



'Learning for a fuller life...'

Policy for the Induction of Early Career Teachers (ECTs)

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

Formally adopted by the Governing Body/ Trust of:-	Taverham VC CE Junior School
On:-	4 th October 2023
Chair of Governors/Trustees:-	Matthew Lambert
Next review	Sept 2026

1. Rationale

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 (ECF), with monitoring and assessment of performance against the Teacher Standards.

The first two years of teaching are not only very demanding but also provide the foundations upon which a successful teaching career can be built. Our school's induction process supplements the school's wider new staff induction process and ensures that the Early Career Teacher (ECT) is provided with appropriate guidance, support, training, development opportunities and monitoring and assessment through a structured but flexible individual programme.

The policy is based on the DfE's statutory guidance for induction referred to in this document as 'the statutory guidance'.

2. Aims of this policy

Our school's ECT induction process has been designed to ensure our ECTs understand what they can expect from their induction and that all staff involved with ECT induction understand their role in the process and how they can make a significant contribution to both the professional and personal development of ECTs. Even if they do not have a formal role in induction, staff across the school may be involved in any or all of the following:

- providing ECTs with examples of good practice;
- helping ECTs form good relationships with all members of the school community and stakeholders;
- helping ECTs become aware of the school's role in the local community;
- helping ECTs to develop an overview of a teacher's roles and responsibilities;
- notifying colleagues who do have a formal role in induction if they believe the ECT is experiencing difficulties.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its effectiveness.

3. Ensuring a 'suitable post for induction'

Before we appoint an ECT, we ensure that the post to which they will be appointed meets the requirements for 'suitable post' as defined in the statutory guidance. This states that as well as the school being able to provide the statutory entitlements of an Induction Tutor, mentor, ECF-based development programme and additional non-contact time, the post must:

- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);

- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged;
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

The governing body must be satisfied that the institution has the capacity to support the ECT as outlined above and that the Headteacher/principal is fulfilling their responsibilities.

4. Roles and Responsibilities

The following sections summarise the key purpose of each role within ECT induction. The ECT themselves must be proactive in their own development and take responsibility for engaging with the support that is offered throughout induction and participating fully with monitoring and assessment, and with their ECF-based professional development programme, in line with the statutory guidance. Our school will ensure that everyone with a formal role in the ECT induction process understands the full range of their responsibilities as set out within the statutory guidance by enabling them to attend training on ECT induction and ensuring that school processes and timetables enable these roles to be fulfilled.

4.1 The Governing Board

The governing board will be aware of the contents of the statutory guidance on induction for ECTs and will ensure compliance. Governors should satisfy themselves that the school currently has the capacity to fulfil all its obligations to ECTs and appoints ECTs only to roles that are suitable for induction. The governing board can expect to be kept aware of ECT's progress. They must investigate concerns raised by an ECT as part of the school's agreed grievance procedures.

4.2 The Headteacher

The head teacher plays a significant and leading role in the process of inducting new colleagues to the profession. Key statutory responsibilities include:

- ensuring an appropriate ECF-based induction programme is in place;
- ensuring Induction Tutors and mentors have the time and ability to carry out their respective roles;
- in the case of an ECT considered to be not making satisfactory progress, ensure that areas for improvement have been correctly identified, appropriate objectives and support are in place and that the Appropriate Body is informed;
- recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

4.3 Induction Tutor

The Induction Tutor's focus is on assessment of the ECT against the Teachers' Standards and keeping the ECT informed of their progress. They do this by carrying out formal lesson observations, either doing these themselves or asking appropriate colleagues where, there is a particular focus on which the colleague's role and skills are appropriate. They ensure that verbal feedback on lesson observations is given no later than the working day after the observation and that the ECT is given a written record of each observation, making clear any areas that have been identified for improvement. In addition to evidence of progress from observations, the Induction Tutor will keep in contact with mentors and use other sources of evidence such as pupils' work, pupil data, non-classroom-based activities and the ECT's conduct around school to form judgements against the Teacher's Standards.

The Induction Tutor will hold an informal progress review meeting each half term to ensure the ECT is kept informed of the school's judgements of their progress. They will hold a formal progress review meeting at the end of terms 1, 2, 4 and 5 (end of Autumn and Spring Terms in Year 1 and 2) and will complete a progress review form which will indicate whether the ECT is on track to meet the Teachers' Standards consistently by the end of induction and summarise briefly the evidence that supports the judgement. The form will be signed by the Induction Tutor, ECT and Headteacher and a copy will be sent to the Appropriate Body.

At the end of year 1 and the end of year 2 (terms 3 and 6), a formal assessment meeting will be carried out by the Induction Tutor (and/or the Headteacher). This meeting will be informed by evidence gathered during progress reviews, existing and working documents. The formal assessment form will indicate whether the ECT is on track to meet the Teachers' Standards consistently by the end of induction. The formal assessment form will be completed with evidence provided for each of the Teachers' Standards and the ECT will also comment. The form will be signed by the Induction Tutor, ECT and Headteacher and a copy will be sent to the Appropriate Body.

The Induction Tutor is responsible for making sure that the ECT is receiving their induction entitlements and will support mentors to identify and implement support outside the ECF-based professional development programme that may be needed to meet the specific and evolving needs of the ECT.

The Induction Tutor also takes the lead in ensuring that where there are concerns about an ECT's progress, appropriate support is in place and that the Headteacher and Appropriate Body are informed promptly.

4.4 Mentor

The mentor's role is to support the ECT as part of the ECF-based professional development programme and to help the ECT improve their practice through reflection on and application of the ECF. The mentor will meet the ECT weekly in year 1 of induction and at least fortnightly in year 2. The mentor will carry out short focused observations (in person or via recordings) of agreed aspects of the ECT's classroom practice to enable them to provide effective instructional coaching to improve the ECT's practice.

While the ECF-based professional development programme will usually form the focus of mentor meetings and support, where an ECT has urgent needs that do not match the stage of the programme that is scheduled for that time, the mentor will draw on their own professional knowledge and skills, and possibly use later or earlier elements of the ECF-based programme, to support the ECT specific to their evolving needs. They will contact the Induction Tutor if they need help identifying or mobilising other colleagues to support the ECT.

While the mentor does not have a formal assessment role, the mentor will communicate as required with the Induction Tutor to support the Induction Tutor in considering evidence of progress against the Teachers' Standards. If at any point the mentor believes that the ECT is having difficulties or is at risk of not making satisfactory progress, they will notify the Induction Tutor promptly.

5. ECT Entitlements

ECTs will be inducted into the school as per the processes for all new staff. They will take part in all necessary procedures and staff training as detailed in the school's induction protocol for new staff. In addition, ECTs will be provided with:

- a timetable with not more than 90% (95% in Year 2 of induction) of the teaching time of existing teachers on the main pay range to enable the ECT to participate fully in their induction;
- regular one to one mentoring sessions from a designated mentor who holds QTS and has the time and ability to carry out the role effectively. The mentor will support the ECT with the ECF professional development programme.
- support from a designated Induction Tutor who holds QTS and has the time and ability to carry out the role effectively. The Induction Tutor will monitor the ECT's progress against the Teachers' Standards, coordinate assessment of the ECT's progress against the Teachers' Standards and will take prompt action if the ECT experiences difficulties.
- observation of their teaching at least once per term, to enable fair and effective assessment against the Teachers' Standards, with verbal and written feedback provided promptly afterwards and clearly recording any identified development needs
- professional reviews of progress (once per term) conducted by the Induction Tutor to set and review development targets against the Teachers' Standards.
- regular opportunities to observe experienced teachers in this school or in another school where appropriate.

ECTs will take part in a professional development programme that supports them to understand and apply the knowledge and skills set out in the Early Career Framework's evidence statements ('learn that') and practice ('learn how to') statements. The school provides this programme via the **Ambition Institute and the Julian School Teaching Hub**.

The school recognises that ECTs are individuals and will have varying strengths and needs as they develop. The school will ensure that in addition to the statutory Early Career Framework programme, ECTs will be provided with professional development opportunities specific to their evolving needs.

6. When an ECTs' progress is not satisfactory

ECTs will be kept fully up to date on their progress throughout the induction period.

Progress reviews and formal assessment reports will be completed by the Induction Tutor in a timely manner and as outlined in section 4.4. While these formal review points must be adhered to, if at any point there is a concern that the ECT is not making satisfactory progress against the Teachers' Standards, the ECT will be notified immediately so that they have every opportunity to address concerns. The Induction Tutor/Headteacher will clearly outline and discuss with the ECT the areas that require improvement and the support that will be put in place to assist them in improving their performance. The school will notify the Appropriate Body and share the support plan with them.

All documents relating to assessments of the ECT's progress and support for improvement will clearly reference the Teachers' Standards.

7. Quality assurance

ECTs will be registered with **Julian Teaching School** as the Appropriate Body. The school will participate in any QA visits or phone calls that the Appropriate Body initiates. The school will ensure that mentors and Induction Tutors attend relevant training for these roles. The school will regularly seek the views of ECTs, Induction Tutors and mentors on its induction processes and how they could be improved.

8. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, 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 Appropriate Body contact, contact details for whom will have been provided by the Appropriate Body. ECTs will also be reminded that their professional association is another source of advice and support.