

Lunsford Primary School

Early Career Teacher (ECT)

Induction Policy

2024-2025



(for ECTs starting their induction on or after 1 September 2021)

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Aims

The school aims to:

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

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 below are the Teachers' Standards.

The ECT induction programme

The ECT induction programme will act as a bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

We will be working with the Ambition Institute's Early Career Teachers programme as part of the Kent Teaching Hub. The programme has been designed to bring about lasting change in teachers' understanding and practice. The programme takes a recurring weekly approach to study and coaching, so teachers and the mentors supporting them can get into powerful routines for improvement.

Each week includes:

- Concise, accessible summaries of the evidence, with optional further reading, so teachers can gain understanding quickly.
- Short videos of experts talking through the most important insights, and showing what they look like in practice.
- Mentor sessions that link closely with the summaries and videos, and provide support so they can conduct effective instructional coaching.

Induction will provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

Each ECT will:

- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Be provided with the necessary experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Not have unreasonable demands made upon them

- Have a mentor that is experienced and well-prepared for the role. We have chosen mentors carefully. The induction tutor will support and lead the team of ECT mentors to ensure all ECTs receive support of the highest quality.

- ECTs will log their professional development using the online portal via Ambition and will also be assessed at two points throughout the year, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.

The programme is quality assured by Kent Teaching Hub, our 'appropriate body'.

Support for ECTs

We support ECTs with:

- Their designated induction tutor and mentor, who will provide day-to-day monitoring and support.
- The induction tutor will co-ordinate their assessments.
- Their induction mentor will provide regular structured mentoring sessions and observations that are followed up with prompt and constructive feedback.

Assessments of ECT performance

- Our ECTs will be Judged against the Teacher Standards, engagement with weekly resources and progress in observations.
 - A progress review will take place per half term, except when a formal assessment is due.
 - There will be two formal assessments per year: by February half term (Spring 1) and by the end of the academic year (Summer 2)
 - ECTs must evidence how they have met the Teachers' standards via Steplab
- 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 the ECT's Induction Tutor and agreed and checked by the Headteacher.
 - 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 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.

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, which will be approved by the Headteacher
- The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review. If there are still concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor and/or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and responsibilities

Role of the ECT

The ECT will:

- Meet with their induction tutor at the start of the programme to discuss and agree priorities, 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
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Keep copies of all assessment reports
- Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and the teaching hub and institution selected to fulfil the ECF requirements
- 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

Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- 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
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the induction tutor

The induction tutor will:

- Support mentors and ECTs to engage with the programme
- Observe ECTs twice in the year (around formal assessment time)
- Check engagement with the weekly completion of modules on StepLab and the observation feedback
- Ensure that the ECTs are getting the support and challenge they need from their mentor and the wider school community
- Update the head teacher on ECT progression
- Complete progress and formal reports on whether ECTs are making satisfactory progress towards meeting the Teacher Standards or not
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- 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
- Participate in all relevant training provided by the school and teaching hub/institution selected to fulfil the ECF criteria
- 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