

ECT Induction Policy.

St Bede's Catholic Comprehensive School.



Date policy approved/adopted	
Next review date	
Approved by:	
Head teacher signature	
Governor signature	
Version	

1. Rationale

a) Teachers are the foundation of our school. There are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. ¹

b) The Early Career Framework (ECF) builds upon Initial Teacher Training and provides a structured two-year, high quality, professional development programme, validated by the Education Endowment Foundation (EEF).

c) We aim to recruit teachers of the highest calibre to deliver an excellent educational provision for our students. This programme will provide a solid foundation upon which ECT's can meet the Teacher's Standards and provide a springboard for successful teaching careers.

2. Aim and the mission statement.

As a school we are involved in education precisely because of our Christian beliefs about God and the human person. Our Mission Statement commits us to recognise the unique dignity of the human person made in the image and likeness of God, and as such, we constantly strive to support all in our school to realise their God given talents. In this context we commit ourselves in partnership with other outside agencies to provide our ECT's with the support and expertise to flourish in their new careers. To do this we aim to:

- a) Deliver a high quality, evidence- based programme, that meets the needs of the ECT.
- b) To ensure the ECT engages with the ECF programme, delivered by Teach First.
- c) To support ECT's to meet all the requirements of statutory induction.
- d) To provide coaching through the support of a mentor.

3. Roles and Responsibilities

3.1 All staff

At St Bede's we believe it is the responsibility of our whole community to support one another. All members of our school community are expected to support our ECT's. The roles and responsibilities listed below are those specifically outlined within the DfE's statutory induction guidance for ECT's.

¹ DfE Early Career Framework 2019

3.2 The Governing Body.

The governing body:

- should ensure compliance with the statutory guidance for the induction of early career teachers.
- be satisfied that St Bede's school 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.
- can request general reports on the progress of an ECT.

3.3 The Head Teacher

The headteacher 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 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 an ECT's absences total 30 days or more.
- periodically inform the governing body about the school'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.
- notify the appropriate body when an ECT serving induction leaves the institution.

3.4 The Induction Tutor

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 school, 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.
- 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.

3.5 ECT Mentor

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 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.

3.6 The ECT (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.
- evaluate their own performance and 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
- retain copies of all assessment reports.

4. ECT Rights

ECT's have the right to:

- Access an ECF induction programme that will commence upon appointment.
- Be employed in a post that enables them to teach classes within the age range and subjects for which they have been trained
- A 10% reduction of the normal teaching timetable in the first year and a 5% reduction in the second year
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the ECF induction programme in the school, and where appropriate across the Trust.
- Meet termly with their Induction Tutor to review progress

- Meet weekly (in first year) and fortnightly (in the second year) with their mentor
- Observe experienced colleagues teaching.
- Have their teaching observed by the Induction Tutor or another member of the SLT, at least once every half term,
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice, as necessary.

5. Classroom Observations

1. All ECTs must be observed six times (one per half-term) during the first year of induction, with the first of those being inside the first 4 weeks. These observations may be carried out by the induction tutor, and/ or members of SLT.
2. Classroom observation should have the following characteristics:
 - be explicitly related to the Teachers' Standards
 - written feedback should be recorded on a lesson evaluation form
 - a meeting between the ECT and the observer should occur soon after the observation to discuss the lesson, ideally within 2 working days.
 - the ECT should be encouraged to evaluate the lesson for themselves
 - a record of all observations should be kept by both the induction tutor and the ECT

6. Early Career Framework (ECF)

1. The [early career framework](#) is the evidence base which underpins the entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their careers.
2. St Bede's will follow a provider-led programme. Our accredited provider of choice is Teach First.
3. A brief overview of the framework is summarised below:

Year 1: 6 modules.	Year 2:
1. Creating powerful learning environments.	Self-directed study
2. How pupils learn.	Subject specific network and training sessions; led by subject experts
3. How to plan and teach a lesson.	Fortnightly one-to-one coaching with their mentor
4. Supporting every pupil to succeed.	Prompts for reflection, critical to change teacher action over time & prevent over-reliance on habits

5. Assessment and Feedback	Access to research and resources.
6. Planning a coherent curriculum.	Career development modules (during the summer term):
<ul style="list-style-type: none"> • 4.30 hours self-study per module. • Two 90-minute seminars per module • Weekly one to one coaching with a mentor. 	<ul style="list-style-type: none"> • Research in the classroom • Leading careers and employability • Preparing to mentor • Preparing for middle leadership

7. Assessment & Quality Assurance

1. The assessment of ECTs will be rigorous but also objective and developmental. Mentors should not carry out formal assessments or progress reviews. The following principles apply:
 - a) ECTs should be assessed against the Teachers' Standards
 - b) ECTs should receive two formal assessments in the induction period, one in the final term of year 1 and one the final term of year 2.
 - c) Termly progress reviews should be undertaken in each term where a formal assessment is not scheduled. These should be formative in nature. Nonetheless, a written record is expected to be retained, with a record clearly stating whether the ECT is on track to successful complete induction

2. Assessment points:

ECT Year 1			ECT Year 2		
End of Term 1	End of Term 2	End of Term 3	End of Term 1	End of Term 2	End of Term 3
Progress assessment point	Progress assessment point	Formal assessment point	Progress assessment point	Progress assessment point	Formal assessment point

3. Evidence used to inform assessments should be transparent. It must be drawn from the ECT's work as a teacher during their induction
4. The assessment process should not be burdensome. There is no need for the ECT to create anything new for the formal assessment
5. Responsibility for assessment will involve all teachers who have a part in the ECT's development to gain a reliable, overall view
6. The induction tutor will ensure that assessment procedures are consistently applied
7. Copies of any records will be passed to the ECT concerned. Assessments will also be provided to the appropriate body within the specified timeframe
8. The appropriate body plays an important quality assurance role

11. Unsatisfactory progress by ECT.

1. The head teacher and induction tutor should have due regard to paragraphs 4.1-4.10 of the DfE's statutory guidance for the induction of ECTs. The following principles apply:
 - The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction
 - It is the responsibility of the induction tutor to notify the appropriate body, after each progress review, stating whether the ECT is making satisfactory progress
 - Where the induction tutor believes that the ECT is not making satisfactory progress, it is expected that a plan is put in place to assist the ECT in getting back on track
 - If it is apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and additional monitoring and support measures should be put in place by the induction tutor immediately
 - If the ECT's progress is still unsatisfactory in subsequent progress reviews, following the first formal assessment point, induction tutors should continue to undertake the progress reviews and review the ECT's objectives and support plan
 - Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards
 - Where there are still concerns about an ECT's progress between formal assessment point one and formal assessment point two, the induction tutor should explain the consequences of failure to complete the induction period satisfactorily

11. Monitoring, Evaluation and Review.

The process of induction should be monitored throughout the course of the programme, partly by means of the evidence generated by induction and quality assurance, and partly through the following:

- All ECTs will complete an exit survey at the end of their induction period
- The induction tutor and mentor will evaluate the success of the programme each year and write a report on their recommendations for any amendments for the following academic year

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