



Glebe School

Early Career Teacher Induction Policy

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Statement of intent

At Glebe School we recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the school and the ECT.

Our processes for the induction of ECTs ensures that the appropriate guidance, support and training is provided to develop teachers' skills, knowledge and understanding through a personalised programme of high quality professional development and mentoring in line with the Early Career Framework (ECF).

Aims

- Run an ECT induction programme that meets all the statutory requirements and individual needs of the teacher.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure ECTs and mentors enjoy developing as professionals and to learn to appreciate the beauty of the craft.
- Help ECTs and mentors to develop their teacher personas, to be surer of their purpose and to be confident that the work they do is professionally, morally, and emotionally rewarding and deeply valued.
- Provide ECTs with varied examples of good practice.
- Ensure that ECTs & teachers see the value of professional learning and develop both the desire and skills to continue to engage in their own development.
- Provide opportunities to recognise and celebrate good practice.
- Provide opportunities to identify areas for development.
- Help ECTs to develop an overview of a teacher's roles and responsibilities.
- Provide a foundation for long-term professional development.
- Help ECTs perform against the current National Teachers' Standards.
- Ensure all staff understand their role in the induction programme.
- Enabling ECTs to carry out research and inquiry into enabling students learning, developing quality pedagogy and making productive use of assessment.
- ECTs develop a strong knowledge of the ECF and the research that sits behind it.
- Ensure that ECTs benefit from a shared body of knowledge that is firmly grounded in evidence-based practice.
- ECTs to develop into reflective practitioners who can evaluate their own practice and engage in continual improvements.

Legislation and statutory guidance

This policy is based on:

- DfE (2021) [Induction for early career teachers \(England\)](#) .
- DfE (2021) 'Appropriate bodies guidance: induction and the early career framework'.
- DfE (2019) [Early career framework \(ECF\)](#) .
- DfE (2021) (latest terminology update December 2021) [Teachers' Standards](#).
- Education Act 2002.

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Staff Code of Conduct
- Behaviour Policy
- Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy

The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by the UCL programme in Partnership with Thames South Teaching Hub our 'appropriate body' (working across Bromley, Bexley and Greenwich).

Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed induction tutor, who will have qualified teacher status (QTS) .
- Have an appointed induction mentor, who will have QTS.
- 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.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- To be offered support with unreasonably demanding pupil discipline problems on a day-to-day basis.

Support for ECTs

We support ECTs with:

- Regular support

- The designated induction tutor will provide weekly monitoring and support to Year 1 ECT's and co-ordinate their assessments. In Year 2, ECT's will have a bi-weekly meeting.
- The induction mentor will provide regular structured mentoring sessions and targeted feedback.
- The designated induction mentor will provide Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths.
- HOD will be mentors to ECT's to provide day to day support.
- Chances to observe experienced teachers, either within the school or at another school with effective practice.

Professional progress reviews of the ECT

- The induction tutor will review the NQT/ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term.
- Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.
- Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review.
- ECTs are expected to engage with the process.
- A written record of each progress review will be retained and provided to the ECT with the record clearly stating whether the ECT is on track to successfully complete induction, stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.
- The induction tutor will notify the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress they will outline the plan they have put in place to assist the ECT in getting back on track.
- Induction Tutors will communicate with the UCL Delivery Partner about the engagement of their ECTs and mentors on the programme.

Formal Assessments

- The programme is not assessed
- The quality of the ECTs' teaching will not be judged against the areas of the framework.
- Mentors and ECTs will not be submitting any work or evidence of their progress to Appropriate Body.
- ECTs will have formal observations carried out by the induction mentor &/or induction tutor.
- Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

- ECTs should be kept up to date on their progress. There should be nothing unexpected.
- Formal reports will be completed and will clearly show assessment of the ECT's performance against the Teachers' Standards.
- The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation will be recorded on the final assessment report.

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.

If there are concerns about the ECT's progress during their subsequent progress reviews the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

If it becomes clear that an ECT is experiencing difficulties, the following measures can be put in place:

- Contact your Delivery Partner and your AB about what is best for your ECT.
- Adopt a more flexible approach to the ECF programme, at least for a time and use the 'Supported Programme', found inside each Module Summary Guide.
- Mentor and ECT complete the Module Audit to self-assess the ECT's needs in relation to this module.
- Focus on the 'key themes' that are particularly problematic.
- Consider the worked examples, of how an ECT tailored the module for themselves
- Put your tailored plan in place These Supported Programmes only exist for modules 1 to 5.
- If an ECT runs into difficulties in the second year, make reasonable adjustments for them.

Roles and responsibilities

ECTs are expected to:

- Provide evidence that they have QTS and are eligible to start their inductions.
- Meet with their induction tutor to discuss and agree priorities for their programme and keep these under review
- Agree with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction
- Participate fully in the agreed monitoring and development programmes
- Raise any concerns that they have with their induction tutor as soon as practicable
- Consult their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school

- Keep track of and participate in the scheduled classroom observations and meetings
- Agree on the start and end dates of the induction period, including any absences, with their induction tutor.

The headteacher is expected to:

- Monitor, support and assess the ECT throughout their induction in conjunction with the appropriate body.
- Ensure that the ECT has been awarded QTS prior to undertaking induction at the school.
- Clarify whether the ECT needs to serve an induction period or is exempt from it.
- Inform the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Ensure the requirements of a suitable post for induction are met.
- Agree with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Ensure that the induction tutor has received suitable training and has the time to carry out the role effectively.
- Ensure that a personalised ECF-based induction programme is in place.
- Ensure that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Make sure that completed reports are sent to the appropriate body for review.
- Retain accurate records of employment that will count towards the induction period.
- Ensure that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Inform the governing board about the arrangements which have been put in place to support ECTs who are undergoing 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 in the appropriate body's quality assurance process.
- Ensure the school retains all relevant documentation and evidence on file for six years.
- Ensure that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.

There may also be circumstances where the headteacher is expected to:

- Obtain interim assessments from the ECT's/NQT'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.
- Notify the appropriate body when an ECT serving induction leaves the institution.

Induction tutors are expected to:

- Coordinate guide and support the ECTs' professional development
- Review ECTs' progress regularly during the induction period
- Undertake two formal assessment meetings over the induction period
- Coordinate input from other staff if required.
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Share progress review records with ECTs, the headteacher and the appropriate body.
- Inform ECTs of the judgements to be recorded in the formal assessment record and invite ECTs to give their comments.
- Observe the teaching of ECTs and provide feedback.
- Let ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Take prompt, appropriate action if ECTs are facing difficulties.
- Ensure all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

- Induction Tutors will ensure that ECTs and mentors attend all sessions led by our facilitators, that they engage fully in their self-directed study materials and that they have regular mentor meetings (usually weekly in Year 1, on average every other week in Year 2)
- Induction Tutors monitor the quality of mentoring and intervene where they judge that the ECT is not receiving the support they are entitled to –
- Induction Tutors will protect mentor's time (funded by the DfE in Year 2) so that mentoring can take place in the school day
- Induction Tutors and mentors monitor the wellbeing of the ECT and step in, for example, if it appears they are spending too long on programme activities
- Induction Tutors do not submit evidence to us about the progress of your ECTs

Mentors are expected to:

- Regularly meet with the ECT for structured sessions to provide effective, targeted feedback.
- Work in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ECF.
- Provide or coordinate effective support for the ECT, including phase- or subject-specific mentoring.
- Take prompt, appropriate action if the ECT is facing difficulties.

Appropriate bodies have a quality assurance role and are expected to:

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- Headteachers (and governing bodies where appropriate) are aware of and can meet their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable.
- Monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The appropriate body is expected to take steps to ensure that:

- Headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF.
- Headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in providing a suitable post for induction.
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Where an ECT/NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.
- Where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns.
- Induction tutors have the ability and sufficient time to carry out their role effectively.
- Mentors have the ability and sufficient time to carry out their role effectively.
- Headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates or wishes to introduce.
- The headteacher/principal has verified that the award of QTS has been made.
- The school is providing a reduced timetable in addition to PPA time.
- The ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the headteacher with information on the types of induction available.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

The governing board should:

- Ensure staff and the school are compliant with this policy and all relevant guidance.
- Ensure the school has the capacity to support the ECT.
- Ensure the headteacher is fulfilling their responsibilities.

Monitoring and review

This policy is reviewed annually by the headteacher and the governing board.