep relevant documents in case you should need them for any formal complaints procedure. Record who said what, where they said it, who was present at the time and when, record dates and times.

Leaving your job

You may decide that leaving your job is the best option for your mental health (if in a union speak to your union rep). If so, you don't have to see this as defeat, but as a positive decision taken to keep yourself well and because things are stacked against you. If you want to remain in education you may like to consider supply teaching whilst looking for a more permanent job in another school.

The role of Occupational Health

Your employer may have their own Occupational Health (OH) department or they may buy in OH from an external company when they need it. Not all employers use OH.

You may be referred to OH by your manager or HR to find out about the impact of your work on your health and vice versa and ensure you are fit to do your job. OH can advise your employer on any adjustments, either temporary or permanent, that may be needed in the workplace or to your job role to enable you to continue to do your job or return to your job after a period of illness. They can also advise your employer of how long it is likely to be before you are able to return to work and about a phased return.

OH teams are usually made up of a team of medical experts including doctors and nurses who have occupational health training. They do not make decisions about your employment but rather, they advise and provide information to your employer so they can make informed decisions about you and your job, including any return to work.

Being referred to OH should not be something to worry about as they are there to help you as well as your employer. You should be given the opportunity to discuss any concerns you may have regarding your health and any difficulties you are facing at work that are related to this. Some employers also have access to other help such as physiotherapy or counselling.

When you are referred to OH you will be asked to sign consent for your GP to give OH medical information on your condition and general health when they approach your GP. You should also be offered the opportunity to see the OH report in advance of it being sent to a third party or see a copy at the same time it is sent to your employer.

OH appointments can be in person at an agreed location, at your home, over the telephone or a combination of these. Following your assessment a report will be produced by OH that will then be sent to your employer (and you if you have requested this) to enable them to manage your return to work and make any necessary adjustments.

“Under the Access to Medical Reports Act 1988 an employee is entitled to see a medical report relating to him or her before it is passed to an employer” (CIPD, 2013).

<http://www.cipd.co.uk/hr-resources/factsheets/occupational-health.aspx>

“In practice, this means, for example, that a company doctor can advise the employer what changes to working patterns or practices would best meet your needs but must not reveal your medical condition, or any information relating to that condition without your express consent” (TUC, n.d.).

For more information on the role of OH services go to:

http://www.worksmart.org.uk/health/workplace_help

Sick leave and sick pay – Your entitlements

The entitlement to sick pay and sick leave for teachers in the maintained sector is set out in Conditions of Service for School Teachers in England and Wales, informally referred to as the Burgundy Book. This is a negotiated agreement between teacher unions and The National Employer's Organisation for School Teachers. A small number of foundation and voluntary – aided schools do not have to follow the Burgundy Book so you should check your contracts.

FAQ's

What is my entitlement to sick leave and pay?

As set out in the Burgundy Book, teachers' national sick pay entitlements are based on a sliding scale according to their length of service, as follows.

During the first year of service: Full pay for 25 working days and, after completing our calendar months' service, half pay for 50 working days.

During the second year of service : Full pay for 50 working days and half pay for 50 working days.

During the third year of service: Full pay for 75 working days and half pay for 75 working days.

During the fourth and subsequent years: Full pay for 100 working days and half pay for 100 working days.

Paragraph 2.3 of the Burgundy Book is interpreted to mean that sick leave days relate to the school's working days not the individual teacher's working days. Part-time teachers receive their sick pay based on their actual salary for up to 100 of the school's working days.

For example, a part-time teacher employed on a 0.4 contract would receive their normal 0.4 salary for 100 school working days, then 50 per cent of their 0.4 salary for a further 100 working days.

Does my sick entitlement start each time I am ill?

No. The sick leave year runs from 1 April to 31 March and a new entitlement starts on 1 April each year. However, if you are absent due to illness on 31 March and continue to remain off sick into April and subsequent months, you will not be entitled to the following year's allowance until you have recovered and returned to work after 1 April. Rather, your sick leave will continue to be counted against the previous year's entitlement.

At what point must I produce a sick certificate?

You are required under the Burgundy Book scheme to fill in a self-certificate on your return to work after absences lasting four to seven days. Schools could, however, require you to complete a self-certification form after a single day's absence.

You are required to produce a doctor's certificate on the eighth day of absence and at regular intervals if you remain off sick.

Do I have to attend an interview with my employer when I return to work?

Many schools operate sickness absence monitoring procedures, which aim to address absence levels that are causing concern. This may include attending return-to-work interviews.

Can I be referred to occupational health?

Where there is a concern about a prolonged period of absence, an employer can at any time require a teacher to submit to an examination by an approved medical practitioner.

I am due to start a new job in a different LA. How will my sick leave and pay be affected?

Your entitlement will not be affected. Your new LA must take your previous teaching service and/or sickness absence with the previous authority into account for the relevant sick pay year.

Will I lose my entitlement if I have a break in service?

No. Your entitlement will not be affected in any way. The Burgundy Book scheme states that it is aggregated service as a teacher that counts, not continuous service.

What will happen if I move to an independent school?

You will need to check the terms in your contract of employment as independent schools may have their own sick pay schemes. You will not be able to carry over your sick pay entitlement to the independent sector.

What happens if my school becomes an academy?

If a school becomes an academy the employees who work there are protected by the 'Transfer of Undertakings (protection of Employment) Regulations 2006, more commonly known as the TUPE regs, most of your existing terms and conditions, including the entitlement to sick pay and leave, transfer over to the academy.

Do weekends and holidays count against the Burgundy Book sick pay scheme?

No. A teacher in accordance with the School teachers' pay and conditions document must be available for work for 195 days and, therefore, it is those working days for which the teacher is absent that count towards this entitlement.

Teachers absent due to sickness continue to receive full or half pay, as appropriate, through weekends, bank holidays and school holidays. However, these breaks do not count against their sick leave entitlements.

Do I still have to submit sick notes during the school holidays?

If your sick leave extends into the school holiday, you must continue to submit doctor's certificates, as required, even though the school is closed.

I have had an accident at work. How will my sick entitlement be affected?

If you are absent as a result of an accident, injury or assault arising out of and in the course of your employment, you will be entitled to full pay from the date of the accident, injury or assault up to the date of recovery, for a maximum of six calendar months.

If you are still absent due to the accident, injury or assault after the initial six months' period, you will be entitled to normal sick leave and pay according to your length of service.

The same entitlement applies if there is evidence that an absence was due to an infectious or contagious disease contracted as a direct result of a teachers employment.

Source: Association of Teachers and Lecturers (ATL) 2013

OFSTED “ Myth Busters”



Ofsted inspections – clarification for

schools

The purpose of this document is to confirm facts about the requirements of Ofsted and to dispel myths that can result in unnecessary workloads in schools. It should be read alongside the ‘School inspection handbook’, which can be found here: www.ofsted.gov.uk/resources/school-inspection-handbook.

This document is intended to highlight specific practices that are not required by Ofsted. It is up to schools themselves to determine their practices and for leadership teams to justify these on their own merits rather than by reference to the inspection handbook.

1. Lesson planning

- Ofsted **does not** require schools to provide individual lesson plans to inspectors. Equally, Ofsted **does not** require schools to provide previous lesson plans.
- Ofsted **does not** specify how planning should be set out, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the effectiveness of planning rather than the form it takes.

2. Self-evaluation

- Ofsted **does not** require self-evaluation to be provided in a specific format.

3. Grading of lessons

- Ofsted **does not** award a grade for the quality of teaching for any individual lessons visited and it **does not** grade individual lessons. It **does not** expect schools to use the Ofsted evaluation schedule to grade teaching or individual lessons.

4. Lesson observations

- Ofsted **does not** require schools to undertake a specified amount of lesson observation.
- Ofsted **does not** expect schools to provide specific details of the pay grade of individual teachers who are observed during inspection.

5. Pupils' work

Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books

- and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback are used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

6. Evidence for inspection

- Ofsted **does not** expect schools to provide evidence for inspection beyond that set out in the inspection handbook.
- Ofsted **will** take a range of evidence into account when making judgements, including published performance data, the school's in-year performance data and work in pupils' books and folders. However, unnecessary or extensive collections of marked pupils' work **are not** required for inspection.
- Ofsted **does not** expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.
- Ofsted **does not** require teachers to undertake additional work or to ask pupils to undertake work specifically for the inspection.
- Ofsted **will** usually expect to see evidence of the monitoring of teaching and learning and its link to teachers' performance management and the Teachers' Standards, but this should be the information that the school uses routinely and **not** additional evidence generated for inspection.
- Ofsted **does not** require schools to provide evidence for each teacher for each of the bulleted sub-headings in the Teachers' Standards.

7. Statutory provisions

- Ofsted **will** report on any failure to comply with statutory arrangements, including those relating to the workforce, where these form part of the inspection framework and evaluation schedule (Part 2 of the 'School inspection handbook').

Pupils' work

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books will often depend on the age and ability of the pupils.
- Ofsted **does not** expect to see unnecessary or extensive written dialogue between teachers and pupils in exercise books and folders. Ofsted recognises the importance of different forms of feedback and inspectors will look at how these are used to promote learning.

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Helpful teaching practices

Observations

Ofsted want teaching and learning to lead to Good Progress.

Teachers do not need to show inspectors lesson plans, they just need a well-planned lesson.

Display and discuss the Objectives for the lesson to the class:

The Objectives will be clearly linked to previous learning.

The Objectives will include the What and How.

The Objectives should measure the pupil's skills, Understanding and Knowledge (SUK) and the lesson should demonstrate at least one of these.

The pupils will demonstrate (through feedback, marking and assessment) that they know their targets and levels.

Pupils need to be able to say that they know how to improve their work.

The inspector/observer will need to see that progress has been made.

- Are all pupils being challenged?
- Are all pupils making progress?
- Are all pupils at least engaged and at best inspired?

A good lesson will have **IMPACT!**

The teaching style is not relevant to observation according to Ofsted, what matters is that the students are learning, progressing and achieving good outcomes.

DO.....

Pitch activities at the right level to challenge pupils of different abilities.

When questioning, don't provide answers too quickly, possibly use half-correct answers to generate more questions, have follow-up questions ready.

Use assessment strategies frequently and accurately to differentiate effectively.

Get pupils to assess their own learning and progress. Use SMART targets and review them at suitable intervals.

Get pupils to talk about what they are learning rather than describe what they are doing.

Make links between previous and new learning.

Tell the inspector/observer things that are not obvious (data, seating plans etc.).

DON'T.....

Over-complicate or over-compensate, work normally!

Talk too much, a good guide is 10 minutes, dependent on objectives.

Perform to the inspector/observer.

Crowd the lesson with too many activities designed to impress.

Keep stopping pupils learning in order to check whether or not they are actually learning.

It's not about the teacher, it's about the children.

Organisational Tips

Keeping on top of the workload is possible with realistic expectations and good strategies in place.

Use comment-banks and written/verbal comments to give feedback to the pupils. Devise **SMART** target review sheets.

Create homework sheets that can be filled in. During the lesson, ask the students to place their completed homework sheet on the desk and then go round the room in the lesson marking them, giving immediate feedback to the students. Format these back to back with a feedback grade/comment-bank tick-list for ease of marking.

The more simple the system, the more effective it will be. It is better to spend time setting up good systems and procedures initially because it will be easier to keep up with everything in the long term.

TOP TIPS FOR BEHAVIOUR FOR LEARNING

Be Consistent, Encourage Respect, Manage Time, Build Positive Relationships

- Have an orderly, controlled entry
- Have consistent rules, routines and expectation (these could be displayed)
- Have an orderly but stimulating working environment
- Consider a seating plan
- Have clear rewards and sanctions, access '7 Habits for Happy Kids' guidance
- Encourage calm, 'stay quiet' focussed tasks/use voice control
- Have an orderly, controlled dismissal
- Use positive language
- Know your pupils
- Meet and Greet
- Smile, welcome your learners
- Be a positive role model
- Encourage good manners
- Be enthusiastic
- Have high expectations

Quality Teaching and Learning-

Be Consistent, Insistent and Persistent

- Know your pupils and plan for them
- Chunk the lesson
- Timed activities
- Display Objectives
- Explain Objectives
- Have a lively engaging starter
- Use a range of questioning techniques
- Use an extensive Assessment For Learning repertoire
- Use the stages of the lesson to support learning, include modelling, scaffolding, guided work and sharing work/success
- Encourage Independent Learning
- Give positive and immediate feedback
- Give positive, diagnostic written feedback that includes the next steps for learning
- Have mini plenaries to assess learning and next steps in the lesson
- Offer lots of pace and challenge
- Involve your students in a learning partnership, e.g., co-construction of lessons and asking for their feedback
- Employ the SEAL strategies (Social And Emotional Aspects of Learning)
- Remember DECISIONS = RESPONSIBILITY = CONSEQUENCES

Newly Qualified Teacher (NQT) induction year guidance

NQT induction supports the NQT in demonstrating that their performance is satisfactory and equips them with the tools to be an effective teacher.

The decision that an NQT's performance is satisfactory takes into account the NQT's work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period.

The duties assigned to the NQT and the conditions under which they work should facilitate a fair and effective assessment of their conduct and efficiency as a teacher.

A suitable post must:

- Provide the NQT with a reduced timetable of no more than 90% (in addition to timetable reduction in respect of planning, preparation and assessment time) to enable them to undertake activities in their induction programme;
- Involve the NQT in regularly teaching the same classes;
- Not make unreasonable demands upon the NQT;
- Not expect teaching outside the age range and/or subject(s) for which the NQT has been employed to teach;
- Not present the NQT, on a day to day basis, with discipline problems that are unreasonably demanding for the setting;
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

A suitable monitoring and support programme must be put in place for the NQT, personalised to meet their needs. It must include:

- Support and guidance from a designated induction tutor who has the time and experience to carry out the role effectively;
- Observation of the NQT's teaching and follow-up discussion;
- Regular professional review of progress;
- NQT's observation of experienced teachers.

The induction tutor provides day to day monitoring and support and co-ordinates assessment. They must hold QTS and have the skills and knowledge to work successfully as an induction tutor and be able to provide effective coaching and mentoring. They must be given sufficient time to carry out their role effectively and meet the needs of the NQT. The tutor must be able to recognise when early action is needed in the case of an NQT who is experiencing difficulties.

When observation takes place, the observer and NQT should review promptly and a written record be provided along with constructive feedback. Evidence used in assessments must be clear and transparent and copies provided within 10 working days to the NQT and local authority. NQTs should be kept up to date on their progress and there should be no surprises.

If it becomes apparent that an NQT is not making progress, the head-teacher must ensure that additional monitoring and support are put in place immediately. This action must not be delayed until a formal assessment meeting has taken place. It is important that the NQT is made aware of where they need to improve their practice and are given every opportunity to raise their performance.

When the above measures have been carried out and performance of the NQT is still not satisfactory, the head-teacher must discuss the identified weaknesses with the NQT, agree objectives, provide the evidence used to inform the judgement and give details of the improvement plan.

The appropriate body (local authority) provides the NQT with a named contact with whom they can raise any concerns about their induction that they are unable to resolve in school. This person should not be directly involved in monitoring or supporting the NQT or in making decisions about the completion of the induction. Once contacted by the NQT, the named contact should, as soon as possible, investigate the issues raised.

At the final assessment, the NQT's performance was either satisfactory, unsatisfactory or an extension can be considered. Once the assessment form is completed the NQT adds their comments. Within 20 working days of receiving the final assessment, the local authority must decide the final outcome. Within 3 working days of making the decision they must make written notification to the NQT and the head-teacher.

An NQT has only one chance to complete an induction period. NQTs who fail to meet the standards at the end of their induction period can appeal. If an NQT fails induction or has it extended, the appropriate body (local authority) must advise the NQT of their right to appeal, who to appeal to, and the time limit for doing so. The Appeals Body is the National College for Teaching and Leadership. For further guidance about the appeals process visit: <https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

Dismissal on the grounds of capability before the end of the induction does not prevent the NQT from completing induction at another institution.

An NQT who fails the induction still retains their QTS.

All NQTs will have five years from the date of gaining QTS during which they can work on daily supply, that is, teaching, but not in a post where induction is mandatory. This period cannot be extended.

There is no legal requirement to complete an induction period if an NQT intends to work solely in the independent sector, including an academy, a free school, a British School Overseas (BSO), an independent nursery school or a Further Education institution. However, it may be possible for an NQT to serve a statutory induction period in one of these settings.

For full information, please see

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375304/Statutory_induction_for_newly_qualified_teachers_guidance_revised_October_2014.pdf

Alternative solutions:

If you are an NQT who has failed your final assessment you may not be able to teach in Local Education Authority Schools, however an alternative could be teaching in an Academy, an Independent School or even working overseas.

Are you a Qualified Teacher wishing to leave your current School? Have you considered supply work?

Supply agencies are a good way of staying in the teaching profession, enabling a way to remove some of the pressures of working in a permanent job.

Hays Education – who we are

Hays Education recruit specialist Teachers and Teaching Assistants for Primary and Secondary Schools across the South Coast.

We register newly qualified, fully qualified teachers, or unqualified experienced cover supervisors, with either academic or SEND experience, namely those who have evidence of improving the academic attainment levels of students they have previously supported. Job descriptions vary from Early Years, Key Stage 1, Key Stage 2, Key Stage 3 or Key Stage 4 Teachers, Intervention Teachers, SEND Teachers, Cover Supervisors, SEND Teaching Assistants, Specialist Teaching Assistants and Learning Support Assistants.

With offices across the UK, we can offer you job opportunities within Education both locally and nationally. We also have an international team recruiting for schools internationally, notably Europe and the Middle East. We can provide job opportunities to fit your personal preference, both full-time or part-time, on either a day-to-day supply basis, long-term supply or permanent basis.

For a confidential conversation about your next career move within Education please call 02392 970165 or email lucyann.cox@hays.com

<https://www.hays.co.uk/job/education-jobs/>

CfBT Education Trust

CfBT Education Trust is a UK charity that exists to make a difference to the lives of learners throughout the world. Working with governments, schools and other partners, we strive to provide excellent education for all.

CfBT has worked in more than 80 countries around the world on projects that range from reforming national level education to improving the performance of an individual school. CfBT employs more than 3,300 staff worldwide whose mission is to improve education to improve the lives of learners.

Telephone: 0118 902 1000

Website: www.cfbt.com

Moving on in your career

Please find below some resources which may be of use when thinking about or making a career move/change.



From ATL Apply yourself Booklet

Although aimed at NQTs looking for their first job, this publication contains a wealth of useful job hunting and interview advice and tips. Download or order a copy for FREE from the . <http://www.atl.org.uk/publications-and-resources/factsheets/all-atl-factsheets.asp>



Redundancy Guide

It is vital that members and representatives are fully aware of their redundancy rights. This booklet features a concise introduction to the law on redundancy, and details the potential benefits and payments available, for education staff working in all sectors. Download or order a copy for FREE from the . <http://www.atl.org.uk/publications-and-resources/factsheets/all-atl-factsheets.asp>

Additional generic redundancy advice can also be found on our website

You do not have to be an ATL member to access these



ATL Job-Finder Service

ATL and Hays Education have teamed up to offer members a dedicated recruitment service. Whether you are looking for a permanent or supply position, Hays has a national network of 35 offices, providing access to jobs locally or further afield should relocating be an option. Hays Education works with nurseries, schools, academies and colleges across England and Wales to provide exclusive access to specialist teaching and support roles, some of which cannot be found elsewhere .

The Hays Leadership team has also coached over 2,000 aspiring heads and deputies through a series of one-to-one consultations to accelerate their move in to headship vacancies.

In addition Hays may also be able to help you with CVs, applications and interview skills. (ATL members only)

National Provision



National Careers Service

The Government careers service for adults and young people provides information, advice and guidance to help make decisions about learning, training and work opportunities. The service offers confidential and impartial advice and is supported by qualified careers advisers. The service is available via the web, phone or at a face to face meeting. Visit

www.nationalcareersservice.direct.gov.uk



Government Services- including benefits www.gov.uk. A good place to start when looking for information about benefits and finding jobs. It will also help you find your local Job Centre Plus service. This website also contains useful information for those who may be considering a self employment route.

Finances

The Money Advice Service, set up by Government, provides a range of free and impartial general financial advice (including debt) It also has a wide range of advice and useful information (such as redundancy and retirement advice) via the [website](http://www.moneyadviceservice.org.uk) : www.moneyadviceservice.org.uk

Looking for work resources (and jobs!)



A wealth of useful careers information and a huge selection of jobs across all sectors, including education.
<http://careers.theguardian.com>



Free information and advice, including example CV's and application forms plus interview advice www.open.ac.uk/careers

Places to look for Vacancies

- The Internet – local authority websites, recruitment sites, school websites, Twitter (search 'Teaching Jobs')
- National & Local Press– in particular The Times Educational Supplement or www.tes.co.uk
- Networking (Try LinkedIn and think about ex colleagues)
- Approach a target school direct -Speculative application
- The ATL Job-Finder service (see above) for ATL members

'Positive working' with ATL to support teachers

Source : Association of Teachers and Lecturers (ATL) November 2016

Are you a Union Member?

Association of Teachers and Lecturers - ATL

As previously mentioned working in education is a fast changing environment with many pressures and responsibilities. Unions offer a wide range of support mechanisms from individual support when a member is faced with a difficult situation with their employer, or more general advice and support on a problem or issue in the workplace. Having an independent person to support and advise you when dealing with workplace issues can make a significant difference to the outcome of any issue or meeting. Unions also work collectively within education by supporting members when changes are proposed to terms and conditions, contracts and other work related issues.

Remember that you can only be represented at a formal meeting with your employer by a union representative if you are a member. Do not leave joining a union until there is a serious issue as this makes it much more difficult to give you the right support.

ATL offers a comprehensive range of fact sheets for every issue you may come across in all education sectors including maintained, academies and free schools, independent and FE. Fact sheets include support and advice on pensions, employment rights, health and safety, pay and conditions, performance related progression and many more areas. These can be downloaded for free from our website or for our members publications can be sent out to you on request. <http://www.atl.org.uk/publications-and-resources/factsheets/all-atl-factsheets.asp>

You do not have to be a member of ATL to access these fact sheets on line.

AMiE – ATL

Association of Managers in Education – for Head Teachers, Leaders and Managers

www.atl.org.uk/aboutamie.asp

Other Teachers Unions:

National Union of Teachers – NUT

<http://www.teachers.org.uk/node>

National Association of Schoolmasters union of Women's Teachers - NASUWT

<http://www.nasuwt.org.uk>

Other useful resources:

- Get a copy of your employers policies
- Education Support Network (formally Teachers Support Network) – Download fact sheets on Understanding Anxiety, A practical Guide to Handling Stress and Inspection Survey Results. <https://www.educationsupportpartnership.org.uk/> includes staff in FE and HE
- ACAS helpline – 0300 123 1100 or visit www.acas.org.uk
- Citizens Advice Bureau – 08444 111 444 or visit the website at www.citizensadvice.org.uk to locate your local branch
- MIND www.mind.org.uk
- Guidelines for NQT's <https://www.gov.uk/governmentpublications/ind>
- Italk stress control group- self referral <http://www.italk.org.uk/stress-control-workshops>
- Conditions of Service for School Teachers in England and Wales – The Burgundy Book – download from NASUWT site www.nasuwt.org.uk
- Samaritans – 08457 90 90 90 www.samaritans.org
- The Teaching Staff Trust – providing financial help to people working or who have been working in education for under 19s
- <https://www.turn2us.org.uk/For-Charities-and-Intermediaries/Turn2us-Grants-Spotlight/The-Teaching-Staff-Trust-Grants-Spotlight>
- Hampshire County Council – Teachers Guide Building Resilience www.hants.gov.uk/hampshirecountycouncil/schoolstaffresilience