St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

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St John and St Nicolas Schools Federation
Early Career Teacher Induction Policy

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does.
It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

1: Purpose
The purpose of this policy and procedure is to ensure that every Early Career Teacher (ECT) receives their entitlement to induction as defined by the statutory guidance (Revised March 2021) and they are given the information, guidance and development opportunities needed to enable them to effectively fulfil the requirements of the role by working to the Teacher Standards. The policy is based on the introduction of The Early Career Framework (ECF).

2: Rationale
The first 2 years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. The federation's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge based on the Early Career Framework. The ECT Induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

The policy applies only to the statutory induction of Early Career Teachers ECTs formerly known as Newly Qualified Teachers.

Transitional Arrangements during the introduction of the Framework will be as follows:

- Since 1 September 2023 all ECTs have been required to complete a two-year induction period. These ECTs should not restart induction, but rather complete what remains of a two-year induction. It is expected that they will be able to access ECF support and entitlements for the remainder of their induction.

3: Policy

The federation will ensure that each Early Career Teacher has an individual induction programme that includes:

- Induction into the school and department
- Induction into their role

The federation will ensure that the 2 year ECT induction process is designed around the Early Career Framework to meet statutory requirements and 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 the schools. Specifically, the federation will:

- ensure that the post is suitable for an ECT including providing a reduced timetable in line with ECF expectations
- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring which is supported by the ECF
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage 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 to prepare ECTs to meet all the core standards
- ensure that the ECT has access to the ECF

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

This policy reflects a structured whole federation 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.

4: Roles and Responsibilities

4.1: The Governing Board

The governing board will be fully aware of the law which sets out the schools' responsibility to provide the necessary monitoring, support and assessment for ECTs. It will review the arrangements for ECTs annually following the statutory guidance for the Induction for Early Career Teachers from the DFE (March 2021) Careful consideration is given, prior to any

decision to appoint an ECT, whether the federation currently has the capacity to fulfil all its obligations. The governing board will be kept aware and up to date about induction arrangements and the progress of ECTs through the executive headteacher's report and/or direct contact with the ECT Induction Tutor in school.

The Federation's current Induction Tutors are Louise-Thornton Allen and Lauren King.

4.2: The Executive Headteacher

The executive headteacher 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 may be delegated to an induction tutor, the executive headteacher will also observe each ECT through 'drop-ins' at least once each term. The executive headteacher will ensure that the school adheres to the statutory guidance including the headteacher responsibilities listed in the statutory guidance (March 2021) as follows:-.

The headteacher/principal 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 Qualified Teacher Status (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 board 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/principal 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 board 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

In reality, many of the tasks associated with the above will be carried out by an Induction Tutor but the executive headteacher will make the final recommendation to West Berkshire.

In addition to the statutory requirements the executive headteacher will:

- observe and give written warnings to any ECT at risk of failing to meet the Standards
- keep the governing body aware and up to date about induction arrangements and ECT progress

4.3: 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 the federation's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It can embrace various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

The 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, 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 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

4.4: Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of ECTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot.

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions based on the ECF 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
- take prompt, appropriate action if an ECT appears to be having difficulties

The mentor may contribute to the judgements about the progress against the Teachers' Standards.

4.5: Early Career Teacher

- 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 (see para 1.8: DFE Statutory Guidance: Induction for ECT (England) revised March2021)
- 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/with the executive headteacher
- 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

4.6: The Governing Board

- 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 executive 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: Procedure

The induction programme is based on the Early Career Framework and 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 via the ITT framework.

The key aspects of the Induction programme for ECTs in the federation are as follows:

- Access to an Induction programme that will commence upon appointment and be reviewed after one year in post
- Structured visits to the schools prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these
- Help and guidance from an Induction tutor who is adequately prepared for the role and will coordinate the induction programme
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues teaching
- A reduction of 10% of the average teacher's workload (in addition to Planning, Preparation and Assessment (PPA) time) in the first year of Induction and 5% in the second year. This time is used for participating in the schools Induction programme which is based on the Early Career Framework, meetings with mentor and external training as identified in these meetings
- Regular observation of ECT's teaching by experienced colleagues as necessary but at least once a half term
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest 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 Standards

6: Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective. The federation uses West Berkshire Council as the Appropriate Body (AB). The federation adheres to the West Berkshire Council arrangements for assessment including the calendar set by the AB at the beginning of the year.

The criteria used for formal assessments will be according to the Teachers' Standards.

Both formative assessment (e.g. lesson observation and target setting) and summative assessment (4 termly progress reviews and 2 annual assessment reports) will be 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 manager or tutor will ensure that assessment procedures are consistently applied.
Copies of any records will be passed to the ECT concerned.

Annual reports will give details of:

- areas of strength
- areas requiring development
- evidence used to inform judgement against the Teachers' Standards
- targets for coming term
- support to be provided by the school

7: At risk procedures
If any ECT encounters difficulties with meeting 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 will 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 will be given and the federation's concerns communicated to West Berkshire without delay
- Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out
- The named Local Authority (LA) contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Standards
- Any further action will be according to the Statutory Guidance (March 2021)

8: Addressing ECT Concerns
If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the federation (mentor, coordinator, headteacher) in the first instance. Where the federation does not resolve them the ECT should raise concerns with the named LA contact.