

Early Career Teacher Induction Policy

Westmorland Primary school

**Autumn Term
2024**

Review date: Autumn 2026

Signed: Headteacher

Rationale

Our school recognises that the early years of teaching are both demanding and of considerable significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme aims to ensure a smooth transition from initial teacher training into the teaching profession through appropriate guidance, support, and challenge. Our early career teacher (ECT) induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built. This policy must be read in conjunction with the statutory guidance on Induction for Early Career Teachers, at; <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

Our school may continue to employ Newly Qualified Teachers (NQTs) who are those teachers who started Induction prior to September 2021 when the new ECF-based Induction arrangements were introduced. References to ECTs throughout this Policy should be read as also referring to NQTs.

Our Induction Programme

Our school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

Specifically, we will:

- register with an Appropriate Body (see Appendix 1) in a timely manner and work with them to provide high quality support to our ECTs.
- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- provide individualised support through high quality mentoring and coaching
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- support ECTs to become reflective practitioners
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards; <https://www.gov.uk/government/publications/teachers-standards>

All staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured, whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities

Our school carries out its responsibilities in line with the [Statutory Guidance on induction for early career teachers](#) (or Statutory Guidance for newly qualified teachers as applicable).

The key people and organisations involved in ECT Induction at our school are the ECT, Headteacher, Induction Tutor, ECT Mentor, Governing Board and Appropriate Body. *See Roles and Responsibilities at Appendix 1.*

Support

Our induction programme 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.

The ECT section of Stockport's Learning Leads portal provides a useful resource for ECTs, Induction Tutors and Mentors, who will be familiar with its contents.

Key aspects of the ECT induction programme at our school are as follows:

- Access to a high quality and personalised induction programme.
- Time planned in for the ECT to meet with the Induction Tutor in the first weeks to discuss professional development needs and ensure appropriate support is in place
- Help and guidance from an Induction Tutor who holds qualified teacher status (QTS), is well prepared for the role and co-ordinates the induction programme. Meetings take place during designated ECT/Tutor time allocated on the timetable.
- As required, meetings and support from subject, phase leads, SENDCO and other key staff.
- A programme of observations of experienced colleagues teaching.
- Regular observations of ECTs teaching by experienced colleagues.
- Prompt written and oral feedback on teaching observed, with targets and feedback/advice provided.
- Any areas of practice or behaviour that may prevent the ECT meeting Teachers' Standards are addressed in a timely, honest, and professional manner.
- Professional development opportunities based on agreed targets and identified needs are built in to the ECTs induction programme.
- ECTs at risk of not meeting the Teachers' Standards are provided with detailed success criteria for identified areas of development.
- ECTs are encouraged to develop and access professional networks to support them, including those available via their professional association.

In addition, ECTs will receive:

- Support from an ECF Mentor, including regular meetings and guidance through the ECF-based programme. Meeting should take place during designated ECT/Mentor time allocated on the timetable.

- A reduction in workload (in addition to PPA time) of 10% in the first year and 5% in the second year. This CPD time is used for participation in the school's induction programme, other professional development activities and meetings with induction tutor.
- An ECF-based Training Programme
 - A funded provider led programme accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.

Assessment and Quality Assurance

The assessment of ECTs will be rigorous and objective:

- The criteria used for formal assessments will be shared and agreed in advance
- Both formative assessment (e.g., lesson observation, target setting) and summative assessment (professional review and formal assessments) will be used
- Assessments will draw on views from all staff, who have a role in the ECTs development to gain a reliable overall view
- Assessment will draw on evidence from planning, pupils' work, pupil progress, relationships with staff, pupils and parents, and formal observations of teaching
- The Headteacher will ensure that assessment procedures are consistently applied and validated.
- Copies of all records will be passed to the ECT
- Professional review meetings will cover:
 - Areas of strength
 - Areas requiring development
 - Evidence used to inform judgement
 - Targets for the next term
 - Support to be provided by the school

At risk procedures

If an ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- The Induction Tutor will ensure a formal action plan is put in place and formally write to the ECT to outline the concerns as appropriate.
- An expectation is established that the support provided will enable any weaknesses to be addressed.
- A record of the exact nature of the issues, advice given on how to address the issues and the support to be provided.
- Agreed, attainable targets for action within an agreed timescale, 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 specific areas of teaching through observation

- Early warning of the risk of failure to meet one or more of the Teachers' Standards will be given to the ECT. The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Induction Tutor, Mentor, Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact.

ECTs are encouraged to contact their Professional Association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.

Appendix 1

Roles and Responsibilities

Statutory roles and responsibilities are set out in Section 5 of the Statutory Guidance.

<p>Headteacher</p>	<p>The Headteacher has a significant and leading role in the process of inducting new colleagues to the profession. Although responsibility for the implementation of the ECT Induction programme may have been delegated to the school’s Induction Lead, the Headteacher retains overall responsibility for the monitoring, support, and assessment of the ECT during induction, in conjunction with the Appropriate Body.</p> <p>Key functions include:</p> <ul style="list-style-type: none"> • Ensuring the ECT is registered with an Appropriate Body before they begin induction at their school. • Ensuring the ECT receives their entitlement to PPA and ECT CPD time. • Ensuring that their Induction Tutor is appropriately trained and has sufficient time to conduct their role effectively. • Ensuring that the Mentor is appropriately trained via the ECF Mentor training programme and has sufficient time to conduct their role effectively. • Keeping the Governing Body aware and up to date about induction arrangements and ECT progress. • Observing all ECTs at least once during their induction. • As appropriate, formally meeting with and writing to ECTs causing concern. • Make a recommendation to the Appropriate Body on whether the ECT has met the requirements for satisfactory completion of the induction period. • Participating in the Appropriate Body’s quality assurance procedures, including procedures for the review of ECTs not meeting the relevant standards. • Retaining all relevant documentation, evidence, and forms on file for 6 years.
<p>Induction Tutors</p>	<p>The Induction Tutor is a statutory role and each ECT must be appointed an Induction Tutor. They must hold QTS, and their role is to help the ECT through induction, providing guidance and support.</p> <p>Key functions include:</p> <ul style="list-style-type: none"> • Providing, or coordinating, guidance for the ECTs professional development • Meeting with the ECT at least termly to review progress including discussions around strengths, areas for development and how the school will support the ECT to do this.

	<ul style="list-style-type: none"> • Carrying out formal Progress Review meetings and informing the Appropriate Body of whether the ECT is on track • Carrying out and writing up Formal Assessments, co-ordinating input from relevant colleagues. • Observing the ECT and providing feedback, and co-ordinating observations carried out by others as appropriate. • Raising any concerns with the school's Headteacher or the Appropriate Body at the earliest opportunity.
ECT Mentors	<p>The Induction Mentor is a statutory role and each ECT must be appointed a Mentor (who may be the same person as the Induction Tutor, although this is not ideal).</p> <p>Key functions include:</p> <ul style="list-style-type: none"> • 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 ECTs 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. • Raising any concerns with the school's Induction Lead, Headteacher or the Appropriate Body at the earliest opportunity. •
ECTs	<p>The ECT should take a pro-active role in their induction to ensure they make the most of this key time in their career. They should be strongly involved in creating their Professional Development Plan and should raise any queries or concerns with their Induction Tutor or Mentor in the first instance.</p>
Appropriate Bodies	<p>The Appropriate Body has the main quality assurance role within the induction process. They should ensure that schools are aware of, and are capable of meeting, their responsibilities during induction.</p> <p>Stockport Appropriate Body carries out moderations to support its quality assurance processes. These are supportive visits, aimed at reviewing the quality and consistency of induction in the schools visited, identifying good practice, and providing recommendations for improvements.</p> <p>Stockport Appropriate Body will provide advice and guidance to both the school and ECT where there are concerns over the ECTs ability to satisfactorily complete induction. This will include advising the ECT in regard to their options.</p> <p>In the case of an ECT who has not met all the Teachers' Standards by the end of their induction period, Stockport Appropriate Body will review the ECTs induction and decide on whether the ECT has passed or failed induction, or whether an extension period should be granted, should there be sufficient and appropriate grounds to do so.</p>

	<p>Stockport Appropriate Body will make returns to the Teaching Regulation Agency of those ECTs who have started, completed, left school partway through induction or where an extension has been granted.</p> <p>Stockport Appropriate Body provides all ECTs, Induction Tutors and Mentors with training and support that can be accessed, alongside all ECT induction resources, through the Learning Leads platform.</p>
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