



Induction of Early Career Teachers (ECT)



Approved by Governors on: 31/1/22

Signed by Chair of Governors:

A handwritten signature in black ink, appearing to be 'A. Findlay', written over the line for the Chair of Governors.

Head Teacher: Amy Findlay

Date of Review: January 2025

Vision Statement

We aim to create a safe, happy and nurturing environment for all our children!

Mission Statement

The Orchard School strives to provide the best quality teaching and learning with an inclusive and personalised curriculum, where all achievements are celebrated.

Contents

Introduction, Aims and Objectives	Pg 2
Newly qualified teacher (NQT) induction transitional arrangements	Pg 3
Roles and Responsibilities	Pg 3
ECT Entitlement	Pg 6
Assessment and Quality Assurance	Pg 7
At risk procedures	Pg 8
Links with other policies	Pg 8

Introduction

The first twenty-four months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual program underpinned by the Early Career Framework (ECF).

The process of ECT induction requires a structured whole school approach to teacher induction and recognises that high quality supervision and commitment of all staff who contribute to induction is essential to ensure successful outcomes. The school recognises the importance of the 2-year programme of support and the genuine impact of ongoing continued professional development which may include provision from an external provider.

Aims

The school aims to:

- Provide an ECT induction programme that meets all the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

Objectives

The Orchard School's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs.

The objectives of induction include:

- to provide programmes of support appropriate to the individual needs of the ECT.
- to provide appropriate counselling and support through the role of an identified mentor.
- to provide ECTs with examples and first-hand experience of good practice.
- to help ECTs form purposeful 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 and to recognise and celebrate good practice.
- to provide opportunities to identify areas for personal development.
- to help ECTs to develop an overview and clear understanding of teacher's roles and responsibilities.
- to provide a foundation for longer-term professional development.
- to help ECTs meet all the induction standards.

- To support ECTs to meet and demonstrate development against The Teaching Standards

Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction on or after 1 September 2021. NQTs who have started but not completed their induction before 1 September 2021 will continue to follow our NQT induction policy. NQTs have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they do not complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to within this Policy are the [Teachers' Standards](#).

Roles and Responsibilities

The Governing Body

The governing body should:

- ensure compliance with this Policy and statutory guidance
- be satisfied that the School has the capacity to support the ECT
- ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for ECTs
- investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis and / or be made aware of the progress / formal assessments of ECTs

The Head Teacher

The Head Teacher at The Orchard School 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 has been delegated to an induction tutor, the head teacher will also observe the ECT at least once in both the first and second year of teaching.

Statutory responsibilities are:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period or is exempt.
- notify the Appropriate Body when an ECT who is taking up a post in which they will be undertaking induction joins The Orchard School, before the appointment begins and communicate the details of the Appropriate Body with the ECT
- ensure the ECT's post is suitable according to statutory guidance (see section 4 above)

- Appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 2 formal assessments is scheduled and takes place
- ensure the Induction Tutor and the Induction Mentor are appropriately trained and have sufficient time to carry out their role effectively
- ensure that an appropriate ECF-based induction programme is in place.
- ensure the ECT has both a reduced timetable and PPA time as necessary. (10% less workload than other teachers is required in ECT posts).
- where relevant, obtain documentation from the ECT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the ECT's induction programme and period.
- 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 a ECT whose progress towards meeting the standards may be at risk
- maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the school part way through a period.
- monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more.
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- ensure termly assessment reports are completed (on pro rata time scale for part-time staff) and sent to the Appropriate Body as required.
- participate in the Appropriate Body's quality assurance procedures.
- consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period.
- within 10 days of the ECT completing the induction period, make a recommendation to the Appropriate Body on whether the ECT has met the teachers' standards, using agreed forms
- provide interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an ECT serving induction leaves the school and:
- retain all relevant documentation/evidence on file for six years
- review the induction policy every 3 years, or more often if new guidance is produced.
- ensure the governing body is aware of induction arrangements

While the Head Teacher may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague. In addition to the statutory requirements the head teacher will:

- observe and give written warnings to an ECT at risk of failing to meet the required standards.
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings

Induction Tutor

The Orchard School's Induction Tutor is **Allison Shepherd**

The principal requirement for the ECT induction tutor is to be responsible for the overall management of inducting ECTs into the teaching profession and into The Orchard 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 a central induction programme, providing support and guidance and the rigorous but fair assessment of ECT performance. In addition, from September 2021 there is a responsibility for the management and implementation of bespoke Continuing Professional Development (CPD) for individual ECTs through an accredited training provider if appropriate.

The induction tutor (or the head teacher where she carries out this role) provides the ECT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- Contribute to the devising and implementation of an individual support programme including access to high quality CPD
- undertake or co-ordinate a minimum of 6 observations of the ECT's teaching and ensure the ECT is provided with structured feedback and copies of written summaries
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.
- 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
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- take prompt and appropriate action where an ECT appears to be experiencing difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way

Lead Induction Tutor If there is more than one ECT supported by different Induction Tutors.

The following points are in addition to the Induction Tutor role.

- Train the Induction Tutors for their roles and responsibilities
- Ensure they are clear of expectations, proformas to be used and deadlines
- Quality assures the completion of all formal reviews, reports and Action Plans etc. so they are appropriate, evaluative and the success criteria are measurable
- Ensure there is consistency between the Induction Tutors so all ECTs are being provided with an equitable induction
- Ensure implementation of an individual support programme bespoke to the needs of each ECT including access to high quality CPD

The Teacher

The ECT has a vital part to play in their own induction.

Before the period starts:

- providing evidence that they have QTS and are eligible to start induction.

Once the period has started:

- at the earliest opportunity following appointment, meet with their induction tutor to discuss and agree priorities for their induction programme and development, using the Career

Entry and Development Profile (CEDP) to support planning the induction programme, and keep these under review

- agreeing 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
- agreeing with their tutor how best to use their reduced timetable allowance
- monitoring their personal progress against the teachers' standards
- participating fully in the agreed monitoring and development programme.
- keeping track of and participating effectively in the scheduled classroom observations, 6 progress reviews and formal assessment meetings
- retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the ECT has a break/change of employer during the induction period.
- engage in and evaluate impact of all bespoke CPD

When the ECT has any concerns, they will:

- Raise these with their Induction Tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their Induction Tutor or within the school

The Appropriate Body contact is:

Kim Whiting 0121 296 3004
kim.whiting@sips.co.uk

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a mentor is appointed to provide ongoing support on an ongoing, daily basis – this usually will be the Head of Department who is a senior member of staff.

- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

The Appropriate Body; Sandwell L.A (Sips Education)

The Appropriate Body, along with the Head Teacher, is jointly responsible for the supervision and training (professional development) of the ECT during induction and has the main quality assurance role.

The school liaises closely with the Appropriate Body to ensure that the statutory requirements are fully met.

The Appeal Body

The Teaching Agency for England is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal.
- dismiss the appeal or extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

ECT Entitlement

The Orchard School's induction programme lasts for 2 academic years 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 and includes a

bespoke CPD package to further develop and enhance learning and classroom impact. It builds on their proven 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 The Orchard School are as follows;

- Access to an induction programme that will commence upon appointment, reviewed, and amended regularly at specified points as indicated by The Appropriate Body.
- Structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, 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 mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Observation of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed formally and to receive advice as necessary.
- To receive opportunity to request and receive informal lesson visits and observations outside of the statutory requirements.
- Attend meetings of ECTs arranged by the Appropriate Body
- Opportunities for further professional development based on agreed targets.

Assessment and Quality Assurance

The assessment of ECTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by either the Head Teacher or Induction Tutor. Information will be formally recorded on Appropriate Body report formats
- These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Information from formal lesson observations will also be reflected where appropriate. Copies of the evidence relied on will be provided to the ECT and the Appropriate Body.
- Formal assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school
 - progress in meeting teacher standards

- After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- The ECT will add their own comments, and the formal assessment report will be signed by the Head Teacher, Induction Tutor and the ECT.
- A copy of the formal assessment report will then be sent to the appropriate body via ECT Manager. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.
- If the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the Induction Tutor or Head Teacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.
- Opportunities will be created for ECTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.

External moderation for the purposes of quality assurance is conducted by Sandwell LA (Sips Education).

At risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review. A formal meeting will also be called.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, if it is not the final formal assessment, the Induction Tutor or Head Teacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Links with other policies

This policy links to the following policies and procedures:

- Appraisal Policy
- Grievance Policy
- Pay Policy

Reviewed and updated ~~Oct 2020 AS / HG~~ Reviewed ~~Sept 2021 AS~~ January 2022 AS
Next Review January 2025