

Policy for ECT Induction

Rationale

At Crosshall Infant School Academy Trust our induction process for Early Career Teachers (ECT) ensures that the appropriate guidance, support and training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable ECTs to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to help ECTs perform satisfactorily against the Teachers' Standards.
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;

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 continued success.

Roles and Responsibilities

The Governing Body

The Governing Body will be fully aware of the contents of the DfE's Statutory guidance on induction for Early Career Teachers which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given,

prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Headteacher

Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

In addition to the statutory requirements the head teacher will:

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

The principal requirement for the ECT induction tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising an induction programme, opportunities to participate in additional support, providing support and guidance and the rigorous but fair assessment of ECT performance. The induction tutor plans with the ECT a range of experiences to undertake in their ECT time, for example: planning support, assessment time, observing other teachers, visiting other schools, meeting with key staff, organising observations from other staff members and possible additional training courses.

ECT Entitlement

The Early Career Teacher should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with 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 standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs at Crosshall Infant School Academy Trust are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis. The ECT will be enrolled onto an ECF (Early Career Framework) programme and will access CPD through this.

- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior leaders, year group leaders, subject leaders and other key staff where appropriate.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload in their first year. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- A reduction of 5% of the average teacher's workload in their second year of teaching. This time can be spent observing peers and doing CPD.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets. This professional development will form part of the ECT's 10% non-contact time in their 1st year and 5% non-contact in their 2nd year.
- Weekly meetings with Induction Tutor.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments is shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) is used.
- Responsibility for assessment involves all teachers who have a part in the ECT's development in order to gain a reliable overall view.

- Opportunities are created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor ensures that assessment procedures are consistently applied.
- Copies of any records are given to the ECT.
- Termly assessment reports give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

(All of the above will be clearly referenced to the Teachers' Standards)

At risk procedures

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure is given and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties, further support, advice and direction is given. Areas of concern are re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Head/Appropriate Body's adviser supports the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of

the ECT year and that all steps have been taken to improve the situation. The ECT is made aware of any concerns, at all stages, throughout the induction process.

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 does not resolve them the ECT should raise concerns with the named Appropriate Body contact. Details are included in The ECT Induction Guidance.

This policy is based on and follows the guidance and statutory requirements set out in <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

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