



General Teaching Council expectations in respect of the Teacher Induction Scheme (TIS)

1. Background

In 2011, SNCT agreed a deal on teachers' conditions which included reference to a teaching time of 0.82 FTE for probationers on the Teacher Induction Scheme (TIS). The General Teaching Council (GTCS), which is responsible for Professional Standards, subsequently agreed a pragmatic way forward which represented a flexible compromise which addressed its concerns. This GTCS position was endorsed by SNCT in June 2011 and then circulated in a joint secretaries' letter (JS/11/25).

2. Implications for Teachers and Local Authorities in 2011/2012

The approach outlined in JS/11/25 allowed local authorities to deploy probationer teachers incrementally across a school session. By allocating reduced teaching time from the start of a session and increasing this once teachers had gained suitable experience, employers were able to:

- provide guarantees to GTCS that the professional needs of teachers were fully addressed at the point of the session when this was most needed
- achieve across the whole school session an **average** deployment in line with the SNCT agreement

However, at that point, the GTCS's agreement to vary previous arrangements for teachers following the Induction Scheme applied for session 2011/2012 only.

3. Time allocation for probationer teachers from 2012/13: GTC Scotland guidelines

GTCS is able to confirm that the guidelines agreed in session 2011/2012 may now also apply in session 2012/2013.

Consequently, in order to ensure that probationers are given suitable support which will allow them to meet the Standard for Full Registration (SfR) within one school session (see Appendix), schools should ensure that appropriate time for teaching and for professional development is allocated to probationer teachers. In particular,

- there should be a continued commitment to a maximum of 18 hours per week class contact time (0.8 FTE) for all those entering the Induction Scheme at the start of the school year in August;
- this figure of 18 hours may be increased later in the session (but not normally before Easter) for teachers whose progress is deemed satisfactory. This variation, which will offer opportunities to gain additional experience and develop skills, should follow full discussion with the individual probationer about his/her needs. The process for approving variation would be endorsed by the relevant manager within the local authority.
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- the teaching time expected of probationers whose progress has been identified as unsatisfactory or giving cause for concern should be maintained at no more than 18 hours (0.8 FTE);
- the total allocation of teaching time across the school session should not exceed that of an average allocation of 18.5 hours (0.82 TFE) per week. (For clarity, 18.5 hours is equivalent to 0.82 of the established teacher class contact time of 22.5 hours,)
- where practicable, part of a probationer's relief time should include one full day out of class.

Anthony Finn
Chief Executive

30 April 2012

(See Appendix)

APPENDIX: Allocation of time for the Teacher Induction Scheme

New teachers need time and support to fulfil the expectations of the Induction Year.

The time allocation should allow opportunities for authorities to bring teachers together to share experiences and learn from them. In addition, it is clear that a beginning teacher, with all the pressures associated with induction into a new profession, requires time to:

- develop the skills of a teacher and an understanding of curriculum, assessment and pedagogy;
- have access to a range of appropriate experiences which would assist them to reflect and develop sufficient understanding of their strengths and development needs as a teacher, allowing time to:
 - hold regular meetings with their supporter;
 - seek advice and guidance from key colleagues;
 - meet regularly with their fellow probationers;
 - maintain a record of professional development;
 - identify and record appropriate critical incidents and evidence to use as a focus of discussion with supporters;
 - engage, where possible, in research relating to their practice and to the impact of that practice on pupil learning;
 - experience and understand the context of teaching (other schools and sectors; Additional Support Needs; policy frameworks etc);
 - gain a sufficiently detailed understanding of what is required to meet specific elements of the Standard in respect of, for example, Professional Knowledge & Understanding, Professional Skills & Abilities and Professional Values & Personal Commitment.

Anthony Finn

Chief Executive

April 2012