Hope School, College and Provision

Early Career Teacher Induction Policy.

Policy reviewed annually by the Headteacher and Governors.

Hope School and College
Early Career Teacher (ECT) Induction Policy

Policy Statement:
At Hope School and College, we ensure that all Early Careers Teachers (ECT) receive the appropriate guidance, support, and training, following the Early Careers Framework (ECF). We recognise the valuable contribution that ECT's have within our school and college, and we strive to develop and support them in all aspects of their career.

1. Aims
At Hope School and College, we aim to:

- Facilitate an ECT induction programme that meets all the statutory requirements underpinned by the ECF.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure designated staff understand their role in the induction programme.
- Familiarise all staff with the induction arrangements and how they may best support their ECT colleagues.
- Provide ongoing and up to date continuing professional development (CPD).

2. Legislation and statutory guidance
This policy takes into consideration all statutory guidance including, but not limited to:

- Induction for Early Career Teachers (England)
- Appropriate Bodies Guidance: Induction and the Early Career Framework
- Early Careers Teacher Entitlement
- Early Career Teacher Entitlement: Roles and Responsibilities
- Initial Teacher Training and Early Career Framework
- The Education (Induction Arrangements for School Teachers) (England) Regulations
- Teachers Standards

3. The induction programme
The induction programme for full time ECT's will be two academic years. Part time ECT's will serve the full-time equivalent of two full academic years.

The induction programme will be underpinned by the ECF, and the 'Teachers Standards' will be used to assess the ECT's performance.

The programme is quality assured by an 'appropriate body' which is reviewed annually. The school follows the DFE

Funded – Provider led programme (Generate Teaching Hub). The external provider of the Early Careers Framework is

reviewed annually.

3.1 Posts for induction

Each ECT will:

- Be provided with the necessary tasks, experience, and support to enable them to demonstrate satisfactory performance against the teacher standards throughout, and by the end of, the induction period.
- Have an appointed Induction Mentor, who will have qualified teacher status (QTS) and an Induction Tutor, who will be a member of the school leadership team (SLT)**.**
- Have a reduced timetable to allow them to undertake activities in their Early Careers Framework induction programme. In the first year, this will be no more than 90% of the timetable of an existing teacher on the main pay scale. In the second year, this will be no more than 95% of the timetable of an existing teacher on the main pay scale.
- 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 be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

3.2 Support for ECTs

Hope School and College support ECTs with:

- An Induction Mentor, who will provide regular one-to-one structured mentoring sessions and monitoring and support through the Early Careers Framework.
- An Induction Tutor who will provide regular monitoring and support and co-ordinate assessments including professional reviews and targets.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to take place half termly, at which the Induction Mentor will review their objectives and revise them in relation to the Teachers Standards and their current needs and strengths.
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice.
- A programme of CPD throughout the year alongside the Early Careers Framework.
- A team of supportive colleagues for both teaching and non-teaching, providing ECTs with ongoing support and shared expertise.

3.3 Assessments of ECT performance

- Each term an ECT's teaching will be observed against the standards. This should be undertaken by the Induction tutor and a formal lesson observation record completed. Post observation review meetings will take place between the ECT and Induction Tutor in which feedback will be discussed.

- Each term the ECT and Induction tutor will meet to undertake a professional progress review in relation to the Teachers Standards and development targets will be identified.
- Progress reviews are not formal assessments, and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.
- The induction tutor will notify the appropriate body after each progress review to inform whether the ECT is making satisfactory progress. Where this is not the case, a plan will be shared to outline the strategies in place to support the ECT in getting back on track.
- ECTs are required to undertake 2 formal assessments. This must be undertaken by the Induction Tutor. These will take place at the end of the first year (term 3) and in the final term of induction (term 6).
- ECT's should be kept up to date on their progress. There should be nothing unexpected.

3.4 At-risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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.
- An effective support programme is put in place to help the ECT improve their performance.
- The appropriate body may be contacted and asked for further support.
- Under the statutory guidance, ECTs are also required to complete the Early Careers Framework materials provided by the external provider.

4. Roles and responsibilities

4.1 Role of the 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 on how best to use their reduced timetable allowance.
- Provide evidence of their progress against the relevant Teaching Standards.
- Participate fully in the monitoring and development (ECF) 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 forms.

- Retain copies of all assessment reports.
- When 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 tutor or within the school.

4.2 Role of the Induction Tutor

The Induction Tutor will:

- Be a member of the school senior leadership team (SLT).
- Provide, or coordinate, guidance for the ECT's professional development (with the 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 progress review records with the ECT, headteacher, and 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 ECT's are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- 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 evidence from ECTs do not require new documentation but draw on existing working documents.
- Keep all relevant documentation, evidence, and forms on the school system for future references.

4.3 Role of the Mentor

The mentor will hold QTS status and:

- Meet regularly with the ECT for structured mentor sessions 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 signpost, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Take part in ECF training as delivered through the external provider.

- Provide guidance and effective support to the ECT, including coaching and mentoring.
- Ensure 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.
- Work with the Induction Tutor to ensure any concerns or additional support are dealt with effectively and timely.
- The mentor will take part in the DFE ECF training. This will be timetabled.

4.4 Role of the Head Teacher

The headteacher is, along with the appropriate body, jointly responsible for the monitoring, support, and assessment of the ECT during induction, and is expected to:

- Check that the ECT has been awarded 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 body 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 and the mentor have the ability and sufficient time to carry out their role effectively.
- Ensure that an appropriate ECF-based induction programme is in place.
- Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on 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 Teachers' Standards is satisfactory or requires an extension.
- Participate appropriately in the appropriate body's quality assurance procedures.
- Notify the appropriate body as soon as absences total 30 days or more.

4.5 Role of the Governors

The Governing body will:

- Ensure that Hope School and College comply with the statutory guidance on ECT induction.
- Agree that the school has the capacity to support the ECT.
- Ensure the Headteacher / Induction Tutor / Induction Mentor fulfill their responsibilities.
- Investigate concerns raised by an ECT as part of the schools 'Grievance Policy.'

- Seek advice from the appropriate body if they have any concerns or questions relating to the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- Request general reports from the Induction Tutor on the progress of an ECT following GDPR policy and practice.

5. Monitoring arrangements

- This policy will be reviewed annually by the Induction Tutor / Headteacher.