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Early Career Teacher Policy

Policy/Procedure management log

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SIR EDMUND HILLARY ACADEMY

POLICY DOCUMENT: ***Early Career Teacher Induction Policy***

Introduction

At Sir Edmund Hillary, we aim to provide the highest quality education to enable every pupil to achieve and make a positive contribution to society. We understand that children need to be motivated if they are to succeed in life, and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination. We expect all of our learners to achieve their potential, regardless of their personal circumstances, through educational provision delivered in a manner whereby learning is made as relevant, purposeful, coherent and enjoyable as possible.

To ensure that this aim is met, we believe that it is important to fully nurture, develop and support all staff at every stage of their career. The following policy is therefore aimed at enabling an Early Career Teacher (ECT) to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built. To ensure a successful induction, this policy is based upon the guidelines for induction with the latest legislation found here: Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies

Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. The Initial Teacher Training and Early Career Framework (ITTECF) provides an evidence base which will ensure that all ECTs receive the appropriate professional development by clearly setting out what each ECT should learn about and how to do in their first two years as a qualified teacher. Through the ITTECF, our ECTs will receive the appropriate support, training and guidance necessary to develop their skills and knowledge base.

The DfE-accredited materials include high-quality professional development, underpinned by the ITTECF, which will support early career teachers to develop the essential knowledge and skills to set them up for a successful and fulfilling career in teaching.

The ECT induction programme

The induction programme will be underpinned by the ITTECF, enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF. 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 your appropriate body, the body responsible for quality assuring your induction process.) In cases where ECTs are not undertaking a funded provider-led programme, the School -Led Programme will be quality assured by our appropriate body too. In cases where ECTs are undertaking a funded provider-led programme, through a Teaching School Hub, this layer of quality assurance is not necessary, as the programme has already been quality assured by the DfE, and the only responsibility of the appropriate body relates to compliance.

Sir Edmund Hillary Academy uses the following to provide the ITTECF materials options:

- **A funded provider-led programme** - This is provided by a local Teaching School Hub in conjunction with a lead/national provider. This includes the full curriculum, training and materials provided. The Appropriate Body works alongside this programme to check on the provision, progress and entitlement of the ECT.

- **Schools deliver their own training programme** (with the option to use freely available school-led materials and resources) - Schools can choose to develop their own programme of training and support based on the ITTECF. The content of the framework must be covered in full. Schools can choose to use, in full or in part, the freely available

Purpose

Sir Edmund Hillary has an induction process that has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to follow the statutory guidance, in conjunction with the local Teaching School Hub, ensuring compliance and to plan for a successful programme of support;
- to provide appropriate professional development and support through the role of an identified Mentor;
- to provide an appropriate and personalised programme of support through the role of an identified Induction Tutor;
- to provide ECTs with examples of good practice;

- to help ECTs form good relationships with all members of the academy community and stakeholders;
- to help ECTs become aware of the academy's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development and guidance with career development;
- to help ECTs perform, at least, satisfactorily against the Teachers' Standards.

All academy staff will be kept informed of the academy induction policy and be encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole academy 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

Each ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- 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 ITTECF-based induction

- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring, support and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the

dates of any absences from work during the period

- Keep copies of all assessment reports

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 Principal/Headteacher

The Principal/ 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 ITTECF-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:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- 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
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- 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, 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 ITTECF-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
- Regularly undertake and engage with their own ITTECF-based learning

Role of the Governing Board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's 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

Entitlement

The ECT should be proactive in his/her own career development. In addition to this, our schools' induction programmes will ensure that new teachers are provided with 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 standards for the award for qualified teacher status (QTS). The key aspects of an induction programme are as follows:

- enrolment onto the ITTECF two-year programme with the Teaching School Hub. This will provide rigorous training for both ECT and their mentors. All training content is aligned to the ITTECF.
- The ECT will have weekly mentor meetings in year 1 and 20 hours of mentoring (fortnightly) in year 2; ECT and mentor sessions are expected to be timetabled during teaching hours. In exceptional circumstances however where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time.
- Mentors will receive training across the 1 year of the programme;
- The ECT will have regular progress checks (terms 1, 2, 4 and 5 based on a FTE contract) and 2 formal assessment points at the end of year 1 and year 2;
- 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, phase specialists and other key staff where appropriate;
- time and regular opportunities to meet with other ECTs and teachers;
- observe experienced colleagues teaching;
- a reduction of 10% of the average teacher's workload in year 1 and 5% reduction in year 2;
- have teaching observed by experience colleagues, who hold QTS, on a regular basis;
- to receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate;
- opportunities for further professional development based on agreed targets.

Lesson Observation, Reviewing and Target Setting

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the Induction Tutor or another suitable person from inside or outside the institution, who holds QTS.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective. ECTs should have formal assessments carried out by either the Headteacher or the Induction Tutor. Mentors should not carry out formal assessments unless they are also acting as the Induction Tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Evidence used in assessments should be clear and transparent and copies provided to the ECT and Appropriate Body.

Evidence for each assessment point:

- evidence for assessments must be drawn from the ECT's work as a teacher during their induction;
- to ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents;
- there is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme;
- judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

ECT assessment will continue to be against the Teachers' Standards only and not against the Initial Teacher Training and Early Career Framework (ITTECF).

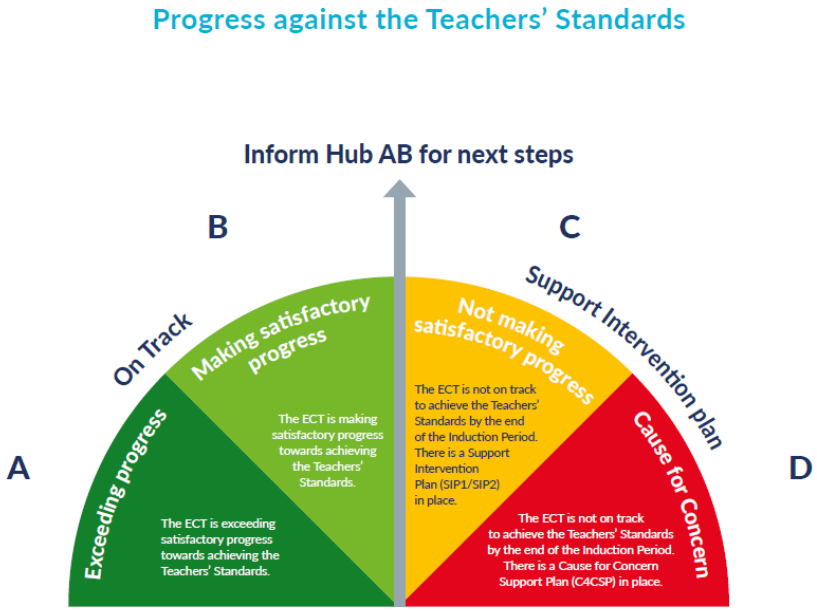
Formal assessment meetings between the ECT and the Induction Tutor will take place at each assessment point. These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

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 headteacher, induction tutor and the ECT.

The school/Academy may be subject to a quality assurance and moderation from the Appropriate Body where all parties will meet the AB lead to discuss the extent to which the induction period has been a fair and object process.

<u>At Risk Procedures</u>



If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place:

- an expectation is established that the support provided will enable any weaknesses to be addressed;
- recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem in the form of a support plan;
- agreed, attainable targets for action, with specific and practical steps and timescales outlined for securing an improvement in teaching practice;
- experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Headteacher/named contact at the Appropriate Body will support the Induction Tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the induction period and that all steps have been taken to improve the situation.

The ECT must be made aware of any concerns, at all stages, throughout the induction process. There must never be any surprises about areas of concern for the ECT.

Extension and Reduction of Induction Period

There may be exceptional circumstances in relation to ECT induction which require either an extension or reduction to the ECT induction period. The Induction Lead will discuss this with the Appropriate Body lead immediately if the Academy believes that the ECT meets the required standard for this. Supporting evidence to back the need for an extension or reduction must be provided by the School/Academy.

The Appropriate Body then has an impartial panel which convenes to review the evidence alongside the Teaching School Hub who issues the final decision in relation to any such changes to the ECT's induction period.

Failure of the Induction Period

There may be exceptional circumstances in relation to ECT induction where the Academy recommends that the ECT has not satisfactorily and consistently met the Teachers' Standards during their induction period.

The Academy will follow procedures outlined by the Appropriate Body, who will make a decision regarding the outcome of induction.

If a decision is made to uphold the fail recommendation, we will treat our Academy as a relevant school, as outlined in the "Induction for early career teachers, England" guidance.

Formal Capability

In a few particularly serious cases it may be necessary to instigate capability procedures before the end of the induction period, which may lead to dismissal. If this is the case, for as long as the ECT remains at the Academy, the induction process will continue in parallel and separate to the capability procedure. The Appropriate Body should be informed. Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

Addressing ECT Concerns

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

This policy is based on and follows the guidance and statutory requirements set out in Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies