



# Ousedale School

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## Early Career Teachers (ECT) Induction Policy

Reviewed and approved by Personnel Committee	2 October 2023
Reported to Full Governors	4 December 2023
Next due for review by Personnel Committee	October 2024

## **1.0 Introduction**

1.1 This policy is based on the Department for Education's statutory guidance Induction for Early Career Teachers 2023. Ousedale School aims to provide an ECT induction programme that meets all the statutory requirements, providing ECTs with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the induction period. We recognise that the induction programme and period should provide a foundation for ECTs to equip them with the tools to be effective and successful teachers. We also aim to ensure that all staff understand their role in the induction programme.

## **2.0 The Induction Programme**

2.1 For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will typically serve a full-time equivalent. In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced.

2.2 The programme is quality assured by Chiltern Teaching School Hub, our 'appropriate body'.

## **2.3 Posts for induction**

2.3.1 Each ECT will:

- Be provided 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
- Have an appointed induction mentor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range in the first year, and no more than 95% in the second year.
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Be given appropriate preparation and support for any additional non-teaching responsibilities
- Not normally teach outside the age range and/or subjects they have been employed to teach

## **2.4 Support for ECTs**

2.4.1 We support ECTs with:

- Their designated Induction Mentor, who will provide mentoring and coaching support at weekly meetings, support ECTs in meeting the Teachers' Standards and acquiring the knowledge and skills set out in the Early Career Framework.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback and termly professional reviews of their progress, conducted by the Induction Tutor, at which targets will be set and reviewed to support their progress.
- Support from the Professional Tutor who will oversee the ECT Induction Programme
- A full programme of ECF based training provided by a DfE approved external trainer
- Access to the school's internal CPD programme
- Opportunities to observe experienced teachers and take part in joint planning and assessment activities
- Access to any additional external training identified as necessary by their induction mentor, where funding allows.

## **2.5 Assessments of performance**

- 2.5.1 Formal assessment meetings will take place termly, carried out by the Induction Tutor and reviewed and moderated by the Professional Tutor.
- 2.5.2 These meetings will be informed by clear and transparent evidence gathered 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.
- 2.5.3 After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.
- 2.5.4 At the end of the two-year programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Induction Tutor to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form. All decisions will be moderated by the Professional Tutor.
- 2.5.6 The ECT must add their own comments to all formal assessment reports including the final assessment form.
- 2.5.7 The form will then be sent to the appropriate body, which will make the final decision on whether the ECT has passed their induction period.

## **2.6 At-risk procedures**

- 2.6.1 If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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
  - Additional support is put in place to help the ECT improve their performance
- 2.6.2 The areas for improvement, objectives and support will be summarised in an action plan compiled by the Induction Tutor and Professional Tutor through discussion with the ECT.
- 2.6.3 When an action plan is put in place, the Professional Tutor will inform the Appropriate Body.
- 2.6.4 If there are still concerns about the ECT's progress at their next formal assessment, the Senior Assistant Headteacher will meet with the ECT, to ensure that the ECT is aware of the implications as outlined in the statutory guidance. The Professional Tutor will update the action plan for the next assessment period.
- 2.6.5 Monitoring and support throughout induction will ensure that there are no surprises when an ECT reaches a formal assessment point.
- 2.6.7 In some instances, it may be necessary to instigate capability procedures during the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the school the induction programme must continue in parallel with the capability procedures.

## **3.0 Roles and responsibilities**

### **3.1 Role of the ECT**

- 3.1.1 The ECT will:
  - Provide evidence that they have QTS and are eligible to start induction
  - Meet with their induction mentor and induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
  - Agree with their induction mentor and Professional Tutor how best to use their reduced timetable allowance

- Provide evidence of their progress against the relevant standards
- Participate fully in the ECF based training programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Participate fully, where appropriate, in any action plans put in place as part of at-risk procedures, as outlined in 2.6.
- Agree with their Professional 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 forms

#### 3.1.2 When the ECT has any concerns, they will:

- Raise these with their Induction Tutor as soon as they can
- Raise these with the Professional Tutor if the concerns relate to their Induction Tutor
- Raise these with the senior assistant headteacher (professional development) if the concerns relate to the Professional Tutor
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues within the school

### 3.2 **Role of the Headteacher**

#### 3.2.1 The 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
- Maintain and keep accurate records of employment that will count towards the induction period
- At the end of the induction period, make a formal recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory or an extension should be considered.

### 3.3 **Role of the Senior Assistant Headteacher (Professional Development)**

#### 3.3.1 The senior assistant headteacher (professional development) will:

- Ensure the Professional Tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way
- Make the Governing Board aware of the arrangements in place for the ECT's induction
- Ensure that the ECT induction programme is underpinned by the ECF
- Ensure that the Headteacher is kept informed of the ECT's progress
- Make sure the ECT's post is suitable according to statutory guidance
- Participate in the appropriate body's quality assurance of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years
- Obtain, where necessary, interim assessments from an ECT's previous post
- Ensure moderated observation of an ECT who may be at risk of not performing satisfactorily against the standards
- Advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period
- Notify the appropriate body where an ECT serving induction leaves the school

### 3.4 **Role of the Professional Tutor**

#### 3.4.1 The Professional Tutor will:

- Hold QTS and have the necessary skills and knowledge to work successfully in the role
- Ensure that the Induction Mentor and Induction Tutor are appropriately trained and have sufficient time to carry out their roles effectively
- Moderate formal and final assessments and recommendations to the appropriate body to ensure parity across the cohort
- Notify the Appropriate Body after each progress review, stating whether the ECT is making satisfactory progress
- Coordinate and participate in a schedule of observations which provide ECTs with written feedback on their teaching
- Ensure that the Senior Assistant Headteacher (professional development) and appropriate body are kept informed of the ECT's progress
- Participate in the Appropriate Body's quality assurance procedures of the induction programmes
- Ensure 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
- Lead the at-risk procedures outlined in 2.6, taking responsibility for compiling and reviewing any action plans required and sharing these plans with the appropriate body
- Co-ordinate the programme of ECF based training
- Notify the appropriate body as soon as an ECT's absences total 30 days or more
- Evaluate the ECT induction programme, including mentoring, assessments and ECF based training on an annual basis and update the programme accordingly to ensure continuous improvements.

### **3.5 Role of the Induction Tutor**

#### **3.5.1** The Induction Tutor will:

- Hold QTS and have the necessary skills and knowledge to work successfully in the role
- Participate in a schedule of observations which provide ECTs with written feedback on their teaching
- Review the ECT's progress termly, identifying whether satisfactory progress is being made, setting and reviewing development targets against the Teachers' Standards and providing the ECT, the Professional Tutor and the appropriate body with a written copy of the review.
- Complete annual formal assessments, coordinating input from other colleagues as appropriate, and share the reports with the ECT, the Professional Tutor the Senior Assistant Headteacher (professional development), the Headteacher and the Appropriate Body
- In the circumstances where an ECT leaves a post prior to completing the induction period, complete an interim assessment which will ensure that the induction can be continued effectively in any subsequent post
- Participate in the Appropriate Body's quality assurance procedures of the induction programmes

### **3.6 Role of the Induction Mentor**

#### **3.6.1** The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- Facilitate the ECT's observation of experienced teachers
- Ensure that the Induction Tutor is kept informed of the ECT's progress and engagement with the induction programme and take prompt action where an ECT appears to be having difficulties
- Have a working knowledge of the ECF

- Take part in the externally provided training programme for mentors and any internally organised training to support their role
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Collaborate with other induction mentors and the Professional Tutor to share good practice in mentoring and coaching

### **3.6 Role of the Governing Board**

#### **3.6.1 The Governing Board will:**

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure 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 procedure
- If it wishes, 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

### **3.7 Role of SLT**

#### **3.7.1 SLT will:**

- Conduct observations of the ECT's teaching, according to the schedule compiled by the Professional Tutor
- Meet with the ECT to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance
- Provide feedback promptly and in a constructive manner
- Provide written feedback which will clearly indicate any developmental needs that have been identified.

### **4.0 Monitoring Arrangements**

- 4.1 The ECT induction programme will be evaluated annually by the Professional Tutor in consultation with the Senior Assistant Headteacher (professional development).
- 4.2 The ECT induction programme will be reviewed by the appropriate body in line with its procedures.
- 4.3 This policy will be reviewed annually by the Governors' Personnel Committee and ratified by the full Governing Board.