Yate Academy

School policy for the induction of early career teachers (ECTs)

(For ECTs starting their induction on or after 1st September 2021)

Five Counties Teaching School Hub Alliance (FCTSHA) is the Appropriate Body

Approval and review:

This policy is the responsibility of: Headteacher
This policy was approved by the Local Governing Body on: 10th October 2022
This policy is due for review by: Annually

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1. Introduction and aims

The staff and governors of our school recognise that the appointment of an ECT makes a valuable contribution to the development of our school. Through the development of a real partnership there is an opportunity to bring new ideas, approaches and thinking to the school as well as the school influencing the beginning of a new career for the ECT. Governors and staff understand that early experiences in teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the confidence and awareness necessary for good and outstanding teaching.

We will ensure that ECT induction in our school:

- complies with statutory requirements and fully aligns with the Early Career Framework
- helps the ECT to build upon the knowledge, skills and understanding developed in initial teacher training
- provides a foundation for longer-term professional development, within the context of individual needs
- includes systematic, fair and rigorous assessment procedures, based on evidence of the ECT's professional practice over time
- provides sufficient and timely support in order to meet the national teachers' standards and to make improvements where needed.
- opportunities for the ECT to observe other members of teaching staff to see effective practice and to visit other schools / settings where possible
- ensures reasonable level of duties and responsibilities eg. by delaying subject leadership

2. Newly qualified teacher (NQT) induction transitional arrangements:

NQTs who had started but not completed their induction **on 1st September 2021** will continue to follow one-year induction. They have until 1st September 2023 to complete their induction within a year, as outlined in the statutory guidance *'Induction for newly qualified teachers (England)'*,

Revised April 2018. However, if they do not complete their induction by 1st September 2023, they will be required to complete what remains of a two-year induction.

3. Legislation and statutory guidance

This policy describes induction of Early Career Teachers (ECTs) for our school (using FCTSHA as our Appropriate Body). It takes account of the Early Career Framework (ECF).

- Induction for early career teachers (England) statutory guidance, Revised March 2021
- Early career framework reforms: overview - 7 June 2021
- Early Career Framework - January 2019
- Teachers' Standards - July 2011

4. Roles and responsibilities

- Induction for early career teachers (England) statutory guidance, Revised March 2021 **(See pages 34 – 40)**

The Early Career Teacher is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

The Headteacher 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 has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure 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; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher is expected to:

- obtain interim assessments from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

Induction tutor is expected to:

- 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);
- 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 ECTs 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; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Induction tutors are also expected to raise any concerns around an ECT's progress with the Appropriate Body at any point within the induction, including the sharing of any support plans.

Mentors are expected to:

- regularly meet 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 broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

Please note that the mentor and induction tutor are two discrete roles held by different individuals. {See *'Induction for early career teachers (England)'* statutory guidance, paragraphs 2.41 - 2.43, page 20.}

The governing body:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

5. ECT induction

Reduced timetable

In the first year of induction, ECTs will have a 10% reduction in their timetable and in the second year a 5% reduction. This is in addition to the timetable reduction for planning, preparation and assessment time (PPA) and can support ECTs in their professional development, e.g. ECF-based training activities, including self-directed study.

ECF training programme

ECTs will receive a programme of training that enables them to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early career Framework-based training is embedded as a central aspect of induction. It is not an additional training programme.

Suitable post for induction

A suitable post will:

- provide the ECT with an ECF-based induction programme;
- 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;
- include the appointment of an induction tutor who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- 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 in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

6. Support, monitoring and assessment of ECTs

Ongoing Support

ECTs are supported through:

- their designated induction tutor, who will provide day-to-day monitoring and support, and coordinate their assessments
- their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- 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 termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- chances to observe experienced teachers, either within the school or at another school with effective practice
- Engagement in the whole school Developmental Drop-in process

ECTs are made aware of a named person both in school and in the appropriate body, to speak to if they have any concerns regarding their induction.

Monitoring and assessment
Ongoing monitoring and support plays a vital role in building a picture of the ECTs' performance over time and hence ensuring that needs are well met. Alongside this, there are key points of assessment and review which typically occur at the end of each term. This is where the ECT mentor and tutor will review the ECT's progress against the teacher standards. At three points in the year a review is written and shared with the Appropriate Body.

Observations
Please see guidance on observations at Yate Academy for ECTs

Assessment reports
There are two formal assessment reports, one at the end of the first year and one at the end of the second year, which are completed online.

The first report shows performance against each standard with a judgement about whether progress is satisfactory for this stage. The ECT will be expected to add their comments as part of this online process.

The final assessment report, again shows performance against each standard and will include a recommendation to the appropriate body on whether the ECT has met /not met the Teachers' Standards or whether an extension is being requested.

7. In the event that satisfactory progress is not being made

If there is concern that an ECT might not be making satisfactory progress, then additional monitoring and support will be immediately provided and contact will be made with the appropriate body. Tutors will not wait until the next progress review or assessment point. The ECT will be made aware of the areas of concern and be given every opportunity to raise their performance.

If additional monitoring and support measures do not rectify the concerns, then a support plan will be implemented which details the areas of concern, agrees what success looks like in each of these areas and specifies a review date. This plan will be shared with the appropriate body, and records kept which demonstrate the additional support and the impact this has.

The headteacher/principal and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the standards
- an effective support programme is in place to help improve performance, including time deadlines and points of review / evaluation and

- the headteacher/principal has explained to the ECT the consequence of failure to complete the induction period satisfactorily.

Capability

Although unusual, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the setting, the induction process and support continue in parallel with the capability procedure. The Appropriate Body will ECT adviser will be kept informed. Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another setting.

Making an appeal

If an ECT fails induction, or has their induction extended, the Appropriate Body will advise the ECT of their right to appeal, who to appeal to and the time limits etc. In England, the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. Further guidance on the appeals process is available at:

https://www.gov.uk/government/publications/induction-appeals-procedures

Observations of ECTs at Yate Academy

ECTs are all part of the Developmental Drop Ins (DDIs) as well as ECT observations

Purpose

The primary purpose of ECT observations is to improve ECT practice whilst identifying where their strengths and actionable steps link to the Teaching Standards

Principles behind ECT observations

- Observations and feedback are only fully effective when observations are trackers, feedback is received and monitored to see if it has improved practice
- Everyone develops more quickly when they receive frequent feedback and opportunities to practice
- To support ECT development in the national teacher standards observations and actionable steps are linked to these

How do they work?

ECT Lead/Induction tutor

1. A half termly ECT timetable is published which shows the lesson teachers will be dropped in on and the lesson they will be going to see
2. Either MLE (ECT lead) or Assistant Headteacher Teaching and Learning (Induction tutor) will observe a 15-minute section of a lesson
3. Feedback will be within 24 hours

Mentor

1. Mentors will discuss weekly targets and actions with ECT
2. Everyone 2/3 weeks mentor and ECT will decide upon a lesson to observe for 15 minutes
3. Feedback will be in mentor meeting with strengths and one actionable step linked to teacher standards and recorded on weekly mentor sheet

Developmental Drop Ins (DDIs)

Purpose

The primary purpose of DDIs is not to judge quality of teachers but to find ways to help all teachers improve their practice.

Principles behind DDIs

- Observations and feedback are only fully effective when observations are trackers, feedback is received and monitored to see if it has improved practice
- Everyone develops more quickly when they receive frequent feedback and opportunities to practice
- All teachers are part of both sides of the process so get to observe others and be observed by colleagues

How do they work?

1. A DDI timetable is published which shows the lesson teachers will be dropped in on and the lesson they will be going to see
2. Drop Ins are always joint between a member of SLT or MLT and members of staff
3. SLT member arranges when to meet the other people on the DDI and when
4. Lessons are seen for around 10/15 minutes jointly
5. After the DDI the people on the DDI reflect on what great practice they saw in the room and why it helped improve student learning
6. Discuss the highest leverage target to help support student learning
7. SLT member feeds back, feedback is within 48 hours