

Early Career Teacher (ECT) Induction Policy



Approved by:	Provisions Committee	Date: 21/11/23
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Last reviewed on:	November 2022
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Next review due by:	November 2024
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Rationale

At Cape Primary School we believe that the first two years of teaching are not only very demanding but are also of considerable significance in the professional development of Early Career Teachers. Our school's induction process ensures that the needs of the Early Careers Teachers are met by providing them with the appropriate guidance, support and training through a structured and individualised programme.

Aims

- To provide an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2021
- To provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- To make sure all staff understand their role in the ECT induction programme

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
- The Teachers' Standards

Other policies that accompany this Policy

- Appraisal
- Grievance
- Pay Policy

The Induction Programme

Cape Primary School's Induction programme is quality assured by Haybridge, our chosen appropriate body. The induction programme that we are following is through the Ambition institute.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable for the induction period to take place.

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

Requirements

Each ECT will:

- Be provided with the necessary policies, school induction, in house training, experience and support to enable them to demonstrate satisfactory performance against the Teaching Standards throughout and by the end of the induction period
- Be appointed an induction coordinator, who has qualified teacher status (QTS) and has the skills and expertise needed
- Be appointed an induction mentor, who will have QTS and have the skills and expertise needed to support and coach the ECT
- Have a reduced timetable (90%) to allow them to undertake activities in their induction programme in their first year
- Have a reduced timetable (95%) to allow them to undertake activities in their induction programme in their second year
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Be provided with regular coaching observations and feedback and bespoke support

Roles and Responsibilities

The Governing Body

The Governing Body will be made aware of The Early Career Framework and the statutory guidance. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all of its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The governing body will investigate concerns raised by an ECT and seek guidance from the appropriate body the Haybridge Teaching and Learning Hub, if necessary.

For the academic year 2022/2023, the school's Induction Coordinator and Induction Mentor is Vicky Patel (DHT)

The Head Teacher/ Deputy Head Teacher/ Induction Coordinator

The Head Teacher at Cape Primary plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an Induction Coordinator, the Head Teacher will also observe each ECT at least once each term and be kept informed regarding their progress.

The Head/Deputy Head Teacher will: Sally Baker/ Vicky Patel Wendy Richmond

- Notify the Appropriate Body when an ECT is starting at Cape Primary School
- Ensure the ECT's post is a suitable post in which to serve induction
- Ensure that an appropriate induction programme (Ambition Institute) is in place
- Ensure the ECT has a reduced timetable and PPA time as necessary
- Where relevant, obtain documentation from the ECT's previous post including any interim assessment and details of absences. This will be taken into account in determining the length and nature of the ECT's induction programme and period.
- Appoint an Induction Coordinator (who must hold QTS) and ensure that an appropriate cycle of observations (informal 15minute weekly coaching observations), 6 progress reviews and 2 formal assessments takes place
- Ensure the Induction Coordinator is appropriately trained and has time and capacity to carry out their role
- Act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- Maintain accurate records of periods of employment that will count towards the induction period and when an ECT leaves the school part way through a period
- Monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more
- Periodically inform the governing body about the school's induction arrangements
- Ensure termly reviews are completed with the ECT and Formal assessments take place in Term 3 and Term 6
- Participate in the Appropriate Body's quality assurance procedures
- When the ECT has completed the induction period, make a recommendation to the Appropriate Body on whether they have met the Teacher Standards
- Retain all relevant documentation/evidence on file for six years alongside the online platform (Ambition Institute -Steplab)
- Ensuring that the school follows the Ambition Institute induction programme

Induction Mentor

The Induction Mentor will provide the ECT with day-to-day monitoring and support and must follow the guidance from the Ambition Institute.

They will also:

- Provide regular structured mentoring/ coaching sessions with targeted feedback
- Conduct Coaching observations weekly followed by a coaching session to share good practice
- Observe the ECT's formally at regular intervals, and follow-up observations with prompt and constructive feedback
- Carryout regular professional reviews of the ECT's progress
- Provide the ECT with opportunities to observe experienced teachers, either within the school or at another school with effective practice
- Provide guidance and effective support to the ECT
- 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
- Inform the ECT, following progress reviews, of their progress against the relevant standards, and share records with the ECT, Head Teacher 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 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

Early Career Teacher

The Early Years Career Teacher has a vital role to play in their own induction.

This includes:

- Providing evidence that they have QTS and are eligible to start induction
- At the earliest opportunity following appointment, meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review
- Monitoring their own progress and provide evidence against the teachers' standards
- Participating fully in the agreed monitoring and development programme from the Ambition Institute
- 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 reports
- Raise any concerns with their induction tutor as soon as practicable
- Consult with their Appropriate Body (Haybridge) named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the School
- Take on board advice and guidance from the weekly coaching sessions in order to improve practice
- Ensure that the online training is completed weekly through the Ambition Institute

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 Induction Coordinator.

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.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the Teaching Standards. The Head Teacher/Induction Coordinator 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 Teaching Standards.

The ECT will add their own comments, and the formal assessment report will be signed by the Head Teacher, Induction Coordinator 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 Coordinator or Head Teacher 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:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

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 Coordinator or Head Teacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, they should be raised within the school to the Head Teacher in the first instance. Where the school does not

resolve them, the ECT should raise concerns with the named Appropriate Body (Haybridge Teaching and Learning Hub).

Assessment and Quality Assurance

The assessment of NQTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance
- Both formative assessment (e.g lesson observation and target setting) and summative assessment (termly induction reports) will be used
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view
- Opportunities will be created for the ECT to gain experience and expertise in self-assessment
- The Induction Coordinator will ensure that assessment procedures are consistently applied
- Copies of any records will be shared with the ECT concerned
- Reviews will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - evidence of steps achieved (steplab)
 - evidence of coaching and support provided by the school

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay