



Early Career Teacher Induction Policy

This policy will be reviewed **annually**, or earlier if required by legislation or new DfE guidance and presented to the Full Governing Board for adoption.

Ratified By: **Full Governing Board**

Date Ratified: 7th November 2023

Next Review Due: November 2024

Stickney Vision

At Stickney our Christian vision shapes all we do. Our inclusive church school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared Christian values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

New Leake Vision

At New Leake Primary Our inclusive school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

Introduction

At Stickney and New Leake Primary Schools, we aim to provide the highest quality education to enable every pupil to achieve and make a positive contribution to society. We understand that children need to be motivated if they are to succeed in life, and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination. We expect all of our learners to achieve their potential, regardless of their personal circumstances, through educational provision delivered in a manner whereby learning is made as relevant, purposeful, coherent and enjoyable as possible.

To ensure that this aim is met, we believe that it is important to fully nurture, develop and support all staff at every stage of their career. The following policy is therefore aimed at enabling an Early Career Teacher (ECT) to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

The ECT Induction Programme

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. The Early Career Framework (ECF) provides an evidence base which will ensure that all ECT's receive the appropriate professional development by clearly setting out what each ECT should learn in their first two years as a teacher.

ECTs in our schools will undertake the Full Induction Programme (FIP) through the Education Development Trust (EDT). The programme is quality assured by LEAD Teaching School Hub Lincolnshire, our 'appropriate body'. The programme includes high-quality development materials, underpinned by the ECF, which will support early career teachers to develop the essential knowledge and skills to set them up for a successful and fulfilling career in teaching.

All training content is aligned to the ECF and provides ECT with training in the 5 core areas;

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional Behaviours

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

Suitability of the Post

Prior to appointing an ECT, the Executive Headteacher and appropriate body must agree that the post is suitable. A suitable post ensure that ECT will:

- Be provided 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
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts

- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

Legislation and Statutory Guidance

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
- The 'relevant standards' referred to below are the Teachers' Standards.

Newly Qualified Teacher (NQT) Induction Transitional Arrangements

This policy applies to ECTs who start their induction on or after 1 September 2021. NQTs who have started but not completed their induction before 1 September 2021, they have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance.

Where possible, at the discretion of the Executive Headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

Roles and Responsibilities

The Early Career Teacher (ECT)

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment report

If the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

The Governing Board

The Governing Board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the Executive Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

The Appropriate Body

As the appointed Appropriate Body, the LEAD Teaching School Hub Lincolnshire have a quality assurance role and are responsible for:

- Ensuring the Executive Headteacher and Governing Board are aware of their responsibilities and are

capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.

- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate
- Maintaining full responsibility for their regulatory duties, and not delegating these
- Consulting with the Executive Headteacher on the nature and extent of the quality assurance procedures in the school
- Ensuring the Executive Headteacher has implemented a programme which is clearly based on the ECF
- Taking action to address areas that require further development and support, where an ECT is facing difficulties
- Ensuring induction tutors have the ability and time to carry out their role effectively
- Contacting a school when the school's responsibilities are not being fulfilled
- Ensuring that the Executive Headteacher has confirmed that the award of QTS has been made
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any
- Ensuring records and assessment reports of ECTs are maintained
- Ensuring an agreement is reached with the Headteacher and the ECT to determine where a reduced induction period may be appropriate
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes
- Responding to requests for assistance and advice with training for induction tutors
- Providing the Headteacher with information on the types of induction available
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents

The Executive Headteacher

The Executive Headteacher's statutory responsibilities are:

- Ensuring an appropriate induction programme is set up;
- Recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

In delivering this, the Executive Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body

- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for ECTs and the results of formal assessment meetings.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

The 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 a school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, liaising with the LEAD Teaching School Hub Lincolnshire to be the lead for the ECF programme, being an advocate for ECT in school and providing opportunities for these beginner teachers to participate in additional supporting activities, e.g. brokering CPD opportunities, providing support and guidance and the rigorous but fair assessment of ECT performance.

In delivering this, the Induction Tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Executive Headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

The Induction Mentor

In addition to the Induction Tutor, who has the responsibility for the formal assessment of the ECT, the Induction Mentor is appointed to provide on-going support. The Induction 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 expected to be 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.

The Induction Mentor will;

- Meet with the ECT for structured mentor sessions to provide targeted feedback on a weekly basis in the first year, and fortnightly basis in the second year.
- 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

Entitlement

The ECT should be proactive in his/her own career development. In addition to this, our schools' induction programmes will ensure that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

ECT will benefit from;

- Weekly mentor meetings in the first year, and fortnightly meetings in the second year
- Regular progress checks (Terms 1, 2, 5 and 5 based on a FTE contract) and two formal assessment points at the end of first and second year
- Help and guidance from an Induction Tutor who is adequately prepared for the role and will coordinate the induction programme
- Regular meetings with mentor, senior managers, subject coordinators, phase specialists and other key staff where appropriate
- Time and regular opportunities to meet with other ECTs and teachers
- Observing experienced colleagues teaching
- An additional teaching timetable reduction of 10% in the first year and 5% in the second year
- Having teaching observed by experience colleagues on a regular basis
- Prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate
- Opportunities for further professional development based on agreed targets.

Assessments of ECT Performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

Judgements made during the induction period will relate directly to the Teachers' Standards and should not be made against the ECF.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Executive Headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the Executive Headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Executive Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At-risk Procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- An expectation is established that the support provided will enable any weaknesses to be addressed;
- Areas in which improvement is needed are identified, the exact nature of the problem and advice given on how to redress the problem is recorded

- Agreed, attainable targets for action, with specific and practical steps outlined for securing an improvement in teaching practice
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- An effective support programme is put in place to help the ECT improve their performance

Early warning of the risk of failure will be given and the school's concerns communicated to the appropriate body without delay. The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or Executive Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.