

St. Francis CE (Aided) Junior School



Early Career Teacher (ECT) Induction Policy

Our Vision

Through our planned curriculum, enrichment activities and school ethos, we aspire to develop our children into responsible global citizens who will be able to enjoy fully our diverse world and have many choices and opportunities open to them.

We hope that by Year 7 our children are able to shine their light further into the community (rather than hiding it), while maintaining a strong sense of self-identity, valuing who they are and showing humility and endurance in lifelong learning.

We take inspiration from Matthew 5: 14-16:

⁴ “You are the light of the world. A town built on a hill cannot be hidden. ¹⁵ Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. ¹⁶ In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

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ECT INDUCTION POLICY

Statutory induction is the bridge between initial teacher training and a career in teaching.

ECT induction supports early career teachers to demonstrate satisfactory performance against the Teachers' Standards.

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of Early Career Teachers as they make progress towards the Teachers' Standards (DfE).

The Headteacher, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. In this school, the appropriate body is Durham Local Authority. They are also responsible for the quality assurance of this induction process.

Statutory Requirements for Induction

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily. From **September 2021** the induction period will be for **2 years**. **Early Career Framework** based training is expected to be embedded as a central aspect of induction. There are 5 key areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

The **Teachers' Standards** will be used to assess an early career teacher's performance at the end of their induction period.

Roles and Responsibilities within the Induction process

(Taken from 'Induction for early career teachers (England), September 2021)

There are a range of roles within the induction process of an early career teacher:

- Early Career Teacher, ECT
- Headteacher / Principal
- Induction Tutor
- Mentor
- Governing Body
- Appropriate Body
- Lead Providers / Delivery Partners
- Teaching Regulation Agency

The ECT 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.
- notify the appropriate body when an ECT serving induction leaves the institution.

The Induction Tutor is expected to: (or the Headteacher if carrying out this role)

- 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.

The Mentor is 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.

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/principal 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.