Bladon C of E Primary School

Flourish as a family in the fullness of life. Feed the mind; free the imagination.
Together as a family, feeding the mind with knowledge and understanding, fostering feelings of awe and wonder about the world in which we live, so that children flourish, living life in all its fullness.
Friendship, Perseverance, Respect, Equality, Compassion, Responsibility

Early Career Teacher (ECT) Induction Policy (R11)

Date of policy: September 2023
Review Date: September 2025

Authorised by: Approved by:

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(Vickie Cook, Head Teacher) (Kelly Blok, Chair of Governors)

Rationale
All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

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 Teachers' Standards.

The induction programme at Bladon C of E Primary School supports early career teachers (ECTs) to demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

Aims
The aim of the policy is to support and guide ECTs in their first two years of teaching by making a significant contribution to both the professional and personal development of individual ECTs. The programme aims to:

- be flexible and appropriate to the needs of individual ECTs;
- help ECTs to become fully integrated into the school as a whole;
- help ECTs to understand their responsibilities as part of the teaching profession;
- provide ECTs with the opportunity to observe good practice and to reflect on their own teaching practice with their ECT Induction Tutor;
- allow opportunities for them to identify areas for development;
- enable ECTs to perform satisfactorily against the Teachers' Standards;
- provide a foundation for ECTs to develop professionally in the long-term.

Roles and Responsibilities of those involved in the Induction Process

The ECT

The ECT should:

- provide evidence that they have Qualified Teacher Status (QTS) and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance (no more than 90% in year 1 and no more than 95% in year 2) and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the relevant standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their external induction provider (appropriate body) named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period and the dates of any absences from work; and
- retain copies of all assessment forms.

The Induction Tutor

The induction tutor should:

- provide, or coordinate, guidance for the ECT's professional development (with the external induction provider (appropriate body) where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share review records with the ECT, head teacher and external induction provider (appropriate body);
- 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 ECTs 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;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Mentors

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions (timetabled during teaching hours unless in exceptional circumstances) to provide effective targeted feedback;

- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

The Head teacher

The Head teacher is, along with the external induction provider (appropriate body), jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- check that the ECT has been awarded Qualified Teacher Status (QTS);
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which external induction provider 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 requirements for a suitable post for induction are met;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that 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;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation, evidence and forms on file for six years.

There may also be circumstances where the Head teacher should:

- obtain interim assessments from the ECT's previous post;
- 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 Teachers' 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; and
- notify the appropriate body when an ECT serving induction leaves the institution.

The Governing Body

The governing body:

- should ensure compliance with the Statutory Guidance for ECT Induction;

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

Statutory Requirements

This policy is informed and underpinned by the *Induction for early career teachers (England) Statutory Guidance for appropriate bodies, head teachers, school staff and governing bodies (Department for Education September 2023).*

In line with the statutory guidance the school will:

- identify a person, with Qualified Teacher Status (QTS), to act as the ECT's induction tutor and another person to act as the ECT's mentor, giving those people sufficient time to carry out the role effectively and meet the needs of the ECT;
- ensure that ECTs have a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range in year one and no more than 95% of the timetable of the school's existing teachers on the main pay range in year two to enable them to undertake activities in their ECF-based induction programme. This is in addition to the planning, preparation and assessment time (PPA) that all teachers receive;
- facilitate ECT's observation of experienced teachers either in this school or another school where good practice has been identified;
- keep ECTs up to date on their progress – there will be 'nothing unexpected'.

ECTs at Risk of Failing ECT Induction

If an ECT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- inform the ECT of the concern and identify where they need to improve their practice;
- ensure that additional monitoring and support measures are put in place immediately;
- set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards;
- put an effective support programme in place to help the ECT improve their performance;
- give the ECT every opportunity to improve their performance;
- inform the appropriate body that there is a concern.

Addressing ECT Concerns

If an ECT has any concerns about their ECT induction, these should be raised within the school in the first instance. Where the school is not able to resolve them, the ECT should raise concerns with the named contact at the external induction provider (appropriate body).