



Department
for Education

Induction for newly qualified teachers (England)

**Statutory guidance for appropriate
bodies, headteachers, school staff and
governing bodies**

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About this guidance

This is statutory guidance from the Department for Education. This means that those involved in managing statutory induction arrangements must have regard to it when carrying out their relevant duties. The guidance covers those settings which are both required to or choose to offer induction to their newly qualified teachers.

Expiry or review date

This guidance updates and replaces the statutory guidance which accompanied the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. This guidance will be kept under review and updated when necessary.

What legislation does this guidance refer to?

- Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and associated Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

Who is this guidance for?

This guidance is for:

- appropriate bodies – local authorities; teaching schools; and other organisations determined by the Secretary of State who can act in this role;
- headteachers/principals, teachers and governing bodies in all maintained schools, independent schools, academies¹ and free schools; and
- staff in other settings in which induction can be served – further education (FE) colleges; sixth-form colleges; British schools overseas (BSOs); nursery schools; and pupil referral units (PRUs).

Key points

- All qualified teachers who are employed in a relevant school² in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions (see Annex B).
- Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.
- An appropriate body has the main quality assurance role within the induction process.

¹ Throughout this document 'academies' includes 16–19 and alternative provision academies.

² See paragraph 2.1 for a list of relevant schools.

Section 1: Introduction

Purpose of induction

- 1.1 Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards (see para 1.5). The programme should support the newly qualified teacher (NQT) in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher.

The statutory framework

- 1.2 The statutory provisions which underpin this guidance are sections 135A, 135B and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (hereafter referred to as 'the Regulations').
- 1.3 This guidance explains the provisions of the 2012 Regulations, which came into effect on 1 September 2012, and helps individuals to comply with the Regulations. The guidance is not a complete and authoritative statement of the law, but anyone exercising any function under the Regulations must have regard to the guidance.

Transitional arrangements

- 1.4 The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 apply to:
 - NQTs who start their induction on or after 1 September 2012; and
 - NQTs who, on 1 September 2012, had started but not completed their induction.

The relevant standards

- 1.5 The Teachers' Standards will be used to assess an NQT's performance at the end of their induction period. The decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of induction should take 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 within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

Requirement to complete an induction period

- 1.6 Subject to the exemptions listed in Annex B (see Schedule 1 of the Regulations), a qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and this guidance. While NQTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period.
- 1.7 There is no legal requirement to satisfactorily complete an induction period if an NQT intends to work solely in the independent sector, an academy, a free school, a BSO, an independent nursery school or an FE institution. However, it may be possible for an NQT to serve a statutory induction period in such settings as set out in this guidance.

Exemptions to the requirement to serve an induction period

- 1.8 Annex B provides information on those categories of qualified teachers who are exempt from the requirement to satisfactorily complete a statutory induction period in order to be employed as a teacher in a relevant school.

Newly qualified teachers may only serve one induction period

- 1.9 An NQT has only one chance to complete statutory induction. An NQT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: see paras 4.6–4.7). While such an NQT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency³, who have failed to satisfactorily complete an induction period.

³ Formerly known as the National College for Teaching and Leadership.

Section 2: The induction process

Institutions in which induction may be served

- 2.1 The Regulations specify that induction can be served in the following institutions:
- a relevant school in England – this includes: a maintained school; a non-maintained special school; a maintained nursery school; a nursery school that forms part of a maintained school; a local authority maintained children’s centre; and a pupil referral unit (PRU)
 - a non-maintained nursery school
 - an independent school in England; academies; free schools; 16–19 academies; alternative provision academies; and city technology colleges) or independent nursery school subject to the circumstances set out in para 2.4⁴
 - a further education (FE) institution, including a sixth-form college, in the circumstances set out in para 2.3
 - an independent school overseas which:
 - has been inspected by a DfE-accredited inspectorate within the last six years against the Standards for Inspection of British Schools Overseas; and
 - has satisfactorily met all of those standards/categories; and
 - is a member of an organisation which the DfE has determined may represent such schools
 - a school or FE institution in Wales in which an induction period may be served under Welsh regulations

Induction in a maintained, non-maintained or independent nursery school, or maintained children’s centre

- 2.2 NQTs employed and completing a period or part-period of statutory induction in these settings must have a headteacher/principal who can make the recommendation against the relevant standards and must teach classes of pupils predominantly aged three and over. The headteacher/principal must ensure that the NQT’s post is suitable for induction (see paras 2.17–2.18).

⁴ Independent schools, academies, free schools, and British schools overseas are not required to offer statutory induction to their NQTs, but if they choose to do so must adhere to the regulations and statutory guidance.

Induction in further education institutions (including sixth-form colleges and 16–19 academies)

2.3 An FE institution, sixth-form college or 16–19 academy wishing to offer an NQT a post in which to serve a statutory induction period must ensure that:

- normally no more than 10% of the NQT's teaching in the FE institution is devoted to teaching classes predominantly consisting of pupils aged 19 and over;
- to enable them to develop a sound knowledge and understanding of day-to-day practices and the role of a teacher in a school, NQTs must spend the equivalent of at least ten days teaching children of compulsory school age in a school during their induction; and
- every effort is made to provide the NQT with up to a further 15 days' experience in a school setting.

Institutions where induction cannot be served

2.4 Workplaces which cannot offer statutory induction are:

- a secure training centre
- a school requiring special measures (i.e. one which is eligible for intervention under section 62 of the Education and Inspections Act 2006), except in cases where Ofsted have judged a school, or part of a school, to be suitable to host induction (see paras 2.5–2.6)
- an FE institution where, following an Ofsted inspection, it is reported that the overall effectiveness of the institution, or part of its education or training, has been judged to be inadequate (category 4) except in cases where Ofsted has judged the institution or part of the institution to be suitable to host induction (see para 2.7)
- an FE institution that has received a category 4 for leadership and management

Where induction may be served or continued in a maintained school in special measures or an FE institution which has been judged inadequate

2.5 Relevant schools and academies can continue to host induction where a teacher was employed on an employment-based initial teacher training scheme in the school prior to gaining QTS, or had already started an induction period in the

setting, before it entered special measures.

- 2.6 Generally, once a setting has entered special measures it is not permitted to recruit any new NQTs. However an Ofsted Inspector may make a judgement on whether the setting is suitable for the purposes of induction. In some cases, particularly with larger schools, Ofsted may give permission for NQT appointments within specific departments or subject departments of the school.
- 2.7 NQTs already serving induction in an FE institution where the overall effectiveness of the institution, or part of its education and training, have been judged to be inadequate (category 4) at the time of inspection, can continue to serve induction. FE institutions judged as inadequate, or where leadership and management is judged inadequate, should have a certification in writing from the Chief Inspector that the institution, or the part of such an institution in which the person in question teaches, is fit for the purpose of providing supervision and training during an induction period.
- 2.8 In all cases, the appropriate body must be satisfied that such circumstances will not unfairly compromise the NQT's ability to complete induction successfully.

Checking a teacher is eligible to start an induction period

- 2.9 Before the NQT takes up post the headteacher/principal must undertake pre-employment checks, which must be verified by the appropriate body upon registration (see paras 2.10–2.11).

Qualified teacher status

- 2.10 An NQT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers/principals and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS.
- 2.11 Teachers who completed initial teacher training (ITT) and gained QTS between 1 May 2000 and 30 April 2001 are known as Cohort 1 teachers and are required to pass the numeracy skills test before they can satisfactorily complete induction (see paras 3.17–3.21).

Start date for induction

- 2.12 The start date for induction will be determined by the appropriate body, and must be agreed in advance with the headteacher/principal and NQT.

Eligibility to carry out short-term (less than one term) supply teaching

- 2.13 A qualified teacher who gained QTS on or after 1 September 2007 and who has not completed an induction period, can undertake short-term supply work of less than one term in a relevant school for a maximum period of 5 years from the point of award of QTS. This is a fixed time limit with no discretion to extend. Short-term supply placements of less than one term, or equivalent, cannot count towards induction, as such posts will not provide an NQT with the breadth of experience, support and assessment necessary to enable them to demonstrate that their performance against the relevant standards is satisfactory (see paras 1.5 and 2.17–2.18).
- 2.14 The headteacher/principal or supply agency is responsible for ensuring that a teacher who has not satisfactorily completed an induction period is eligible to carry out short-term supply work.
- 2.15 It is not possible to backdate the start of an induction period if a short-term supply contract is extended beyond one term. However, an induction programme must be put in place immediately it becomes clear that the extended contract will continue for a further term or more.
- 2.16 An NQT can work part-time as a short-term supply teacher, while concurrently serving induction in another part-time post after the five-year limit has expired. However, the short-term supply post will not count towards induction.

A suitable post for induction

- 2.17 In order for the NQT to serve induction the headteacher/principal and appropriate body must first agree that the post is suitable for this purpose. The headteacher/principal of the institution in which an NQT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the NQT meets their development needs. The duties assigned to the NQT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the NQT's conduct and efficiency as a teacher against the relevant standards. In particular a suitable post must:
- have a headteacher/principal to make the recommendation about whether the NQT's performance against the relevant standards is satisfactory;
 - have prior agreement with an appropriate body to act in this role to quality assure the induction process;
 - provide the NQT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the

relevant standards throughout and by the end of the induction period;

- ensure the appointment of an induction tutor with QTS;
- provide the NQT with a reduced timetable to enable them to undertake activities in their induction programme (see para 2.19);
- not make unreasonable demands upon the NQT;
- not normally demand 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;
- involve the NQT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support (see para 2.34).

2.18 In addition, the governing body must be satisfied that the institution has the capacity to support the NQT and that the headteacher/principal is fulfilling their responsibilities.

Ensuring a reduced timetable

2.19 In a relevant school, the headteacher/principal must ensure an NQT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. NQTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

Determining the appropriate body

2.20 Independent quality assurance of statutory induction, through the role of the appropriate body, is important both for ensuring that schools provide adequate support for their NQTs, and that their assessment is fair and consistent across all institutions.

2.21 An NQT cannot start their induction until their appropriate body has been agreed. The chart below identifies the organisations that can act as the appropriate body for particular institutions. In the absence of another body acting as appropriate body for a school, the local authority in which the school is situated should be asked to be the appropriate body for that school.

Chart: Determining the appropriate body⁵

Type of institution	Appropriate body
<ul style="list-style-type: none"> • Community, foundation or voluntary schools • Community or foundation special schools • Maintained and non-maintained nursery schools or children's centres • Non-maintained special schools • Pupil referral units (PRUs) 	<ul style="list-style-type: none"> • A local authority with which the school reaches agreement • A teaching school (subject to the conditions outlined in para 2.22 below) • The National Induction Panel for Teachers (NIPT) • The local authority in which the school is situated (if agreement cannot be reached between the school and one of the above)
<ul style="list-style-type: none"> • Academies, free schools or city technology colleges 	<ul style="list-style-type: none"> • A local authority with which the school reaches agreement • A teaching school (subject to the conditions outlined in para 2.22 below) • The National Induction Panel for Teachers (NIPT) • The Independent Schools Teacher Induction Panel (ISIP) (for their members and associate or additional members only)

⁵ An appropriate body may also be an organisation determined for this purpose by the Secretary of State

Type of institution	Appropriate body
<ul style="list-style-type: none"> • Other independent schools including independent nursery schools • British schools overseas 	<ul style="list-style-type: none"> • A local authority with which the school reaches agreement • A teaching school (subject to the conditions outlined in para 2.22 below) • The Independent Schools Teacher Induction Panel (ISTip) (for their members and associate or additional members only)
<ul style="list-style-type: none"> • FE institutions (including sixth-form colleges) 	<ul style="list-style-type: none"> • A local authority with which the institution reaches agreement • A teaching school (subject to the conditions outlined in para 2.22 below)

Conditions for teaching schools carrying out the appropriate body role

2.22 Teaching schools acting as appropriate bodies are subject to the following conditions:

- A teaching school that is an accredited ITT provider cannot be the appropriate body for an NQT for whom it recommended that the award of QTS should be made
- A teaching school cannot be the appropriate body for an NQT whom it employs, or who has served any part of their induction at that school

Charging by the appropriate body

2.23 The appropriate body may make reasonable charges (agreed in advance), not exceeding the cost of supplying the service as follows:

- To an independent school; an academy; a free school; a city technology college; a BSO; an independent nursery school; or a further education institution to which it is supplying the service
- To any maintained school or institution (from 1 September 2013)

Registering the NQT with the appropriate body

- 2.24 Once an NQT has been appointed, the headteacher/principal must notify the appropriate body in advance of the NQT taking up post. Failure to do so may delay the start of the induction period.

Named contact at the appropriate body

- 2.25 At registration the appropriate body should provide the NQT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the NQT or in making decisions about satisfactory completion of induction.

Informing the Teaching Regulation Agency of NQT appointments

- 2.26 Appropriate bodies should inform the Teaching Regulation Agency of any NQTs who start an induction period or who have taken up a post in which to continue their induction.

Determining the length of the induction period

- 2.27 The length of the induction period an NQT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of one school year (usually three school terms – see para 2.32). The appropriate body makes the final decision about the equivalence to one school year in cases where the NQT serves induction in more than one setting or in non-standard settings such as those in the FE sector.
- 2.28 In some exceptional circumstances the length of an induction period may be reduced. For further details see Section 3: Special Circumstances.

Minimum period of continuous employment that can count towards induction

- 2.29 The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time NQTs) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each NQT to work in a stable environment and receive a personalised, supported and pre-planned induction programme. In addition, it is important that the NQT is in post long enough to enable a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all of the relevant

standards over a period of less than one term.

- 2.30 For NQTs who are not employed to work within a term structure (for example those teaching certain apprenticeship courses in an FE institution) the appropriate body should decide the minimum period of employment that can count towards induction, taking into account paragraph 2.29 above.
- 2.31 Any periods of induction served under the Welsh induction regulations in Wales can count towards induction in England only if they comply with the requirements of the English induction regulations. Periods of induction served under and complying with the English induction regulations in England can count towards induction in Wales.

Length of the induction period for an NQT who works part-time

- 2.32 NQTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of one full academic year. Therefore an NQT working part-time as a 0.5 FTE will need to serve induction for two academic years.
- 2.33 It is for the school and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the NQT's working pattern.

Monitoring, support and assessment during induction

- 2.34 A suitable monitoring and support programme must be put in place for the NQT, personalised to meet their professional development needs (including the development needs of part-time NQTs). This must include:
- Support and guidance from a designated induction tutor who holds QTS and has the time and experience to carry out the role effectively
 - Observation of the NQT's teaching and follow-up discussion
 - Regular professional reviews of progress
 - NQT's observation of experienced teachers either in the NQT's own institution or in another institution where effective practice has been identified

Appointment of an induction tutor

- 2.35 The headteacher/principal must identify a person to act as the NQT's induction tutor, to provide day-to-day monitoring and support, and coordination of assessment. The induction tutor must hold QTS and have the necessary skills and knowledge to work successfully in this role and should be able to provide effective

coaching and mentoring. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the NQT. The induction tutor will need to be able to make rigorous and fair judgements about the NQT's progress in relation to the relevant standards. They will need to be able to recognise when early action is needed in the case of an NQT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor.

Observation of the NQT's teaching practice

- 2.36 An NQT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. Observations of the NQT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution.
- 2.37 The NQT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

Professional progress reviews of the NQT

- 2.38 The induction tutor should review the NQT's progress at frequent intervals throughout the induction period. Reviews should be informed by evidence of the NQT's teaching. Objectives should be reviewed and revised in relation to the relevant standards and the needs and strengths of the individual NQT. The NQT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice.

Formal assessments

- 2.39 NQTs should have formal assessments carried out by either the headteacher/principal or the induction tutor. These could be undertaken on a termly basis so that they have three per year (see Section 5 for further information about roles and responsibilities). It is for institutions and NQTs to agree exactly when the assessment dates are set, which should occur as near to the end of each term as possible. Evidence used in assessments must be clear and transparent and copies provided to the NQT and appropriate body.
- 2.40 Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the relevant standards. NQTs should be kept up to date on

their progress. **There should be no surprises.**

- 2.41 Formal assessment reports should be completed for the first and second assessments. These reports should clearly show assessment of the NQT's performance against the relevant standards at the time of the assessment.
- 2.42 The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form.
- 2.43 Once assessment forms have been completed, the NQT should add their comments. They should then be signed by the induction tutor, headteacher/principal and the NQT. Once signed, the NQT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

Interim assessments

- 2.44 When an NQT leaves a post after completing one term or more in an institution but before the next formal assessment would be required, the headteacher/principal should complete an interim assessment. This should take place before the NQT leaves their post in order to ensure that the NQT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the NQT leaves during their final term of induction.

Raising concerns

- 2.45 An NQT should normally raise any concerns about their induction programme with their induction tutor. If the matter is not resolved, the NQT may notify the named contact at the appropriate body (see para 2.25) who should, as soon as possible, investigate the issues raised.

Completing the induction period

- 2.46 An NQT completes their induction period when they have served:
- the full-time equivalent of a standard school year (usually three terms); or
 - a reduced period (as agreed with the appropriate body and

headteacher/principal) based on previous teaching experience (see paras 3.2–3.4); or

- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Appeals Body⁶.

2.47 Cohort 1 teachers must additionally pass the numeracy skills test before they can satisfactorily complete induction (see paras 3.17–3.21).

2.48 The appropriate body makes the final decision as to whether or not an NQT's performance against the relevant standards is satisfactory, drawing on the recommendation of the headteacher/principal.

2.49 Within 20 working days of receiving the headteacher's/principal's recommendation, the appropriate body must decide whether the NQT:

- has performed satisfactorily against the relevant standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

2.50 In making this decision the appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the NQT.

2.51 The appropriate body must, within three working days of making the decision, make written notification of the decision to: the NQT; the headteacher/principal (in whose institution the NQT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the NQT's induction, and via the termly return for other notifications.

2.52 If the appropriate body decides to extend the period of induction or that the NQT has failed to complete their induction period satisfactorily, they must inform the NQT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.

2.53 Failure to complete the induction period satisfactorily means that the NQT is no

⁶ The Appeals Body is the Teaching Regulation Agency.

longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

- 2.54 An NQT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the NQT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the NQT within ten working days of being told of the outcome of the hearing.
- 2.55 The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Record keeping/retention

- 2.56 The appropriate body is responsible for keeping a record for each NQT it has registered for induction. It should also monitor the return of assessment forms and contact the institution concerned when assessment forms have not been submitted or signed on time. Records should state the date an NQT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted on assessment forms at the end of each formal assessment period (see paras 2.39–2.43). The headteacher/principal should notify the appropriate body if an NQT leaves the institution before completing the period. The appropriate body will then notify the Teaching Regulation Agency.
- 2.57 Where an NQT has already completed part of their period in another institution, the headteacher/principal should contact the NQT's previous appropriate body to obtain copies of any assessment forms (including any interim assessments). They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the NQT's progress by previous employers.
- 2.58 The Teaching Regulation Agency keeps records of teachers who have completed or part-completed induction. Details of teachers who have passed or failed induction are available to employers through the [Employer Access Online service](#). As the Appeals Body, the Teaching Regulation Agency also keeps records of all appeals.
- 2.59 It is recommended that assessment reports are retained by both the institution and

the appropriate body for a minimum of six years. NQTs are advised to retain the original copies of their own assessment reports.

Confidentiality and data protection

- 2.60 Headteachers/principals, induction tutors, appropriate bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.
- 2.61 The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and NQTs must be made aware of who has been granted access to their assessments.
- 2.62 The governing body can request general reports on the progress of an NQT on a termly basis but are not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an NQT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process they can seek guidance from the appropriate body.

Section 3: Special circumstances

3.1 This section explains the regulations that apply on a less regular basis. It covers:

- reducing an induction period in recognition of previous teaching experience and exceptional circumstances;
- extending an induction period;
- short-term supply teaching and NQTs;
- NQTs employed simultaneously in two or more institutions;
- determining completion of induction in the event of loss of data/incorrect data; and
- special provisions applying to a qualified teacher who has not passed the numeracy skills test on completion of the induction period (Cohort 1).

Reducing the induction period

3.2 Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on an academic year of three terms) to recognise this experience.

3.3 In making such a decision they must take account of advice from the headteacher/principal and gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they must be permitted to do so. The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision including performance management documentation from previous teaching employment. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route⁷.

3.4 In such cases, only the final assessment meeting and report (see paras 2.42–2.43) will be required with the headteacher's/principal's recommendation on whether the teacher's performance against the relevant standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the

⁷ The assessment-only route to QTS allows an individual with a degree to demonstrate that they already meet all the relevant standards without the need for any further training by presenting detailed evidence to an accredited and approved training provider and by having their teaching assessed in a school.

induction process in the normal way (see paras 2.46–2.55).

- 3.5 The appropriate body also has discretion to reduce the prescribed induction period by up to 29 days where this falls short of a full year and to account for ad hoc absences.

Extending an induction period to account for ad hoc absences

- 3.6 The induction period is automatically extended prior to completion when an NQT's absences during the period total 30 days or more (with the exception of statutory maternity leave (see para 3.7)). In these circumstances the induction period must be extended by the aggregate total of days absent. If the NQT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

Extension of the induction period prior to completion due to statutory maternity leave

- 3.7 NQTs who take statutory maternity leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the NQT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an NQT chooses not to extend (or further extend) the induction period their performance will still be assessed against the relevant standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

Extension of the induction period after induction has been completed

- 3.8 The appropriate body has the option, when making its decision at the end of the induction period (see paras 2.49–2.52), to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the NQT to have demonstrated satisfactory performance against the relevant standards for other reasons. These might include:

- personal crises;
- illness;
- disability;

- issues around the support during induction; or
- where there is insufficient evidence within induction documentation for a decision to be made about whether the NQT's performance against the standards is satisfactory.

3.9 An NQT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment must still be served as the NQT will be working in a new institution.

3.10 If an NQT leaves an institution having started but before completing their extension, the headteacher/principal should complete an interim assessment form and notify the appropriate body.

Induction periods extended in Wales (before or after completion)

3.11 When an extension is granted under Welsh regulations and the NQT is subsequently employed at an institution in England, the period is treated as having been extended under English regulations.

Data loss/error – determining whether induction has been satisfactorily completed

3.12 In exceptional circumstances, through no fault of the teacher concerned and where records have either been lost or are in error, the appropriate body has discretion to decide if the teacher can be deemed to be exempt from induction (see para 24 of schedule 1 of the regulations). Each case must be considered on its own merits.

3.13 The appropriate body will want to ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision. The appropriate body, in reaching its decision, should consider the strength of evidence that an error has occurred or that records are missing or lost. It should also take into account evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements. If in doubt, the appropriate body may wish to consider other options such as a full or reduced period of induction.

NQTs completing induction in more than one institution simultaneously

- 3.14 In all cases where induction is served in more than one institution simultaneously, one headteacher/principal acts as the lead headteacher/principal. The lead headteacher/principal:
- must ensure that they are satisfied that all posts are suitable for induction (see paras 2.17–2.18), and provide a fair opportunity for the NQT to demonstrate that they have performed satisfactorily against all of the relevant standards by the end of the induction period;
 - is responsible for consulting with and gathering evidence from the other headteachers/principals;
 - should also, in the case of unattached teachers⁸, where appropriate, consult the Head of Service⁹ from the local authority; and
 - having coordinated the evidence, make the recommendation to the appropriate body on whether the NQT has performed satisfactorily against all of the relevant standards. Methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments should be clear to all those involved in the process, including the NQT.
- 3.15 In all cases where induction is served in more than one institution simultaneously, it is essential that one appropriate body takes the lead in making the decision, following the recommendation from the lead headteacher/principal. The lead appropriate body is also responsible for consulting and gathering evidence from other appropriate bodies who are involved in the process.
- 3.16 For NQTs serving induction in more than one institution simultaneously, the separate contracts are added together to calculate the number of days in which induction must be served, and recorded by the lead headteacher/principal. Each separate contract of employment must meet the minimum period criteria (see paras 2.29–2.31).

⁸ 'Unattached teacher' means a teacher employed by a local authority who is:
(a) not attached to a particular school, or
(b) employed otherwise than at a school.

⁹ The Head of Service is the person at the local authority responsible for the line management of the NQT.

Special provisions applying to teachers who gained QTS between 1 May 2000 and 30 April 2001 (Cohort 1)

- 3.17 Teachers who gained QTS in England between 1 May 2000 and 30 April 2001 are known as Cohort 1 teachers and must additionally pass the numeracy skills test before they can complete induction satisfactorily. A teacher in Cohort 1 who has served an induction period, including any extension, but not passed the numeracy test, cannot lawfully be employed as a teacher in a relevant school.
- 3.18 The Teaching Regulation Agency holds details of Cohort 1 teachers who are prohibited from working in a relevant school because they have completed an induction period but have not passed the numeracy skills test.
- 3.19 Where a Cohort 1 teacher completes an induction period but has yet to pass the numeracy skills test the headteacher/principal should complete the final assessment and submit this to the appropriate body as normal.
- 3.20 The appropriate body must then defer making the final decision on whether the NQT has performed satisfactorily against the relevant standards until the NQT has passed the test. Instead the appropriate body must notify the NQT, the headteacher/principal, the Teaching Regulation Agency and the employer that the decision has been deferred and retain the recommendation and any supporting evidence. The employer must then terminate the individual's employment as soon as is practicable.
- 3.21 Once an NQT in Cohort 1 passes the test, they must notify the appropriate body. The appropriate body should then make a decision as to whether or not the NQT's performance against the relevant standards is satisfactory (this must be within 20 working days of receiving the notification). If the individual is judged to have passed induction they will then be permitted to work in a relevant school. If the individual's performance against the relevant standards is judged to be unsatisfactory upon completing an induction period they must be notified by the appropriate body of the right to appeal (see Section 4) as normal.

Section 4: Unsatisfactory progress and appeals

Putting in place additional monitoring and support

4.1 If it becomes apparent that an NQT is not making satisfactory progress, the appropriate body should be informed and the headteacher/principal must ensure that additional monitoring and support measures are put in place immediately. 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 given every opportunity to raise their performance. The headteacher/principal and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the NQT towards satisfactory performance against the relevant standards; and
- an effective support programme is in place to help the NQT improve their performance.

Action if performance is still unsatisfactory at the next assessment point

4.2 In many cases the additional monitoring and support measures mentioned above will have the desired effect and the NQT will go on to be formally assessed at the end of the period as having performed satisfactorily against the relevant standards. Where there are still concerns about the NQT's progress at the next formal assessment point (and this is not the final assessment), the headteacher/principal should explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

4.3 The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

Action in the event of serious capability problems

- 4.4 In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.
- 4.5 Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another institution, as all NQTs must complete a full induction period before they can be judged to have failed induction.

Making an appeal against a decision by the appropriate body

- 4.6 If an NQT fails induction, or has their induction extended, the appropriate body must advise the NQT of their right to appeal, who to appeal to, and the time limit for doing so. In England the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.
- 4.7 Further guidance about the appeals process is available at:
<https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

Section 5: Roles and responsibilities

5.1 This section summarises the roles and responsibilities of those involved in the induction process.

The NQT

5.2 The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards (see para 1.5);
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.

Headteachers and principals

5.3 The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the NQT during induction, and should:

- check that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the NQT starting the induction programme, which body

will act as the appropriate body;

- notify the appropriate body when an NQT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to support NQTs serving induction;
- make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

5.4 There may also be circumstances where the headteacher/principal should:

- obtain interim assessments from the NQT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;

- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the appropriate body when an NQT serving induction leaves the institution.

5.5 In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools must also ensure the NQT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Induction tutors

5.6 The induction tutor (or the headteacher/principal if carrying out this role) should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an NQT appears to be having difficulties.

Appropriate bodies

5.7 The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- headteachers/principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated tutor support and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

5.8 The appropriate body should, on a regular basis, consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

5.9 The appropriate body must ensure that:

- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- where an NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors are trained and supported, including being given sufficient time to carry out the role effectively;
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either the FE institution or the independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the NQT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;

- FE institutions (including sixth-form colleges) are supported in finding schools for NQTs to spend their mandatory ten days teaching children of compulsory school age in a school;
- NQTs' records and assessment reports are maintained;
- agreement is reached with the headteacher/principal and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- a final decision is made on whether the NQT's performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

5.10 The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with NQTs' induction programmes; and
- respond to requests for assistance and advice with training for induction tutors.

The governing body

5.11 The governing body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an NQT.

Teaching Regulation Agency

5.12 The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

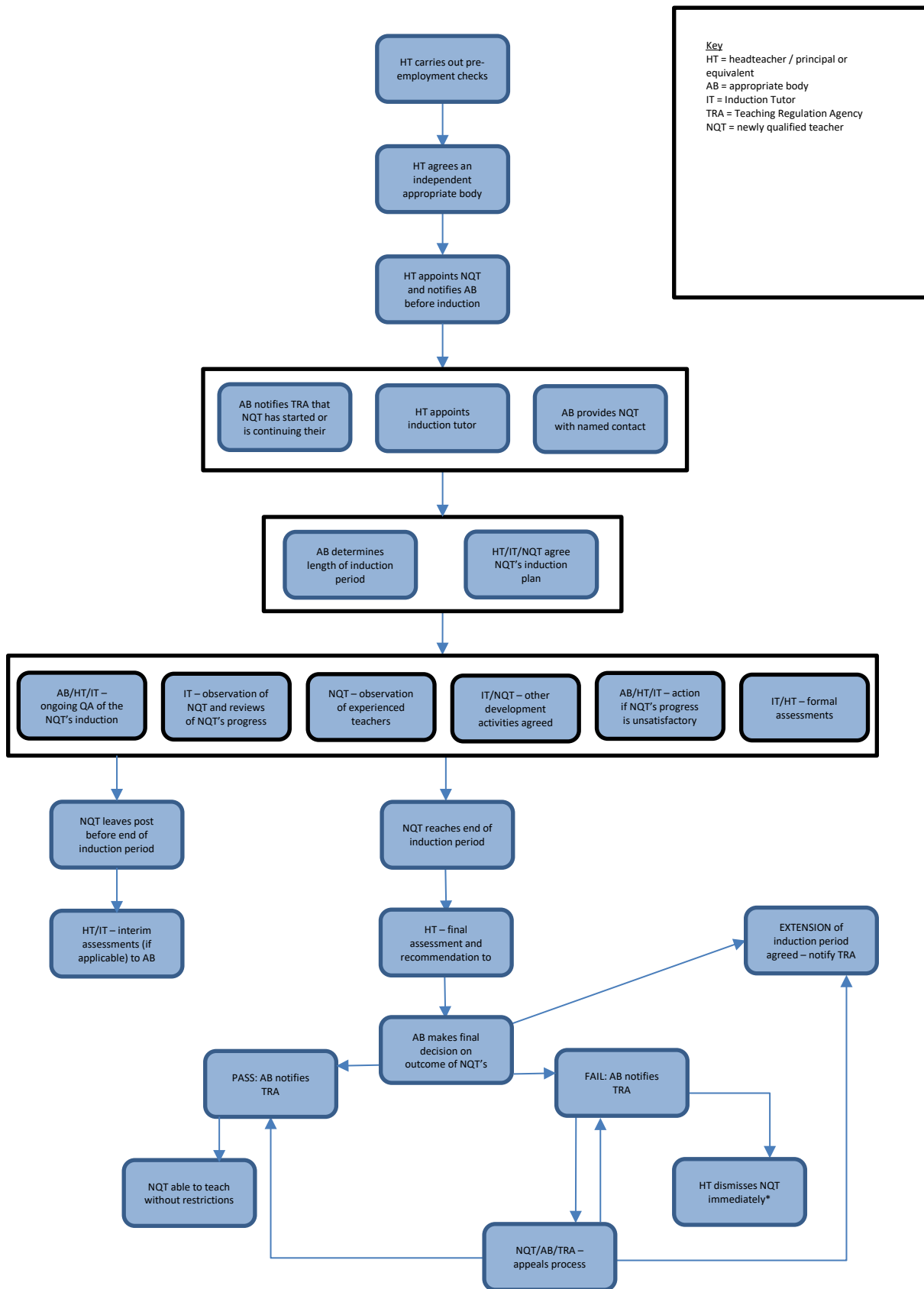
Statutory

- hearing appeals; and
- ensuring that the names of NQTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- recording the progress of NQTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

Annex A: Overview of the induction process



*NQT's name placed on TRA-held list of persons who have failed to satisfactorily complete an induction period

Annex B: Exemptions

Where a qualified teacher may be employed in a relevant school in England without having satisfactorily completed an induction period.

References in Schedule 1 ¹⁰	Exemption	Explanation
Para 1	A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
Para 2	A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).
Para 3	A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
Para 4	A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done during the first five years following the award of QTS.
Para 5	A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
Paras 6, 8, 9, 11, 12, 13, 14, 20	A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).
Para 7	A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.

¹⁰ The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

Para 10	A person from the European Economic Area (EEA) who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Union (Recognition of Professional Qualifications) Regulations 2015 including where the person is entitled to partial access to the profession of school teacher by virtue of Part 1 of those Regulations.	A teacher from the EEA who has applied successfully to the Teaching Regulation Agency, for QTS, or a teacher from the EEA who has declared successfully to the Teaching Regulation Agency, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely special educational needs and disability (SEND) teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.
Para 17	A person who became a qualified teacher by virtue of regulation 5 of, and para 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.	A teacher who has been judged by the Teaching Regulation Agency as meeting the specified QTS standards, whilst working in an independent school, where the NQT must have: <ul style="list-style-type: none"> • been employed by an independent school before 1989; and • gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
Para 22	A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.	Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the United States of America and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.
Para 18	An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction. This exemption only applies to people who have acquired QTS via schedule 2, paragraph 9 or 10 of the

		<u>School Teachers' Qualifications Regulations 2003.</u>
Paras 15 and 16	Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.
Para 19	A person who became a qualified teacher virtue of regulation 5 of, and para 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in a further education institution or as an instructor in a school.	A teacher who has been judged by the Teaching Regulation Agency, as performing satisfactorily against the relevant standards, whilst working in a further education institution or as an instructor in a school where the NQT must have: <ul style="list-style-type: none"> • been employed by an FEI/school before 1989; and • gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • been employed in an FEI/school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
Para 23	A person who has been awarded qualified teacher learning and skills status— (i) on or before 31st October 2014, by the Institute for Learning; or (ii) on or after 1st November 2014, by the Education and Training Foundation	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.
Para 21	Completed a course of initial teacher training in Wales before September 2003.	A teacher who completed a course of initial teacher training in Wales before September 2003.

Further sources of information

Department for Education

- Information about induction:
[Induction for newly qualified teachers \(NQTs\)](#)

- General enquiries:

Ministerial and Public Communications Division
Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD

Tel.: 0370 000 2288

Typetalk: 18001 0370 000 2288

Email enquiries: info@education.gov.uk

Website: <http://www.education.gov.uk/help/contactus>

Teaching Regulation Agency

- The Teaching Regulation Agency is an executive agency of the Department for Education and was formerly known as the National College for Teaching and Leadership (NCTL). Part of its role is to recognise teachers who have acquired qualified teacher status (QTS) in England, and to maintain a list of teachers who have begun, but have failed satisfactorily to complete, an induction period.
- The Agency also acts on behalf of the Secretary of State as the competent authority for teaching in England. This role includes the recognition of the professional status of teachers from outside England. This includes the award of QTS to fully qualified teachers from the EEA, under EU Directive 2005/36/EC, fully qualified teachers from Australia, New Zealand, Canada, the USA and teachers trained within other parts of the United Kingdom.
- Information on the submission of induction results, induction appeals procedure and general induction enquiries:

Teacher Qualifications Unit
Teaching Regulation Agency
53-55 Butts Road
Earlsdon Park
Coventry
CV1 3BH

Tel.: 020 7593 5392

Email enquiries: teacher.induction@education.gov.uk

Independent Schools Teacher Induction Panel (IStip)

Chester House
Fulham Green
81–83 Fulham High Street
London
SW6 3JA

Tel.: 020 3586 3136

Website: [IStip](#)

National Induction Panel for Teachers (NIPT)

Email enquiries: admin@nqtinduction.co.uk

Website: [NIPT induction](#)

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Department
for Education

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