



Policy for the Induction of Early Career Teachers (ECTs) (previously NQTs)

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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. Our school's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an Early Career Teacher (ECT) to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs as required using the Early Career Framework (ECF)
- to provide appropriate guidance and support through the role of an identified induction tutor/mentor
- to provide ECTs with examples of good practice
- to encourage reflection on their own and observed practice
- to provide opportunities to identify areas for development
- to provide opportunities to recognise and celebrate good practice
- to help ECTs form good relationships with all members of the school community and stakeholders
- to help ECTs become aware of the school's role in the local community
- to help ECTs to develop an overview of a teacher's roles and responsibilities
- to provide a foundation for longer-term professional development
- to help ECTs perform satisfactorily against the Teachers' Standards
- **To develop an understanding of the specific nature of Deaf education**
- **To begin the acquisition of British Sign Language**

The whole staff will be kept informed of the school's induction policy and encouraged to contribute and participate in its implementation and development as and when required.

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

The Governing Body

The governing body will be fully aware of the contents of the DfE's statutory guidance on induction for ECTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Headteacher

The headteacher at Blanche Nevile School plays a significant and leading role in the process of inducing new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction lead, the headteacher will also observe each ECT.

Statutory responsibilities are:

- Make arrangements with an Appropriate Body (AB) to oversee the school's induction programme for each ECT employed
- Ensure an appropriate induction programme is set up based on the ECF
- Appoint a suitably experienced teacher to the induction tutor/mentor role
- Ensure the induction tutor and mentor both have sufficient time to carry out their role effectively
- Make a recommendation to the AB whether or not an ECT has performed satisfactorily against the Teachers' Standards (TS) for the completion of induction
- Observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the TSs whilst informing the AB immediately
- Keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings

Induction Tutor

The induction tutor is responsible for initiating the ECT into the teaching profession and into our school's systems and structures. The role embraces many important tasks, including the planning, implementing and evaluation of a personalised programme of support and development for each ECT, providing advice, guidance and the rigorous but fair assessment of an ECT's performance, carrying out regular progress reviews throughout the induction period, especially where a formal assessment does not occur. It also entails keeping relevant and accurate records of progress and achievement against the TSs and undertake two formal assessments required end of term three and the end of term six.

Mentor

The mentor is a different role to the Induction tutor, the mentor is expected to support the ECT a less experienced colleague building trust and modelling positive behaviours. Regularly meet for structured sessions to provide effective targeted feedback, ensure the ECT receives an ECF induction programme. Provide or broker effective support, mentoring and coaching. Take appropriate action if the ECT appears to be experiencing difficulties.

Entitlements

Each ECT should be proactive in her/his own career development. However, our induction programme ensures 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 the induction programme for ECTs at Blanche Nevile School are as follows:

- Access to a Full Induction Programme (FIP) through North East London Teaching School Hub that will commence upon appointment
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss the start to the induction period and any initial support the ECT requires, and how they will be assisted in this.
- Help and guidance from an induction tutor and mentor who is an experienced teacher; is knowledgeable about the phase group/year group/subject; has been trained in the induction process and has coaching and mentoring skills.
- Regular meetings with the induction tutor, mentor, senior managers, subject coordinators/ leaders and other key staff where appropriate
- Opportunities to observe experienced colleagues teaching
- A reduction of 10% of the average teacher's time-table in year one and 5% in year two. This time is used for participating in the CPD identified and agreed with the induction tutor and mentor and is in addition to the statutory 10% PPA time already allocated to teachers
- Have teaching observed by the induction tutor (at least half-termly) and by other relevant colleagues (headteacher, subject leads, coordinators etc.) on a regular basis
- To receive prompt written as well as oral feedback on the teaching observed against the standards and to receive feedback about strengths and areas for development as appropriate
- Receive and engage in progress reviews meetings informed by existing evidence to review action plans, record achievements against the standards and raise concerns
- Opportunities for further professional development based on agreed objectives
- Receive progress reviews term 1 ,2, 4 and 5 and the formal assessment term 3 and 6

Lesson observations

Will be planned and conducted half-termly by the induction tutor and completed in accordance with the ABs guidelines which are based on DfE's statutory guidance.

Professional Progress reviews

The Induction tutor and ECT will meet throughout the induction period with progress review taking place in each term where a formal assessment is not scheduled. To review progress against the TS, scrutinise lesson observations, identify and record achievements against the standards on the progress tracking sheet and raise concerns.

Formal assessment meetings

The headteacher or the Induction tutor and ECT will meet three weeks prior to the submission of report to the AB. The assessment will take the form of a professional dialogue. The report must be signed by the headteacher, induction tutor and the ECT.

At risk procedures

1. Initial concern - the following procedures will be put into place:
 - Induction tutor and ECT identify the difficulties.
 - New agreed support plans will be developed with specific support outlined for securing an improvement in practice.
 - Early warning of the risk of failure will be given and the school's concerns communicated to the AB without delay.
2. Continued concern - the headteacher and AB coordinator will support the induction tutor and ECT in observations and planning an appropriate programme. To ensure satisfactory completion of the ECT induction period and that all steps have been taken to improve the situation.
3. Improvements not achieved - despite the additional support, the headteacher, induction tutor and AB coordinator will meet with the ECT to explain their options and provide advice on next steps.

The ECT will be made aware of any concerns, at all stages, throughout the induction process.

Addressing ECT's concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the ABs 'Named contact'.

This policy was agreed and adopted in Blanche Nevile School in January 2022. It will be reviewed in January 2024.

- as part of the school's development cycle by Blanche Nevile School (month) Blanche Nevile School (year)
- prior to this date should there be any changes to statutory requirements.

This policy is based on and follows the guidance and statutory requirements set out in <http://www.education.gov.uk/b0066959/nqt-induction> - 'Statutory guidance on induction for newly qualified teachers (England)'.