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Welsh Government  
Consultation – summary of response

# Statutory induction of newly qualified teachers in Wales

July 2022

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.  
This document is also available in Welsh.

## Overview

This document summarises the consultation on the ‘Statutory induction of newly qualified teachers in Wales’ published 14 February 2022, the responses provided against the consultation questions and the steps the Welsh Government proposes to take as a result of the feedback it has received.

## Action required

This document is for information only.

## Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

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## Additional copies

This summary of response and copies of all the consultation documentation are published in electronic form only and can be accessed on the Welsh Government’s website.

Link to the consultation documentation: [Statutory induction of newly qualified teachers in Wales](#)

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## **Introduction**

The Welsh Government undertook a consultation to inform our proposals for revising the statutory induction of newly qualified teachers (NQTs) in Wales, in line with our vision for education in Wales.

The proposed changes covered four areas

- time
- support for the NQT
- settings in which induction can take place
- governance and roles.

The consultation was held over an eight week period between 14 February and 8 April 2022. This was to ensure that there was no expectation on the sector to respond to a consultation during school Easter holidays.

This document provides a summary of the consultation responses received and the Welsh Government response.

## **Consultation process**

Fourteen questions were asked in total, which led to 189 responses being submitted during the consultation period. 177 responses were submitted through the online consultation, which included 135 completed responses and 42 partial responses. A further 11 responses were submitted via e-mail and one response by post. Three of the e-mailed responses did not use the consultation response form and have not provided answers to the individual questions posed. The tables of statistics included throughout this document do not therefore include those responses. However, the comments provided in those responses have been taken into consideration.

Responses were received from NQTs, Pupil Referral Units (PRUs), Induction Mentors (IMs), External Verifiers (EVs), Appropriate Bodies (ABs), education stakeholders, local authorities (LAs) and education workforce unions.

A total of 157 responses were provided where no name or organisation was given, or where the respondent asked for their response to be treated anonymously. Wishes expressed by respondents to remain anonymous have been respected throughout this summary report.

A list of respondents who did not wish to remain anonymous is provided at Annex A.

## **Summary of responses**

### **Question 1 – length of induction period**

Should the current requirement that an induction period of three terms/380 sessions be undertaken in order to successfully complete induction be lifted to provide flexibility and enable NQTs who demonstrate effective practice and who meet the standards in a shorter period of time to complete induction?

	Completed survey responses		Partial survey responses		Offline responses		Total	
	Number	%	Number	%	Number	%	Number	%
<b>Agree</b>	82	60.7%	21	50%	8	89%	111	59.7%
<b>Disagree</b>	46	34.1%	14	33.3%	1	11%	61	32.8%
<b>Neither agree nor disagree</b>	7	5.2%	2	4.8%	0	0%	9	4.8%
<b>Null</b>	0	0%	5	11.9%	0	0%	5	2.7%
<b>Total</b>	<b>135</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>186</b>	<b>100%</b>

Almost 60% of respondents agreed with this proposal and 57 provided additional comments. Of the responses (including those who disagreed), the vast majority agreed with the principle of increased flexibility for induction arrangements. However, some questioned how it would work in practice, and whether NQTs would feel pressure to complete induction in a shorter period of time.

Some of the supporting comments agreed that providing flexibility around the length of induction would be more inclusive, by allowing those who can demonstrate experience and meet the standards to focus on their practice rather than counting sessions.

‘Some teachers like myself are coming into the profession from teaching in higher/further education or from a wealth of experience delivering in work based learning. This means that the options to complete induction in a shorter period would benefit those who meet the standards sooner.’ Anonymous

‘We agree with this proposal. This will provide ABs with discretion to make a positive recommendation for those NQTs who fulfil the professional standards at induction level before reaching 380 sessions. It removes the burden of NQTs continuing with the process into a second academic year and relieves the pressure of ABs tracking the completion of those additional sessions into the following academic year before processing the decision. It will reinforce the message that NQT induction is a process to support NQTs to meet the required standard not a race or a tick-box exercise.’ Swansea Local Authority

‘The Council is supportive of the recommendation to remove the requirement for NQTs to complete three school terms/380 sessions to successfully complete induction, and to grant flexibility in this regard.’ Education Workforce Council

Others who agreed with the proposal wanted to ensure that there would be safeguards in place to ensure that NQTs would not feel pressure to complete induction early, and that they would still be able to access support for at least a year /three terms.

‘ASCL Cymru agrees that this should be the case. The removal of this requirement would improve flexibility and reflect the particular circumstances of individuals going through this process, providing the individual can demonstrate that s/he has met the standards required. There will however, need to be checks and balances in the

system to ensure that where the period for induction is less than 380 sessions, that the candidate is suitably prepared for teaching. Equally there should be no pressure for individuals to complete earlier than 3 terms where they do not feel ready to do so. This shift in time scales should not become a race.’ ASCL Cymru

‘If flexibility is introduced to end the induction period earlier, it is essential that this remains the choice of the NQT and that each NQT should retain a right to experience the support and development opportunities induction provides for at least their first year in teaching (or part-time equivalent) and that there should be no detriment to them in exercising this right.’ NASUWT Cymru

Of those who were against this proposal, some agreed that a degree of flexibility should be allowed and that a full year of support would better prepare NQTs for their future careers.

‘However there should be a small degree of flexibility to be exercised by the AB only to take into account of NQTs who may have almost completed 380 sessions and all parties are in agreement that they are ready to complete.’ Anonymous

‘I feel that there is a justification for this to occur for some NQTs but the majority will still need longer to demonstrate that they have the knowledge and skills required to show effective practice and meet the standards.’ Anonymous

‘As an NQT, this Induction year is worth its weight in gold. The mentoring suitably prepares you for your future career and I believe it’s essential.’ Anonymous

## Question 2 – minimum length of induction period

Should a nominal minimum induction period of one term (or equivalent) be introduced to allow NQTs who demonstrate effective practice and meet the professional standards to successfully complete induction? (No NQT would be expected to complete induction in the minimum time.)

	Completed survey responses		Partial survey responses		Offline responses		Total	
	Number	%	Number	%	Number	%	Number	%
<b>Agree</b>	60	44.4%	16	38.1%	3	33%	79	42.5%
<b>Disagree</b>	68	50.4%	17	40.5%	5	56%	90	48.4%
<b>Neither agree nor disagree</b>	7	5.2%	4	9.5%	1	11%	12	6.4%
<b>Null</b>	0	0%	5	11.9%	0	0%	5	2.7%
<b>Total</b>	<b>135</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>186</b>	<b>100%</b>

The comments indicate that the vast majority supported the principle of flexibility around the length of the induction period. However, there was no overriding agreement to this proposal with 48% of respondents disagreeing, 42% in agreement and 6% neither agreeing nor disagreeing. Of those who disagreed, the most common concern was that the introduction

of a nominal minimum period of one term may lead to a widespread expectation for NQTs to complete induction in one term.

Those who supported the proposal recognised that the minimum length of one term would be nominal rather than actual, would provide flexibility for NQTs with prior experience and would not set an expectation that induction could be completed in a term.

‘A wide range of candidates will have varied experience prior to starting the course and it would make far more sense for induction to reflect this.’ Anonymous

Others agreed and wanted to ensure that NQTs and those working with them would be clear that most NQTs will take around three terms to develop their practice to the expected level and meet the professional standards.

‘NQTs need to have the expectations made very clear that this is not a given and the need to embed practice and develop their skills and understanding of all aspects of the Professional standards will take longer than 1 term/2 consecutive half terms.’ Anonymous

‘Ni welwn unrhyw anfantais mewn gosod lleiafswm, ac mae’n siŵr mai doeth fyddai gwneud hynny er mwyn osgoi unrhyw amwysedd, ac er mwyn sicrhau y darperir y gefnogaeth briodol.’ UCAC

‘Yes, but two terms as a minimum. I feel that meeting the requirements in 1 term could potentially put NQTs under a lot of pressure for various reasons. I feel that two terms as a minimum promotes a better a work/life balance and supports staff well-being.’ Anonymous

Similarly, of those who were against the proposal, their main concern was that one term was too short to enable NQTs to experience a range of opportunities and that they could feel under pressure to complete within the minimum.

‘It gives the impression that it is possible to experience all the teaching standards within a term. If no one would be expected to complete it in this time, why offer this.’ Anonymous

‘Ni fydd ANG yn derbyn amrediad diogonol o brofiadau mewn un tymor.’ Anonymous

‘Gallai cael isafswm cyfnod olygu bod rhai mentoriaid yn teimlo dan bwysau i basio ANG nad ydynt yn barod mewn gwirionedd, ac yn yr un modd, i rai ANG deimlo dan bwysau i basio pan nad oes ganddynt gontractau hirach.’ Anonymous

‘The national guidance regarding the minimum number of sessions required will need to be clear and differentiated from current arrangements. There is a strong possibility that some practitioners will misunderstand the term ‘minimum requirement’ and assume the current arrangements (i.e. 380) has simply been reduced.

If no NQT is expected to complete in the minimum time, what purpose does it serve?’ Anonymous

‘We are also concerned that any NQT who gains the skills, knowledge, and experience to enable them to demonstrate the professional standards and complete induction in such a short period of time would lose the support offered to and required by NQTs during their first year of teaching.’ National Education Union Cymru (NEU Cymru)

### Question 3 – continuous period of employment

From September 2023, should all NQTs be required to serve a period of continuous employment in one school of at least one term/two consecutive half terms (or equivalent for part-time workers) at some point in their induction period?

	Completed survey responses		Partial survey responses		Offline responses		Total	
	Number	%	Number	%	Number	%	Number	%
<b>Agree</b>	81	60%	24	57.1%	4	44%	109	58.6%
<b>Disagree</b>	34	25.2%	12	28.6%	3	33%	49	26.3%
<b>Neither agree nor disagree</b>	20	14.8%	1	2.4%	2	22%	23	12.4%
<b>Null</b>	0	0%	5	11.9%	0	0%	5	2.7%
<b>Total</b>	<b>135</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>186</b>	<b>100%</b>

The majority of respondents agreed with this proposal in principle but expressed concern about how this would be implemented in practice. A number of respondents agreed that a sustained period of employment would allow NQTs to develop their practice. They referred to the success of the Welsh Government NQT placement scheme that has been in place during the 2021/22 academic year to support those NQTs who had a disrupted initial teacher education experience due to the pandemic.

‘I have hugely benefited from this. After finishing my PGCE and failing to secure a permanent teaching post, I really didn't want to have to do supply work. I probably wouldn't have stayed in teaching after my PGCE if it wasn't for the Welsh Government funded scheme. Having two terms in a supportive school has renewed my enthusiasm for teaching and confidence in myself.’ Anonymous

‘I believe the sooner this is implemented the better it will be for NQT's and schools as it will result in more qualified teachers being available in Wales.’ Luke Dempsey

‘Byddai treulio amser parhaus mewn ysgol yn fantesiol i ANG gan y byddai cyfle i arsylwi a bod yn rhan o fywyd pob dydd mewn ysgolion. Byddai hyn yn fantesiol hefyd wrth gasglu profiadau gwerthfawr.’ Anonymous

‘We agree that this would be helpful, to maintain consistency of experiences and support. However, this depends on the quality of support provided by the school and the induction mentor. A six-week period enables NQTs to plan for a sequence of lessons. This would support the NQT to develop and sustain their practice in

important areas, such as planning to meet the needs of pupils with a range of abilities, supporting pupils to develop their skills and developing their approaches to assessment.’ Estyn

‘Cytunwn yn gryf â’r cynnig hwn mewn egwyddor...Fel noda’r ddogfen ymgynghorol, bydd angen rhoi trefniadau yn eu lle i sicrhau bod y cyfle hwn yn bosib, ac yn cael ei warantu, i ANGiaid. Ni ddylai peidio cael swydd sefydlog o’r fath fod yn rhwystr i unrhyw un rhag cwblhau eu Cyfnod Sefydlu. Yn sicr, mae ‘na botensial i’r model clwstwr gafodd ei beilota, yn ogystal â’r Cynllun Lleoliad Sefydlu yn sgil y pandemig. Rydym yn derbyn y gallai fod yn heriol i sicrhau’r trefniadau priodol erbyn mis Medi 2022, ac felly y dylid anelu at fis Medi 2023.’ UCAC

Of those who were against the proposal, the challenge to secure employment to meet the requirements was the main concern, alongside the reduced flexibility for those NQTs who choose to work on a supply basis.

‘This would significantly disadvantage those candidates who had not secured full-time employment or long term supply placements. Those who wish to have daily supply to support a more flexible employment as a result of home or care commitments would be disadvantaged.’ ASCL Cymru

‘This is problematic and may hinder NQTs working on their induction period. Not all schools will have availability for a full term.’ Anonymous

‘For this proposal to work, Welsh Government must ensure that all NQTs on short-term supply are provided with employment in one school for at least one term / two consecutive half terms (or equivalent for part-time workers) as this is the only way NQTs on short-term supply can ensure that they can meet this requirement and demonstrate effective practice and meet the standards. If this is not provided, NQTs on short-term supply contracts will find it very difficult to gain the skills, knowledge, and experience to enable them to demonstrate the professional standards and thus fail to meet induction requirements and leave the profession.’ NEU Cymru

#### **Question 4 – induction outcome**

Should the induction outcome be judged primarily on an NQT’s ability to demonstrate effective practice and exemplify the professional standards? (Under this arrangement the requirement to complete and log individual sessions of employment would no longer be necessary for short-term supply teachers.)

	Completed survey responses		Partial survey responses		Offline responses		Total	
	Number	%	Number	%	Number	%	Number	%
<b>Agree</b>	96	71.6%	26	61.9%	4	44%	126	68.1%
<b>Disagree</b>	20	14.9%	8	19.1%	2	22%	30	16.2%
<b>Neither agree nor disagree</b>	17	12.7%	3	7.1%	3	33%	23	12.4%
<b>Null</b>	1	0.8%	5	11.9%	0	0%	6	3.3%
<b>Total</b>	<b>134</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>185</b>	<b>100%</b>

The majority of respondents agreed with this proposal with 68% in favour of induction being focussed on developing practice and reducing the bureaucracy linked with the induction arrangements. However, respondents were clear that guidance and support would be needed for NQTs and that the reduced bureaucracy would not be replaced with other requirements.

‘Cytunaf yn gryf - yr ymarfer mwyaf effeithiol sydd bwysicaf, ac nid y gwaith gweinyddol ohono.’ Anonymous

‘We agree with this proposal. This will reduce the administration work required by NQTs on short-term supply and allow them to concentrate on their practice. However, NQTs on short-term supply must be advised and guided on how to collect the evidence required to demonstrate effective practice, meet the standards, and complete induction. They must also be fully supported by an Induction Mentor.’ NEU Cymru

‘A reduction in the administrative burden of logging individual sessions would be welcome, but assurance is required that the burden of logging time served would not simply be replaced by an increased burden of exemplifying professional practice.’ NASUWT

Those who were against this proposal felt that the bureaucratic burden of the current arrangements was outweighed by the benefits.

‘No, we feel their individual sessions should be logged as is the current process.’ Anonymous

‘It is very difficult to track and quantify the amount of teaching an NQT has done without this record. It would be unclear if they were actively teaching and it would be difficult to judge when to trigger reviews. They may also be teaching in unapproved settings and no one would be able to check on this.’ Anonymous

‘Supply teachers should log a minimum number of two terms before removing this requirement.’ Anonymous

## Question 5 – five-year rule

Should a requirement to complete induction within a five-year window from gaining qualified teacher status (QTS) be reintroduced?

	Completed survey responses		Partial survey responses		Offline responses		Total	
	Number	%	Number	%	Number	%	Number	%
<b>Agree</b>	89	65.9%	23	54.8%	6	75%	118	63.8%
<b>Disagree</b>	34	25.2%	11	26.2%	1	13%	46	24.9%
<b>Neither agree nor disagree</b>	12	8.9%	3	7.1%	1	13%	16	8.6%
<b>Null</b>	0	0%	5	11.9%	0	0%	5	2.7%
<b>Total</b>	<b>135</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>185</b>	<b>100%</b>

Almost two thirds of respondents to this question agreed that a five-year window for completing induction should be introduced to ensure that NQTs keep their skills and knowledge up-to-date. However, some called for a level of discretion so that NQTs who chose or were unable to complete induction within five years would not be disadvantaged.

‘We support this proposal as it is so important that teachers are up-to-date with curriculum and pedagogy. However, we feel there would always need to be arrangements for exceptional circumstances, such as family commitments, medical issues or a disability.’ James Brown (Education & Children's Services, Denbighshire County Council)

‘Fe fyddai angen i'r Cyngor gweithlu Addysg yn monitro hyn. Byddai dull monitro blynyddol o faint o amser sydd ar ol o'r 5 mlynedd sefydlu yn ddefnyddiol iawn. Y wybodaeth i'w rannu gyda'r ANG, CP, Mentor a Gwiriwr allanol a'r cydgysylltwr sefydlu lleol.’ Anonymous

‘Yes if we are to be equitable with other professions. Practice moves on so rapidly and if someone hasn't qualified in this time - since qualifying initially - then I think that there could be aspects that need revisiting.’ Anonymous

‘The Council supports the recommendation to re-introduce the five year limit for the completion of induction, however, it would ask that careful consideration is given to its implementation, monitoring and implications of non-compliance (that is if an individual exceeds the five year rule that it effects their registration status with the EWC).’ EWC

Of those who disagreed, the majority supported the principle of the proposal, but expressed concern about possible discrimination to those who do not undertake induction for good reason.

‘Whilst I understand the reasoning for this proposal, as a school we have benefitted from the removal of the requirement as it allowed us to offer an NQT position to a TA

we employed who had gained QTS 11 years previous.’ Will Barrett (Peter Lea Primary School)

‘5 year is too short a period, if someone has gained the qualification and decide to have a career break before taking up full time teaching they should be able to return when it suits them!’ Anonymous

‘We would have concerns about re-introducing the requirement to complete induction within a five-year window... If the five-year window was to be re-introduced, Welsh Government must include exceptions within the 2015 regulation amendments.’ NEU Cymru

## Question 6 – Pupil referral units (PRUs)

Should NQTs be able to count teaching time in pupil referral units that teach the new Curriculum for Wales towards their induction?

	Completed survey responses		Partial survey responses		Offline responses		Total	
	Number	%	Number	%	Number	%	Number	%
<b>Agree</b>	121	89.6%	35	83.3%	9	100%	165	88.7%
<b>Disagree</b>	7	5.2%	0	0%	0	0%	7	3.8%
<b>Neither agree nor disagree</b>	7	5.2%	2	4.8%	0	0%	9	4.8%
<b>Null</b>	0	0%	5	11.9%	0	0%	5	2.7%
<b>Total</b>	<b>135</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>186</b>	<b>100%</b>

Over 88% of respondents were in favour of this proposal as PRUs move to teach the Curriculum for Wales from September 2022. Some respondents wanted to ensure steps are taken to ensure NQTs can develop a wide range of skills and suggested that induction should also include some time in mainstream settings.

‘As long as they are planning, teaching and assessing against the Curriculum for Wales, it seems like a sensible suggestion.’ Katy Holloway (Ysgol y Ddraig)

‘NQTs learn a lot about behavioural challenges from working in PRUs. They will also gain knowledge about classroom management and also additional learning needs that they may not get from mainstream schools.’ Anonymous

‘We agree in principle. We suggest that the appropriate body might ensure that the NQT is able to meet the induction standards in the PRU and, where necessary, arrange for the NQT to spend time in a complementary school setting.’ Estyn

‘As a broad point PRUs should have equal status as learning organisations as other settings: children and young people who are educated at PRUs are equal to their peers in mainstream schools and they also deserve to be part of a teaching and

learning organisation and community, as they will experience exactly the same benefits of this as do children in other settings.’ – Children’s Commissioner for Wales

‘It is essential that the Welsh Government put in place measures to ensure that NQTs working primarily in these settings have the same opportunities and support during their induction as those in mainstream settings.’ NASUWT Cymru

## Question 7 – role of appropriate body

Should the appropriate body (AB) role be separated from the induction co-ordinator role to ensure clear separation of duties?

	Completed survey responses		Partial survey responses		Offline responses		Total	
	Number	%	Number	%	Number	%	Number	%
<b>Agree</b>	75	55.6%	19	45.2%	4	44%	98	52.7%
<b>Disagree</b>	12	8.9%	0	0%	1	11%	13	7%
<b>Neither agree nor disagree</b>	48	35.6%	18	42.9%	4	44%	70	37.6%
<b>Null</b>	0	0%	5	11.9%	0	0%	5	2.7%
<b>Total</b>	<b>135</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>186</b>	<b>100%</b>

Over half of respondents agreed with this proposal and nearly 38% neither agreed nor disagreed. Current arrangements differ across Wales, therefore, some supporting comments made by respondents noted that this would not lead to any change, while others noted that clarity of roles would be welcomed.

‘Absolutely. It is paramount for the integrity of the system that there should be a clear demarcation in roles between IM, EV and AB.’ Anonymous

‘It is our understanding that the roles are already separated in North Wales - our AB is Denbighshire, the Induction Coordinator function sits with GwE.’ James Brown (Education & Children's Services, Denbighshire County Council)

‘Cytunwn y byddai gweithredu’r cynigion yn rhoi mwy o eglurder, yn lleihau’r perygl o wrthdaro buddiannau, ac yn cynyddu atebolrwydd.’ UCAC

‘We agree in principle with the proposed roles and governance of the induction programme mentioned in the consultation document. However, the separation of these duties means that CSC and EAS will possibly need to address their current structure, which could take time and not be ready for the 2022/23 academic year as is mentioned in the proposal in question 10.’ NEU Cymru

‘This would be helpful for accountability and quality assurance purposes. It is essential that induction arrangements undergo rigorous quality assurance to ensure that the programme meets the needs of NQTs and supports national strategic priorities.’ Estyn

‘Welsh Government may wish to consider that Estyn play a role in ensuring that there is a consistent nation-wide, objective and robust evaluation of induction, alongside a cycle of inspections of initial teacher education to drive system-wide improvement.’  
Estyn

Those who disagreed felt that there were advantages to the current arrangements that would be lost with the proposed change.

‘Disagree - Current arrangements already allow for separation of roles and no change is required.’ Anonymous

‘Having the same person in role means that they are fully on-board with the whole process.’ Claire Bradford

## Question 8 – outcome of induction

Should the decision regarding the outcome of induction be made by the induction mentor (IM), with external verifiers (EVs) undertaking a quality assurance role and dealing with borderline cases on behalf of the AB?

	Completed survey responses		Partial survey responses		Offline responses		Total	
	Number	%	Number	%	Number	%	Number	%
<b>Agree</b>	98	72.6%	32	78.1%	6	67%	136	73.5%
<b>Disagree</b>	22	16.3%	1	2.4%	1	11%	24	13%
<b>Neither agree nor disagree</b>	15	11.1%	3	7.3%	2	22%	20	10.8%
<b>Null</b>	0	0%	5	12.2%	0	0%	5	2.7%
<b>Total</b>	<b>135</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>185</b>	<b>100%</b>

Over 73% agreed that responsibility for observing the NQT and assessing whether they meet the standards should rest with the IM, with support and moderation from the EVs and ABs. A number of respondents noted that the IM is in the best position to make a judgement. Of those who disagreed, a number expressed concerns regarding ensuring objectivity and consistency of support.

‘IM knows the teacher the best and can fully grasp whether or not the teacher is making progress and showing their skills and potential to be not only a teacher but a great one.’ Anonymous

‘This will ensure a more consistent approach across the country.’ Anonymous

‘Totally agree. This makes sense as they know the NQTs the best. We would support an EV quality assuring and dealing with borderline cases on behalf of the AB.’ Anonymous

‘Byddai’r trefniadau sicrhau ansawdd cryn dipyn yn fwy cadarn o weithredu’r cynigion.’ UCAC

‘I’m not sure the IM can be objective enough for NQTs within their school - I think it needs to be a joint decision with the EV.’ Anonymous

‘Credaf bod y drefn bresennol yn drwyadl. O brofiad, mae y mentor sefydlu yn dymuno trafod y penderfyniad gyda'r gwirwyr allanol gan fod gan y gwirwyr allanol brofiadau helaeth o weithio â nifer o ysgolion ac ANG.’ Anonymous

‘We feel that the current arrangements in place are effective and most appropriate for the support needs of the NQT.’ James Brown (Education & Children's Services, Denbighshire County Council)

## Question 9 – funding for induction mentors

Should the role of IM be funded and carried out by trained mentors who (where possible) remain with the NQT for the duration of their induction period?

	Completed survey responses		Partial survey responses		Offline responses		Total	
	Number	%	Number	%	Number	%	Number	%
<b>Agree</b>	111	82.8%	28	68.4%	7	78%	146	79.3%
<b>Disagree</b>	4	3%	4	9.7%	0	0%	8	4.3%
<b>Neither agree nor disagree</b>	19	14.2%	4	9.7%	2	22%	25	13.6%
<b>Null</b>	0	0%	5	12.2%	0	0%	5	2.8%
<b>Total</b>	<b>134</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>184</b>	<b>100%</b>

Most respondents agreed with the need to fund induction mentors, with only 4% disagreeing. Ensuring that NQTs are fully supported by mentors who are given time to undertake the role was a clear priority for respondents.

‘Strongly agree. High quality training, support and most importantly time for Induction Mentors will allow a higher quality of guidance for the NQT.’ Anonymous

‘Cefnogwn y cynnig hwn yn gryf iawn. Mae angen i fentor sefydlu fod yn rôl gydnabyddedig, arbenigol, sefydlog.’ UCAC

‘This enables the NQT to gain quality support and expertise. Remaining with one mentor will provide consistency and allow the opportunity to develop good working relationships.’ Anonymous

‘Lle bo’n bosibl, dylai’r IM aros gydag ANG o fewn yr ysgol lle bynnag y bo’n ymarferol, ond ni fyddai’n ymarferol i IM mewn un ysgol fod yn cefnogi ANG mewn ysgol arall sydd wedi symud yn ystod y broses sefydlu.’ Anonymous

‘Induction works well when the IM is dedicated to the role and provided with the time to mentor the NQT effectively and where schools provide a range of opportunities and experiences.’ Anonymous

‘The NASUWT supports the proposal to provide funded and trained mentors. Receipt of such funding must be dependent on agreed, timetabled periods for mentoring duties. If these are not specified, there is a risk that funding will be used to subsidise inadequate school budgets without any assured benefit for NQT mentoring.’  
NASUWT Cymru

The majority of comments made by respondents who disagreed referred to the challenges of one IM remaining with the NQT for the duration of their induction period.

‘We feel that this may be challenging if the NQTs are not completing all their sessions in one school.’ Anonymous

‘This would not be possible, especially where NQT’s move across and between schools and LA’s. IM’s would be relying on the NQT and school staff to feedback to them if the NQT was not in their school. Could be more work for all parties involved.’  
Anonymous

## Question 10 – timing of implementation

Except for the proposed requirement for all NQTs to undertake a continuous period of work in one school of at least a minimum of one term, or two consecutive half terms (or equivalent if part time), do you consider that the proposed changes to the induction arrangements consulted upon should be implemented in readiness for the start of the 2022/23 academic year? For any proposal you consider should **not** be implemented for the start of the 2022/23 academic year, please set out your reasons why.

	Completed survey responses		Partial survey responses		Offline responses		Total	
	Number	%	Number	%	Number	%	Number	%
<b>Agree</b>	91	67.9%	22	55%	2	25%	115	63.2%
<b>Disagree</b>	23	17.2%	2	5%	3	38%	28	15.4%
<b>Neither agree nor disagree</b>	20	14.9%	11	27.5%	3	38%	34	18.7%
<b>Null</b>	0	0%	5	12.5%	0	0%	5	2.7%
<b>Total</b>	<b>134</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>182</b>	<b>100%</b>

63% of respondents agreed that changes should be implemented in readiness for the start of the 2022/23 academic year. However, a number of these respondents noted that caution was needed to not put pressure on the system and to ensure that clear guidance was in place. Others suggested that some of the proposals could be implemented by September 2022 with others following in 2023.

'The sooner these proposed changes can be implemented the better it will be for NQT's, schools and pupil referral units.' Luke Dempsey

'PRUs, funding for IMs and the 5 year rule should be introduced as soon as possible. Time needs to be given to feed the concept of 1 term/2 half terms contract into ITE with the warning that this will NOT be the case for all NQTs and that the majority will still take a year. This preparation needs to be undertaken so that the expectation is not the mind-set of the new NQTs, they need to understand that the process, reflection and demonstration of embedded skills is important.' Anonymous

'Only proposals outlined in Question 5, and 6 are easy to implement and should be changed for the start of the 2022/23 academic year.' Rolfe Clarke (Central South Consortium)

'Ar y cyfan, byddem am weld y newidiadau'n cael eu cyflwyno cyn gynted ag sy'n rhesymol ac yn ymarferol bosib, gan y byddent yn gwella'r profiad yn sylweddol i athrawon newydd. Felly byddai dechrau'r flwyddyn academaidd 2022/23 yn gymeradwy. Ar gyfer y sawl sydd dan hyfforddiant yn y flwyddyn 2021/22, dim ond hwyluso'r trefniadau fyddai'r cynigion yn ei wneud, felly nid ydym yn rhagweld problem gyda'u cyflwyno. Ni fyddent yn ychwanegu unrhyw ofynion annisgwyl o'r newydd.' UCAC

'This would seem to be an ambitious timescale, considering that the induction programme needs to be planned fully, mentors need to be trained and the collaborative work between local authorities, regional consortia and ITE partnerships must be undertaken. However, there is an urgent need to ensure that induction is supportive and consistent.' Estyn

The comments made by the respondents who disagreed with the timing of proposals echoed those above who raised concerns about ensuring a realistic lead-in time for implementation.

'I feel that changes would have more of an impact if left until 23/24.' Katy Holloway (Ysgol y Ddraig)

'Anodd iawn gweithredu unrhyw newidiadau erbyn mis Medi 2022. Angen sicrhau hyfforddiant ac arweiniad priodol.' Anonymous

'This is too soon. People may already be studying who have made plans around the current arrangements.' Anonymous

## **Question 11 – professional learning**

Please outline any specific support or professional learning opportunities that should be made available during the early career phase.

Out of a total of 135, 71 respondents answered this question and 64 respondents did not respond at all.

Several respondents felt that specific training is needed during the ECSP, whilst others highlighted the importance of having flexible and bespoke training based on the individual's needs. Many respondents expressed the need for more opportunities to shadow and observe others, as well as collaboration opportunities with more experienced practitioners, either within their own setting, or in other schools.

Examples of learning opportunities that it was proposed should be made available during the early career phase include:

#### Specific support and guidance

'Behaviour management  
Mental health awareness & well-being /emotional health  
New Curriculum for Wales training  
Training on pedagogy  
Research-informed pedagogy.' Anonymous

'I feel more hands on training could be implemented. For instance, the Save a Life September by St Johns should be posed to NQTs as this could result in educators being better equipped to keep child/young people safe.' Anonymous

'Effective deployment of TAs.  
Dealing with parents and carers.' Anonymous

'Whilst an NQTs training needs will be specified in their career entry profile and discussed with their IM, there are certain professional learning opportunities that should be made available during the early career phase, and they should include:

- Information and guidance on the new ALNET Act.
- Welsh language learning opportunities – in line with Welsh Government's vision of Welsh education in Wales and trying to attract more teachers who can teach in Welsh.
- Anti-racist education – terminology, dealing with racist incidents, etc.
- RSE training to ensure teachers are equipped to tackle sexual harassment, as outlined in the recent Estyn Report.
- Training to embed mental health and wellbeing across the curriculum, in line with the whole school approach.'

Specific support and guidance that should be made available during the early career phase include:

- Supporting their own Mental Health and Wellbeing during the ECSP.' NEU Cymru

#### EWC sessions and the PLP

'Perhaps EWC could hold earlier sessions in June or July to explain to trainees coming to Wales how Pebblepad [the PLP] works etc (this happens at some Universities in England for Welsh students but not all?)' Michael Jones

'Use of the PLP is embedded in ITE in Wales, induction and the Masters in Education. Embedding it as part of the ESCP as a whole would seem a natural step.'  
EWC

### Bespoke and flexible

'Develop a drop down menu to support early career so it can be bespoke to staff and works on the furtherment of what is done in induction year.' Anonymous

'More flexible training days to ensure all nqts can access the training. This could be online modules/ courses which can be done in their own time.' Anonymous

### Opportunities to observe/shadow others and collaborate

'Darparu cyfleoedd strwythuredig i fynd i arsylwi ar addysgu o safon mewn gwahanol ysgolion, gan gynnwys ysgolion sy'n addysgu cyfnodau ac oedrannau gwahanol i'r rhai mae'r ANG yn eu haddysgu.' Anonymous

'Opportunities to work/shadow in other schools, particularly in small rural schools with limited experienced staff.' Anonymous

'More opportunities to observe other teachers which has been restricted due to the pandemic.' Anonymous

'Working or at least observing teaching of Additional learning needs groups for behaviour management strategies along with classroom strategies.' Anonymous

'Stronger opportunities for collaboration between NQTs and Early career teachers.'  
Anonymous

'Induction should also provide opportunities for team-teaching and shadowing. All NQTs should have opportunities to teach alongside effective practitioners. They should be provided with support to take on roles and responsibilities within school by shadowing experienced colleagues, for example working alongside a form tutor, or meeting parents together with another member of staff.' Estyn

The induction programme to include 13 days of professional learning provided by the consortium/LA and school, and be set out clearly in guidance, is welcomed.' NEU Cymru

### Years 2-5 of the early career phase

'Year 2 of the early career phase could be about further developing skills of the NQT year and start to embed them in every day practice.

Year 3 could concentrate on small scale research to inform practice and pupil progression.

Year 4&5 could look at whole-school initiatives linked to teaching and learning and school priorities and aspiring to be middle leaders.' Anonymous

## Supply NQTs

'Supply NQTs should be financially reimbursed for attending agreed professional learning sessions delivered as part of the induction programme. The implementation of the cluster model of supply teaching across Wales would assist in addressing this issue.' NASUWT Cymru

## Training for induction mentors

'O ran mentoriaid Sefydli - mae angen cwrs carlam ar Fentoriaid Sefydli sydd wedi bod wrthi ers dros 5 mlynedd. Mae'r Hyfforddiant Cenedlaethol yn ailadroddus o flwyddyn i flwyddyn i Fentoriaid sy'n hynod brofiadol.' Anonymous

## **Question 12 – effect on Welsh language**

We would like to know your views on the effects that the proposed changes to induction would have on the Welsh language, specifically on:

- opportunities for people to use the Welsh language
- treating the Welsh language no less favourably than the English language.

From the 135 completed responses, 62 respondents answered this question, with the majority noting that there should not be any effect on the Welsh language and that steps could be taken during the induction period to provide opportunities for NQTs to develop their Welsh language skills and be supported by Welsh-speaking mentors.

'Don't think the changes would have an effect on the Welsh Language.' Anonymous

'A fyddai yn bosib neilltuo amser ychwanegol yn ystod y cyfnod ymsefydlu i ANG ddysgu neu loywi iaith? Cyfle i ymgysylltu gyda'r rhaglen newydd sydd yn cynnig gwersi Cymraeg i athrawon.' Anonymous

'Dylai Cymry gael mentoriaid sy'n rhugl yn y Gymraeg a dylent gael eu hannog i gyflawni / rhoi tystiolaeth o'u cyfnod sefydlu trwy gyfrwng y Gymraeg' Anonymous

'Classes should be given to NQT's who are not confident in teaching Welsh, and lesson observations would be handy to watch a teacher who is confident in teaching Welsh.' Anonymous

'Trwy i wirwyr allanol arsylwi gwersi maent yn gallu sicrhau bod defnydd o Gymraeg Pob Dydd (ysgolion cyfrwng Saesneg) yn cael defnydd rheolaidd a hefyd cywirdeb iaith a modelu iaith goeth (ysgolion cyfrwng Cymraeg). Os y byddai'r gwaith mentora i gyd yn digwydd yn fewnol, nid oes sicrhad o ansawdd iaith a defnydd o'r iaith Gymraeg bob amser.' Anonymous

## **Question 13 – changing proposals to support Welsh language**

Please also explain how you believe the proposals could be changed to either reduce the negative effect or increase the positive effect on:

- opportunities for people to use the Welsh language
- treating the Welsh language no less favourably than the English language.

50 responses were given to this question. Suggestions include:

‘Allow teachers to use a term as a sabbatical to top their Welsh up to a fluent (if possible) standard.’ Anonymous

‘There should be a requirement for the end of induction for NQTs to have a specified level of Welsh. The induction standards do not go far enough by only asking for a personal commitment to learning Welsh - they may show this in a PLE but this is often not reflected in their use of language in the classroom. Perhaps there could also be a requirement to teach some form of daily / weekly Welsh session.’ Anonymous

‘Several of the Training Days could be Welsh specific.’ Anonymous

‘Increased support and guidance for those who may not be from Wales, have moved to Wales and have potentially no knowledge/skills of using the Welsh language in their teaching.’ Anonymous

‘Provide PGCE students and NQTs with funded weekly Welsh lessons. We had a really enthusiastic PGCE teacher who had to teach complete beginners and fluent speakers Welsh. Their enthusiasm was inspiring, but we only had two classes (to cover such a massive range of ability) and less than a term's worth of lessons. PGCE/NQTs who are confident and enthusiastic about using Welsh will encourage schools and existing teachers to do the same. I think it's particularly important to focus on supporting Welsh language development in PGCE/NQTs.’ Anonymous

‘I feel that the only way we can raise the profile of Welsh in English medium schools is to strengthen its position in the Teaching Standards. Given the high profile of WESP throughout LAs in Wales, it is strange that only one of the 32 strands contributing to the 5 Teaching Standards is concerned with the development of our national language!’ Anonymous

‘There needs to be consistent specific training for NQTs in using incidental Welsh.’ Hayley Blackwell (Ysgol Eirias)

‘The Welsh language framework provides a good opportunity to develop for NQTs and is included on the induction profile.’ Anonymous

## Question 14 – further comments

We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

40 respondents provided responses to this question with suggestions including:

‘The number of PLEs is very onerous on a busy NQT. There also appears to be a difference in expectation of what a PLE is from EVs. I've had one EV pass a scrappy

100 word PLE and another insist on 2000 word reports with a minimum of five supporting pieces of evidence. Exemplar or nationally accepted PLEs would be very useful in my role.' Anonymous

'I feel more needs to be done to bridge the gap between ITE and NQT. Teacher's should be able to be supported through both by the same mentor/EV where appropriate.' Laura Salkeld (Kymin View Primary School)

'Support for NQTs externally to the school would be good. To have contact with a network in case of any difficulties in your school. It would be beneficial to remain part of a network outside of your school.' Anonymous

'Too much time spent on proving you can plan a lesson, not enough time spent allowing the teacher to show their skills possibly another way of showing evidence of learning experiences other than writing PLE's as they become monotonous possibly a VIVA at the end of the induction, enabling the NQT to showcase specific things from their experiences'. Anonymous

'Promotion of the role of IM within the school so that it is seen as a leadership position, with specific skills that need to be developed and supported through training. Training can be at National level but also at Regional level. If the changes do come in the role of the IM will be increased and so this needs to be reflected in the support given to them to upskill and to continue their professional development.' Anonymous

'The External Verifier role should be enhanced across all regions. Currently, I am part of a Lead EV network in the Central South Consortium. I am seconded to the role, working four days a week to support NQTs. I support about 50 NQTs per annum. We also have another Lead EV seconded to the role for four days a week and other Lead EVs with a commitment to support numerous NQTs. Between us, we have been able to support well over 100 NQTs on long term contracts and on short term supply positions. This works extremely well as it ensures consistency with an emphasis of high-quality support within the NQT network.' Rolfe Clarke (Central South Consortium)

'Un agwedd o'r trefniadau presennol ar gyfer Sefydlu sy'n denu cryn anffodlonrwydd gan y sawl sy'n ymwneud â'r broses yw natur y dystiolaeth y mae'n rhaid ei gasglu a'i nodi yn y Pasbort Dysgu Proffesiynol. Mae'n glir bod anghysondeb difrifol o ranbarth i ranbarth, neu o awdurdod i awdurdod o ran natur a lefel y gofynion, ac mewn rhai achosion bod y gofynion yn gyfan gwbl llethol ar ben gofynion sylfaenol bod yn ANG a gweithio fel athro am y tro cyntaf. Hoffem weld y trefniadau newydd yn mynd i'r afael â hynny fel mater o flaenoriaeth, er ein bod yn cydnabod nad newidiadau i'r rheoliadau fyddai dan sylw.' UCAC

'ECP should be supported with funding and statutory non-contact time to allow ECP teachers to engage in high quality professional learning opportunities. The use of the funding and non-contact time should be made explicit to ECP teachers, IMs and HTs to ensure that it is used to its best advantage. Professional learning opportunities should be relevant to practitioners' identified areas for development, should be high quality, carefully planned, monitored and the impact reviewed and evaluated.

Explicit training on moving from induction to sustained professional practice in relation to the professional standards for teaching and leadership.’ Swansea Local Authority

‘It would be beneficial to remove the session count completely if the NQT’s readiness is to be assessed against the standards.’ Anonymous

‘We firmly believe that all newly qualified teachers should participate in training on the significant importance of outdoor learning and the climate and nature emergencies, for all stages and for all subjects.’ Natural Resources Wales

‘Induction should make effective use of the lead schools for ITE. We are developing a strong cohort of ‘training schools’ in Wales and need to make the best use of this resource. There is potential in the lead schools to provide an alternative context within which NQTs can observe good practice and work alongside effective practitioners.’ Estyn

‘Many of these schools also exemplify what it means to be a learning organisation, which is vital if NQTs are to understand what it means to develop their skills for career-long professional learning.’ Estyn

‘I strongly recommend that nationally set priorities for this period includes a specific aim to ensure that practitioners develop knowledge and understanding of children’s human rights as set out in the United Nations Convention on the Rights of the Child (UNCRC)’. ‘Ensuring this is part of early career development is important as this critical understanding should underpin practice, indeed the rights of learners are included as part of the values and dispositions in the professional standards for teachers and I would recommend that early career development supports professionals both to understand these rights and to embed them within their practice.’ Children’s Commissioner

‘We believe it is vital that all education professionals have access to training to ensure they can learn Welsh, at a level appropriate to their professional needs. We believe if Welsh Government is to meet their aims of 1 million Welsh speakers by 2050, they must provide training and support for the current education workforce.’ NEU Cymru

‘To ensure that all NQTs have equitable access to the national training, delivered on a regional or local authority basis, regardless of when during the year the NQT commences induction, the Council would ask Welsh Government to give consideration to the messaging, communication and mechanisms for access to the training. This will be particularly important for supply NQTs who often struggle to access the necessary support and have to make a choice between attending training or a day of paid employment, and might be achieved through greater engagement with (and ultimately regulation of) supply agencies.’ EWC

‘The Council notes, that despite England recently moving to a two year induction programme and the implications of individuals part way through induction moving to Wales, that the Welsh Government does not intend revise the reciprocal arrangements. The Council is unclear of the implications for NQTs moving from

England to Wales and vice versa (specifically those who have part completed induction in either jurisdiction at the time of the move) and would invite Welsh Government to provide clarity in this regard.' EWC

## **Welsh Government response**

The Welsh Government is grateful to everyone who has participated in this consultation, and in particular to those who have submitted a response. As a summary document, not all issues raised in responses will have been reflected fully, but each response has been considered carefully.

Our aim in revising induction arrangements is to improve the support provided to all NQTs regardless of the route they take. We aim to increase the flexibility of induction arrangements whilst maintaining a high standard to provide NQTs with an induction period that fits their requirements and provides a firm foundation for their teaching career.

Respondents' comments on the proposals provide insight into their potential impact on the profession and include valuable suggestions for maximising their effectiveness. Based on the responses received, the following proposals will be taken forward from September 2022, as detailed below.

### Separation of the roles of the AB and the induction co-ordinator

There was a level of agreement that where these roles are currently combined, the separation of roles can support the integrity and objectivity of induction arrangements. We will work with partners during the 22/23 academic year to support the separation of roles, being sensitive to the potential implications for some regions where changes may be required to their operating procedures. Revised induction guidance will be published in September.

### Funding for mentors

It is widely accepted that high-quality support and professional learning is key to developing a highly-skilled teaching profession. Funding will be provided for mentors to support all NQTs, including those undertaking induction via the supply route. This is in recognition of the importance of the mentor role in providing this for NQTs. We recognise the challenges that mentoring NQTs on the supply route presents and we will work with partners to ensure that NQTs in this group will not be disadvantaged. Arrangements are in place with EWC to process the funding for mentors to support the delivery of professional learning and mentoring from the start of the new academic year in September.

### Support and professional learning

The suggestions contained in responses to the question on what should be included in the professional learning and support of early career teachers are wide-ranging. They will be considered by Welsh Government, regional consortia and local authorities as the professional learning programme for NQTs and those in their early career is refined and further developed.

Guidance will be published to ensure that NQTs are clear about the professional learning that is available to them, regardless of where they live or the route they take through induction.

### Induction and the Welsh language

The responses included a number of very useful suggestions to ensure that the revised induction arrangements support NQTs to develop their knowledge of the Welsh language and culture in line with the professional standards. These will be taken forward as part of refining the professional learning programme.

### Continuous period of employment

The proposal for induction to include a period of continuous employment of one term will not be adopted. The responses raised valid questions about how this policy could be implemented in a way that would not discriminate against NQTs who actively choose the supply route and/or who are employed on a part-time basis. The guidance will outline the benefits of, and encourage a period of continuous employment as part of induction.

### Other proposals

The proposals to:

- allow flexibility in respect of the length of the induction period NQTs are required to complete;
- introduce a time limit for the satisfactory completion of induction, and
- allow induction to be undertaken in PRUs

require amendments to be made to the existing induction arrangements within the Education (Induction Arrangements for School Teachers ) (Wales) Regulations 2015.

These will be considered further, with stakeholders, to achieve the most effective implementation within a realistic timeframe.

We will provide further information on the steps the Welsh Government intends to take to implement and/or achieve these proposals, and the timescale for their introduction, early in the autumn term.

## **Annex A – List of respondents to the consultation**

Alex Barons (Prestatyn High School)  
ASCL  
Caitlin Blackwell (EWC)  
Claire Bradford  
Cordelia Parmley-Graham  
Education Workforce Council  
Estyn  
Geraint Williams (St David's Catholic College)  
Gwyn Owen (Canolfan Addysg Conwy)  
Hayley Blackwell (Ysgol Eirias)  
James Brown (Education & Children's Services, Denbighshire County Council)  
James Harris (Bryn y Deryn Pupil Referral Unit)  
Jan Hughes (Bryn y Deryn Pupil Referral Unit)  
Katy Holloway (Ysgol y Ddraig)  
Laura Fry  
Laura Salkeld (Kymin View Primary School)  
Laura Williams (Christchurch Primary School)  
Luke Dempsey (Torfaen Pupil Referral Unit)  
Michael Jones  
NASUWT Cymru  
Natural Resources Wales  
NEU Cymru  
Rebecca Shields (Evenlode Primary School)  
Richard Drew  
Richard Duffy  
Rolfe Clarke (Central South Consortium)  
Sian Maredudd  
Steven Bradley  
Swansea Local Authority  
UCAC  
Welsh Women's Aid  
Will Barrett (Peter Lea Primary School)