



Early Career Teacher (ECT) Induction Policy

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 April 2023) 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) and the requirement of a two year induction period from September 2021.

Introduction

At The Winchcombe School we recognise that the successful appointment and induction of an early careers teacher (ECT) strongly contributes to both the development of the ECT and the school. Through a real partnership there is an opportunity to bring new ideas, approaches and thinking to all. 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.

Aims

Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession. We ensure that each Early Career Teacher has an individual induction programme that includes induction into the school, their year group and their role.

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 and the school's professional growth programme
- 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.
- gives opportunities for the ECT to observe other members of teaching staff to see effective practice and to visit other schools / settings where possible
- helps ECTs form productive relationships with all members of the school community and stakeholders
- encourages reflection on their own and observed practice
- provides opportunities to recognise and celebrate success
- provides a foundation for longer-term professional development

The Governing Body

The governing body will be fully aware of the law which sets out the school's 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 (April 2023). 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 progress of ECTs through the headteacher's report and/or direct contact with the ECT Induction Tutor in school.

Roles and Responsibilities

The Headteacher

The headteacher at The Winchcombe School plays a significant and leading role in the process of inducting early career teachers to the profession and, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction.

As such, they are expected to:

- adhere to the DfE's statutory guidance for the induction of ECTs (April 2023)
- 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 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/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 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.

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

In addition to the statutory requirements the head teacher will:

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

Induction Tutor

At The Winchcombe School the responsibility for the implementation of the Induction Programme, alongside the school's systems, structures and professional development, is delegated to an induction tutor. At present the school induction tutor is Mrs Lesley Quirk.

The induction tutor is expected to:

- have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs and provide guidance and effective support to the ECT in conjunction with TSH Berkshire;
- coordinate and provide guidance for the ECT's professional development;
- carry out termly progress reviews throughout the induction period;
- complete two formal assessment meetings; one at the end of term three and one at the end of term six, or pro rata for part-time staff;
- 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.

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 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 will contribute to the judgements about the progress against the Teachers' Standards.

Early Career Teacher

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 (see para 1.8: DfE Statutory Guidance: Induction for ECT (England) revised March 2021);
 - 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 Headteacher;
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- 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 Governing Body

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.

ECT Induction

The ECT induction programme at The Winchcombe School will provide the very best support, guidance and Early Career Framework (ECF) based training. It 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.

We follow the full induction programme, provided by University College London (UCL), in conjunction with our Delivery Partner and Appropriate Body, TSH Berkshire. ECTs engage with facilitated online and face-to-face peer groups, an annual conference, and weekly self-directed learning and mentor meetings. Mentors learn through self-directed learning resources, a facilitated online peer group and an annual conference.



A brief overview of the framework is summarised below:

Year 1		Year 2	
Autumn 1	Module 1: Enabling pupil learning (Teachers’ Standards 1 and 7)	Autumn term 1	Module 6: Inquiry into enabling pupil learning
Autumn 2	Module 2: Engaging pupils in learning (Teachers’ Standards 2 and 3)	Autumn term 2	Module 7: Inquiry into engaging pupils in learning
Spring 1 and 2	Module 3: Developing quality pedagogy (Teachers’ Standards 4 and 5)	Spring term and summer term 1	Module 8: Inquiry into developing quality pedagogy and

Summer 1	Module 4: Making productive use of assessment (Teachers' Standard 6)		making productive use of assessment
Summer 2	Module 5: Fulfilling professional responsibilities (Teachers' Standard 8)	Summer term 2	Module 9: Fulfilling professional responsibilities

The key aspects of the Induction programme for ECTs at The Winchcombe School are as follows:

- Access to the UCL Induction programme that will commence upon appointment.
- Help and guidance from an Induction tutor who is adequately prepared for the role and will coordinate the induction programme and meet regularly to discuss and provide assessments based on the Teachers Standards.
- Regular weekly meetings with a mentor.
- 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.
- Discussion 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.

Non-September starters will be provided with an interim induction programme based on the ECF until such time that they can join the official induction programme with the chosen national provider.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective and developmental. The school uses TSH Berkshire as the Appropriate Body (AB) and follows their arrangements for assessment.

- The criteria used for formal assessments will be according to the Teacher's 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 tutor will ensure that assessment procedures are consistently applied.
- The online portal, ECT Manager, will be used to record assessment points to TSH Berkshire.
- Copies of any records will be passed to the ECT concerned.

Annual reports and termly progress reviews will give details of:

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

At risk procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following will be put into place in line with TSH Berkshire procedures.

- 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 school's concerns communicated to 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. TSH Berkshire 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 (April 2023)

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, induction tutor, headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with TSH Berkshire. This policy was agreed and adopted in September 2023. It will be reviewed

- Annually by the Governing Body as part of the school's development cycle by July 2024
- Prior to this date should there be any changes to statutory requirements

Other Relevant Documentation

Induction for Newly Qualified Teachers (England) statutory guidance (DFE March 2021, Revised April 2023)

TSH Berkshire Introduction to the ECF (May 2023)


Early Career framework reforms: overview (7 June 2021)

Early Career Framework (Jan 2019)

Teaching Standards (July 2011)

TSH Berkshire ECF Guide for Schools 2023-24

UCL Module Summary Guide

Date: September 2023	Review date: September 2025
Signed:  Chair of Governors	Date: 25 September 2023

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