



Induction

Early Career Teacher Policy

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Induction of Early Career Teachers

1. Rationale

- 1.1 The first years of teaching are not only very demanding but also of critical significance in the professional development of early career teachers (ECTs). It is vital that all ECTs get a good start to their teaching career through appropriate transitional support.
- 1.2 Lister Community School's induction programme aims to ensure a smooth transition from training into the teaching profession, through appropriate guidance, support and challenge. The ECT Induction programme is based on the DfE Early Career Framework, enabling ECTs to establish a secure foundation to build a successful teaching career.

2. Objectives

- 2.1 This policy is based on, and follows, the guidance and statutory requirements set out in:

[Induction for Early Career Teachers \(England\) - DfE, March 2021](#)

- 2.2 The induction programme has been designed to 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.
- 2.3 Specifically, we aim to:
 - provide support to meet the generic needs of all ECTs and the 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 ECTs 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
 - ensure a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards
- 2.4 Staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development.
- 2.5 This policy reflects a structured whole-school (and cross-trust) approach to teacher induction and recognises that the quality and commitment of the people who supervise induction are crucial factors in its continued success.

3. Roles and Responsibilities

- 3.1 The ECT

- 3.1.1 The ECT is responsible for participating fully in the agreed monitoring and development programme and providing evidence of their progress against the Teachers' Standards.
- 3.1.2 ECTs should participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings, taking increasing responsibility for their professional development as the induction period progresses.

3.2 The Headteacher

3.2.1 The Headteacher at Lister Community School 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 is delegated to the induction tutor.

3.2.2 The Headteacher's statutory responsibilities are to:

- ensure an appropriate induction programme and support are in place
- appoint suitably experienced teachers to the induction tutor and mentor roles, ensuring they have the ability and sufficient time to carry out their role effectively
- recommend to the Appropriate Body (NPW) whether an ECT has met the requirements for satisfactory completion of the induction period
- observe and give written warnings to any ECT at risk of failing to meet the Teachers' Standards
- keep the Governing Body aware and up to date about induction arrangements and ECT progress

3.3 Induction Tutor/s

3.3.1 The induction tutor plays a crucial role in the induction period. They must be able to make rigorous and fair judgements about performance and provide guidance and effective support for the ECT's professional development. The induction tutor is responsible for conducting regular progress reviews, formal assessments and informing the ECT of their progress against the Teachers' Standards throughout the induction period

3.3.2 For the year 2021/2022 the school's Induction Tutors are:

- Simon Beck (*Assistant Headteacher*)
- Ameer Ahmad (*ECF Programme Co-ordinator*)

3.4 Mentor

3.4.1 The principal requirement for the mentor is to be responsible for the overall management of initiating ECTs into the teaching profession and into Lister Community School systems and structures.

3.4.2 Mentors regularly meet the ECT to provide effective targeted feedback.

3.4.3 Mentors work collaboratively with the ECT and other colleagues involved in the ECT's induction to help ensure the ECT receives a high-quality ECF-based induction programme.

3.4.4 Mentors will contribute to the judgements about the ECT's progress against the Teachers' Standards.

3.5 The Governing Body

- 3.5.1 The governing body will be fully aware of the contents of the DfE's statutory guidance on [Induction for Early Career Teachers \(England\)](#) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs.
- 3.5.2 Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all its obligations.
- 3.5.3 The Governing Body 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 Induction Tutor/s in school.

3.6 The Appropriate Body

- 3.6.1 The Education Space / Newham Partnership Working (NPW) is an Appropriate Body for Newham schools. The Appropriate Body has the main quality assurance role within the induction process.
- 3.6.2 The named contact at the Appropriate Body is:

- Sarah Bartley
- sarah.bartley@theeducationspace.co.uk
- 020 8249 6961

4. Entitlements

- 4.1 Each ECT should be proactive in their own career development. Our induction programme ensures that new teachers are provided with the 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 the Teachers' Standards as achieved during training.
- 4.2 During the initial induction the ECT will:
- meet key personnel and learn about their roles and responsibilities
 - receive child protection training
 - be provided with an overview of their ECT year, programme of observations, induction tutor mentor, who to go to for help etc.
 - read through pupil records and liaise with appropriate colleagues regarding the needs of the children in their class
 - read and understand the school's key policies
 - be made aware of term dates, school times, meeting dates and times etc.
 - attend relevant staff meetings
 - spend time with their new classes getting to know the children
 - get to know the routines of the school day and begin to understand the systems in place
 - be informed of signing in procedures, fire drill arrangements and other safety and security issues
- 4.3 The key aspects of the Induction programme for ECTs at Lister Community School are as follows:

- access to an induction programme based on the Early Career Framework (ECF) that will commence upon appointment and be reviewed termly
- help and guidance from a mentor and induction tutor
- regular meetings with a mentor, induction tutor, senior managers, subject coordinators and other key staff where appropriate
- opportunities to observe experienced colleagues teaching
- a reduction of 10% and 5% of the average teacher's workload in years 1 and 2 respectively (in addition to PPA time). This time is used for participating in the school's induction programme, other professional development activities and meetings with the mentor
- regular observation of ECT's teaching by experienced colleagues (at least once every half term)
- to receive prompt written as well as oral feedback on the teaching observed against the standards and to receive feedback about strengths and areas for development as appropriate
- termly progress review meetings to review action plans, record achievements against the standards and raise concerns
- early identification of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely and professional manner
- opportunities for further professional development based on agreed targets and identified needs
- detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards
- a timetable that should include regular teaching of the same classes and should involve similar planning, teaching and assessment processes to those in which teachers working in substantive posts in the school are engaged.

5. Assessment & Quality Assurance

5.1 The assessment of ECTs will be rigorous and objective:

- the criteria used for progress reviews and 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) are used
- assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view
- assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching
- the induction tutor will ensure that assessment procedures are consistently applied
- copies of any records are passed to the ECT concerned
- formal assessments should give details of:
 - o areas of strength
 - o areas requiring development
 - o evidence used to inform judgement
 - o targets for the coming term
 - o support provided by the school

6. ECTs who are not making satisfactory progress

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

6.1 Initial Cause for Concern

- mentor/induction tutor and ECT identify the difficulties
- new agreed action plans will be developed with specific support outlined for securing an improvement in practice
- the school's concerns are communicated to the Appropriate Body without delay

6.2 Continued Cause for Concern

- the headteacher/induction tutor liaise with the Appropriate Body to arrange a cause for concern visit, conducted by a Lead ECT Induction Coordinator
- the Lead ECT Induction Coordinator will support the school to review the induction process, the ECT's action plan/programme of support and make recommendations
- the headteacher should write to the ECT about the school's concerns and the consequences of failing to make the necessary improvements

6.3 Unsatisfactory Progress

- Despite the additional support, the headteacher/induction tutor and Appropriate Body contact will meet the ECT to explain their options and provide advice on the next steps

6.4 The ECT must be made aware of any concerns, at all stages, throughout the induction process.

7. Addressing the ECT's Concerns

7.1 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.

7.2 If the concerns are not resolved within the school, then the ECT should raise concerns with the named contact at the Appropriate Body.