



**Early career teacher**

**(ECT) induction policy**

**Alwyn Infant School and Courthouse**

**Junior School**

**Approved by:** The Governing Board

Review date: May 2024

**Last reviewed on:** Summer 2023

**Next review due by:** Summer 2025

## Purpose of induction

The purpose of this policy and procedure is to ensure that every Early Career Teacher (ECT) receives their entitlement to induction as defined by the statutory guidance (Revised March 2021) and they are given the information, guidance and development opportunities needed to enable him/her to effectively fulfil the requirements of the role by working to the Teacher Standards.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teacher Standards.

The programme supports the early career teacher and provides them with the necessary training to ensure that they can demonstrate that their performance against the Teacher Standards is satisfactory by the end of the period. Induction provides a foundation for ECTs and equips them with the tools to be an effective and successful teacher.

The policy applies only to the statutory induction of Early Career Teachers. The statutory guidance for Early Career Teachers can be found here: [https://assets.publishing.service.gov.uk/media/6502dcd597d3960014482e87/Statutory\\_Induction\\_for\\_early\\_career\\_teachers\\_england\\_.pdf](https://assets.publishing.service.gov.uk/media/6502dcd597d3960014482e87/Statutory_Induction_for_early_career_teachers_england_.pdf)

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021
- The Early Career Framework reforms
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- Early career teacher induction: COVID-19 absence exemption
- The 'relevant standards' referred to below are the Teachers' Standards.

## Induction period

The induction period is two school years. ECTs serving induction on a part-time basis at any point will need to serve the fulltime equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

## Timetable reduction

In the first year (terms 1-3) of induction, an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs 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.

## Induction programme

The ECT induction process should be designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, the school will:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs;
- provide individualised support through high quality mentoring;
- provide ECTs with examples of good classroom practice;
- help ECTs form productive relationships with all members of the school community and stakeholders;
- encourage reflection on their own and observed practice;
- provide opportunities to recognise and celebrate success;
- act quickly to help ECTs address any areas of concern;
- provide a foundation for longer-term professional development; and
- ensure a smooth transition to prepare to help ECTs meet all the core standards.

There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the Executive Headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:

### **A funded provider led programme**

Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.

### **Schools deliver their own training using DfE accredited materials and resources**

Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.

### **Schools design and deliver their own two-year induction programme for ECTs based on the ECF**

At Alwyn and Courthouse, we have chosen the funded provider led programme, working with Teaching School Hub (TSH) Berkshire.

The ECT mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

## **Roles and responsibilities**

### **The governing board**

The governing board will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. It will review the arrangements for ECTs annually, following the statutory guidance for the Induction for ECTs from the DfE (March 2021). The governing board will be kept aware and up to date about induction arrangements and the progress of ECTs through the Headteacher's report and/or direct contact with the ECT induction tutor in school.

### **Executive Headteacher**

The Executive Headteacher ensures that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is embedded as a central aspect of induction; it is not an additional training programme.

The Executive Headteacher will:

- check that the ECT has been awarded QTS;
- clarify whether the ECT needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the school meets the requirements of a suitable post for induction;
- identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment;
- identify a person to act as the ECT's induction mentor and ensure that the induction mentor is appropriately trained (expected to hold QTS and has sufficient time to carry out their role effectively);
- ensure an appropriate and personalised induction programme is in place;
- ensure the ECT'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 board aware of the arrangements that have been put in place to support ECTs serving induction;
- participate appropriately in the appropriate body's quality assurance procedures;
- retain all relevant documentation/evidence/forms on file for six years;
- ensure that the ECT has a reduced timetable (10% in the first year and 5% in the second year, in addition to statutory PPA time);
- make a recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teacher Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT 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 school'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;
- notify the appropriate body when an ECT serving induction leaves the institution; and
- observe and give written warnings to any ECT at risk of failing to meet the standards.

### **Induction tutor**

The principal requirement for the induction tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into school systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

The induction tutor holds QTS and has the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teacher Standards. This is a very important element of the induction process and the induction tutor is given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. The induction tutor is a separate role to that of mentor.

The induction tutor will:

- review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled;
- notify the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress;
- provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT'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 ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECT's 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 ECT appears to be having difficulties.

### **Mentor**

In addition to the induction tutor, who has the responsibility for the formal assessment of ECTs, a mentor is appointed to provide ongoing support and guidance. The mentor will contribute to the judgements about the progress against the Teacher Standards.

The mentor will:

- Access and engage with training
- Provide 1.5 hours of mentoring support per week through structured formal meetings and support to provide targeted and effective feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

## **ECT**

ECTs are responsible for:

- participating fully in the programme of observations, monitoring, support and assessment that is agreed with the induction tutor;
- being familiar with Teacher Standards and monitoring their own work in relation to them;
- taking an increasing responsibility for their own professional development;
- raising any concerns with the mentor/ induction tutor that they have about the standards and requirements of the job (if the concern cannot be resolved, it should be raised with the Headteacher in the first instance and only then with a named individual at the appropriate body);
- attending and participating in one to one supervision meetings and assessment meetings with their mentor / induction tutor; and
- keeping track of evidence that they are working to the Teacher standards.

## **The appropriate body**

The appropriate body is TSH Berkshire The appropriate body is responsible for:

- quality assurance of statutory induction;
- providing the ECT with a named contact with whom they may raise concerns about their induction programme that they are unable to resolve; and
- making the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headteacher.

## **Assessment**

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence (learn that) statements and practice (learn how to) statements;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from an induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers Standards; and
- ECT's observation of experienced teachers either in ECT's own institution or in another institution where effective practice has been identified.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teacher Standards and the needs and

strengths of the individual ECT.

ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

### **At risk procedures**

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- an expectation is established that the support provided will enable any weaknesses to be addressed;
- recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem;
- agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation; and
- early warning of the risk of failure will be given and the school's concerns communicated to the appropriate body without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

### **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, induction tutor, Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named appropriate body contact.

**The named person at the appropriate body is Janet Roberts at Berkshire Teaching School Hub.**

### **Monitoring arrangements**

This policy will be reviewed annually by the Governing Board. At every review, it will be approved by the full governing board.