



ASPIRATION + DETERMINATION + SUCCESS

Early Career Teacher Induction Policy

Lead Author: Rachel Congreve

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This policy is based on:

-The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021 and March 2023's updated guidance.

-The Early Career Framework reforms.

Review date: March 2024

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1. Introduction

The first two years of teaching are not only very demanding but also of critical significance in the professional development of a new teacher. It is vital that early career teachers (ECTs) receive a smooth transition into the teaching profession through appropriate guidance, support and challenge. This then provides a firm foundation for career-long professional development.

ECTs carry out two years of formal induction (full time equivalent) in line with the Department for Education's Induction for early career teachers (England) - GOV.UK (www.gov.uk).

Linking in-house and external provider training

ECTs receive a personalised in-house programme of support, monitoring and assessment, which is coordinated by their Professional Tutor and reinforces the training schedule set out by Teach First who are our chosen training provider. ECTs also receive weekly guidance from a mentor to support them through their professional development, using the Early Career Framework (ECF). All other teaching and support staff in the school also play a part in induction, as they share their knowledge, skills and experience.

Longhill High School welcomes early career teachers into the staff team, as they bring fresh approaches and ideas that the whole school can benefit from. Before ECTs start induction, they must be registered with an 'appropriate body', which has the main quality assurance role within the induction process.

Awarding bodies

Longhill High School welcomes early career teachers into the staff team, as they bring fresh approaches and ideas that the whole school can benefit from. Before ECTs start induction, they must be registered with an 'appropriate body', which has the main quality assurance role within the induction process. Full details of the appropriate body's responsibilities can be found in the DfE's statutory guidance.

In line with the March 2023 changes, ECTs in year 2 are quality assured by the Local Authority who are the awarding body and for ECTs in year 1 starting September 2023, Step Ahead Teaching School Hub are the awarding body.

Induction begins after achieving Qualified Teacher Status (QTS).

- The Headteacher will make recommendations about whether the ECT's performance against the relevant standards is satisfactory
- The Professional Tutor (with QTS) will oversee the induction
- Each ECT will be appointed with a designated ECF mentor with QTS
- The governing body will ensure that the setting has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities

The post that the ECT is being appointed will:

- provide the ECT with an ECF-based induction programme
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period

- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme
- not make unreasonable demands upon the ECT
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach
- not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- involve the ECT regularly teaching the same class(es)
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

3. Monitoring, support and assessment

An ECT's progress is regularly monitored by the Professional tutor throughout the induction period, so they can show they are meeting the DfE's Teachers' Standards consistently, with appropriate support put in place as required.

a) Lesson observations

DfE Statutory Guidance: "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 are undertaken by the induction tutor or another suitable member of staff:

- all lessons observers hold QTS;
- the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion, and
- any written record will indicate where any development needs have been Identified."

Appropriate body expectations:

At the start of the first year there is a short observation of the ECT's teaching by the professional tutor, so that initial targets can be set. The target setting meeting at the start of the year is a good opportunity for the professional tutor to also explain all the support and monitoring that will be in place. Targets will be based on the ECT's previous practice (if areas for development have been identified) and the school's priorities. Lesson observations should be carried out during every half-term, i.e. six per year.

b) Termly progress reviews

DfE Statutory Guidance: "The professional tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

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, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and 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 professional tutor will update the headteacher on the ECT's progress after each progress review. The Professional tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress.

Where the Professional tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track.

Appropriate body expectations:

The outcomes of the progress reviews in terms 1, 2, 4 and 5 will be submitted to the appropriate body, stating whether the ECT is making satisfactory progress.

If the ECT is not making satisfactory progress, further information will be disclosed to the appropriate body that outlines what additional support has been put in place. This will usually be through a six-week support plan but can be for different periods.

A system for collecting evidence should be agreed between the ECT and Professional Tutor at the start of the year to ensure that evidence is accessible and can be monitored regularly. The ECT is expected to collect a variety of different types of evidence, so the induction tutor can make informed decisions about how well the ECT is progressing.

c) Half-termly progress reviews

The professional tutor will carry out informal progress reviews halfway through each term, to identify if the ECT is making satisfactory progress, or if targets need to be reviewed and extra support put in place.

d) Annual assessments

These will be carried out by the Induction Tutor and the Deputy Head in charge of Teaching and Learning and not the mentor, this is in line with DfE guidance where "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 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). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for assessments is 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.

Formal assessment reports are completed for both formal assessments. These reports clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

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 should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT adds their comments. They are then signed by the professional tutor, headteacher and the ECT.

Once signed, the ECT is given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

Appropriate body expectations:

Assessment reports are completed during a formal meeting with the professional tutor during the two weeks leading up to the assessment due date. Mentors are not responsible for monitoring and assessment, so should not carry out the annual formal assessments.

Reports for year 2 ECTs are completed in accordance with the relevant awarding body's guidelines and are electronically signed by the Headteacher, ECT and professional tutor. Assessment reports should be signed off by all parties as close to the assessment due date as possible, and certainly within ten working days.

4. Continuing professional development

Reduced timetable

We adhere to the DfE Statutory Guidance on ECTs reduced timetable so that "in the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%."

This additional non-contact time should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.”

There is regular and frequent time set aside for the ECT to carry out development Activities. Longhill High school recognises that ECTs sometimes need to attend training courses and other developmental activities at times outside their scheduled CPD time. We aim to accommodate this where possible, but the ECT is expected to request any change in timetable at least two weeks prior to the activity.

The reduced timetable is to be predominantly used to follow the Early Career Framework, as set out in Early career framework reforms: overview - GOV.UK (www.gov.uk).

Longhill High school has chosen to register with a provider to deliver the Early Career Framework and has registered with Teach First for this provision.

5. Part-time ECTs and ECTs starting mid-year

Longhill High school recognises that extra consideration needs to be taken when supporting part-time ECTs and ECTs starting mid-year, to ensure they receive similar opportunities to other ECTs in the school and are not disadvantaged.

We will:

- Ensure the ECT and their induction tutor are given the opportunity to attend a welcome event and/or induction tutor training, offered by the appropriate body at the start of each term
- Seek advice from the appropriate body to ensure lesson observations, progress reviews and other monitoring is scheduled at appropriate intervals
- Provide extra opportunities for part-time ECTs who may need to catch up from staff meetings and events that have occurred on non-working days
- Carry out extra monitoring meetings for ECTs starting mid-year, for the first term at least, to identify any potential challenges due to taking over already-established classes
- Ensure that, when timetabling CPD time for part-time ECTs, they receive adequate time to carry out meaningful development activities – e.g. for ECTs working on a 0.5 contract, PPA time and CPD time can be scheduled on alternate weeks in the first year to give half a day per fortnight for each.

6. ECTs experiencing difficulties

New teachers sometimes experience difficulties, and an induction tutor may feel an ECT is not progressing satisfactorily against the Teachers’ Standards. Extra support is provided as soon as the need is identified, which can include:

- A joint lesson observation by the induction tutor and Deputy Head with prompt and constructive feedback to the ECT
- A formal support plan (four to six weeks, as appropriate), with weekly targets and review meetings, so that the pace of progress is controlled by the induction tutor
- The headteacher is kept updated during this period and written records are kept of all meetings and sent to the ECT so they are clear about their progress and actions.
- As soon as possible, and certainly prior to the progress review or assessment meeting, the headteacher will update the appropriate body, who will provide further advice and in some cases co-ordinate external support.

If an ECT is making unsatisfactory progress early in the induction period, by putting in appropriate additional monitoring and support, the ECT normally goes on to meet the requirements for satisfactory completion of induction.

7. Roles and Responsibilities

Everyone in the school can help to support the ECT, but there are key people that have specific roles and responsibilities in the induction process.

The ECT's responsibilities:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guaranteed engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor / within the institution;
- keep track of and participate effectively in the 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;
- retain copies of all assessment forms,

The Induction Tutor's responsibilities:

- provide, or co-ordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (term 3 and 6);
- carry out progress reviews in terms where a formal assessment does not occur (terms 1, 2, 4 and 5);

- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress take prompt, appropriate action if an NQT appears to be having difficulties;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

The Mentor's responsibilities:

- 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 ECT's 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;
- take prompt, appropriate action if an ECT appears to be having difficulties.

The Deputy Head's responsibilities:

- along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction;
- to inform the Head Teacher of progress of ECTs so they are able to comment accurately in the final assessment report;
- act on behalf of the Head Teacher where appropriate and inform them of how the school's ECT Induction Programme is meeting DfE's requirements.

Before the induction period starts, the Head Teacher (or assigned Deputy Head) is expected to:

- check that the teacher has been awarded QTS by the Teaching Regulation Agency (TRA) by going to TRA Sign-in – please note that a university certificate is not confirmation that the TRA has awarded QTS;
- clarify on the above website if the ECT needs to serve an induction period or is exempt from induction – please note that a teacher can carry out induction whilst on short-term supply, if the contract is for at least a term;
- register the ECT with an appropriate body (contact details for Brighton & Hove City Council are at the end of this document);
- ensure that the requirements for a suitable post for induction are met (see Induction for early career teachers (England) - GOV.UK (www.gov.uk) page 14);
- ensure the ECT has a 10% reduced timetable for development activities, in addition to PPA time (see the above guidance, page 15);
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively

- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place.

Once the induction period starts, the Head Teacher (or assigned Deputy Head) is expected to:

- ensure the ECT's progress is reviewed regularly, including through observations of and feedback of their teaching;
- ensure that assessments are carried out and reports completed and submitted to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving 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 appropriately in the appropriate body's quality assurance procedures retain all relevant documentation/evidence on file for six years.

In certain situations, the Head Teacher (or assigned Deputy Head) is expected to:

- obtain assessment forms and/or interim assessments from the ECT's previous post (to inform target setting) and send copies to the appropriate body 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.

The Governing Body:

- should ensure the school is complying with Induction for early career teachers (England) - GOV.UK (www.gov.uk);
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;

- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process;
- can request general reports on the progress of an ECT.

The Professional Tutor should:

- provide mentors with structured systems to support their ECTs and ensure they are fully aware of their responsibilities and deadlines;
- ensure ECTs and Mentors understand the Teachers' Standards and how they should be used;
- ensure the ECT follows an ECF-based induction is followed, supported by a mentor;
- Support mentors in monitoring the ECTs' progress against the Teachers' Standards by, for example, undertaking joint observations;
- provide extra support to mentors where ECTs are experiencing difficulties ensure, on behalf of the Headteacher, that the named contact at the appropriate body is alerted to any concerns about an ECT's progress.

Completion of the induction year

The appropriate body will make the final decision as to whether the ECT has met the standards for the successful completion of induction, or an extension is required. If an ECT has not met the standards, the appropriate body will form a panel to consider whether an extension is required. On successful completion of the induction year, the appropriate body will inform the Teaching Regulation Agency, who will then update the ECT's teacher record. The ECT will then join the school's appraisal cycle.