

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

Together we care, learn and thrive

Early Career Teacher Induction Policy

Approved January 2025
Review Annually

‘Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning’

Proverbs 9:9

Statement of intent

At Welton St Mary’s Church of England Primary Academy, 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. ECTs bring new ideas and fresh approaches to teaching. In turn, the school endeavours to develop and nurture a promising career. To ensure that we provide the highest quality education to enable every pupil, regardless of background, 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 can be built.

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 Early Career Framework (ECF) provides an evidence base which will ensure that all ECTs receive the appropriate professional development by clearly setting out what each ECT should learn in their first two years as a teacher. Through the ECF, along with any additional personalised support that is necessary, our ECTs will receive the appropriate support, training and guidance necessary to develop their skills and knowledge base.

At Welton St Mary’s we implement the Full Induction programme (FIP) which includes high-quality development materials, underpinned by the ECF, 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 induction period for ECTs will:

- enable ECTs to build upon existing knowledge, skills and understanding.
- assist ECTs in becoming full members of the teaching profession and provide a foundation for CPD.
- enable ECTs to meet identified goals and complete their induction year by performing at least satisfactorily against the Teachers’ Standards.
- be systematic, fair and rigorous in the assessment of ECTs’ professional practice.
- provide support to ECTs failing to make satisfactory progress.
- follow the statutory guidance, in conjunction with the local Teaching School Hub, to ensure compliance and to plan for a successful programme of support;
- provide appropriate counselling and support through the role of an identified mentor and senior mentor;
- provide ECTs with examples of good practice internally (and externally if required);
- help ECTs form good relationships with all members of the school community and stakeholders;
- encourage reflection on their own and observed practice through regular mentor meetings;
- provide a foundation for longer-term professional development and guidance with career development;

School staff, where necessary, will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

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

ECTs are responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals (progress reviews).
- Discussing and agreeing with their mentor and/or induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards'. The school is mindful of ECT workload and therefore this evidence can be gathered through formal discussions and does not have to be lengthy and/or written.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating positively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.

The Headteacher is responsible for:

The Headteacher will play a significant and leading role in the process of inducting new colleagues to the profession. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an Induction Tutor or other suitably experienced colleagues. In addition to the statutory requirements the Headteacher will:

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the local governing body aware and up to date about induction arrangements and the results of formal assessment meetings.
- Make sure 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.
- Retain accurate records of employment that will count towards the induction period.
- Inform the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Ensure the school retains all relevant documentation and evidence on file for six years.
- Ensure that, under certain circumstances, the following steps are undertaken:
 - Obtaining interim assessments from the ECT's previous post
 - Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party
 - Notifying the appropriate body if an ECT is absent for a total of 30 days or more
 - Regularly informing the governing board about the school's induction procedures
 - Providing interim assessment reports for staff moving in between formal assessment periods
 - Informing the appropriate body when an ECT serving induction leaves the school

Induction tutors are responsible for:

The principal requirement for the Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into a school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, liaising with the Teaching School Hub to be the lead for the ECF programme, being an advocate for ECT in school and providing opportunities for these beginner teachers to participate in additional supporting activities, e.g. brokering CPD opportunities, providing support and guidance and the rigorous but fair assessment of ECT performance.

The tutor must undertake two formal assessment meetings over the induction period and carry out progress reviews in terms where a formal assessment does not occur. This includes Informing ECTs of the determination of their progress against the 'Teachers' Standards'. These progress review records are then shared with ECTs, the headteacher and the appropriate body.

The tutor will observe the teaching of ECTs and provide supportive feedback. 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. They are expected to take prompt, appropriate action if ECTs are facing difficulties.

Mentors are responsible for:

The role of the Mentor has been significantly enhanced under the new ECF policy. In addition to the Induction Tutor, who has the responsibility for the formal assessment of the ECT, a Mentor is appointed to provide on-going support on a daily basis. The Mentor will contribute to the judgements about the performance against the Teachers' Standards and is responsible for keeping a record of mentor meetings. Mentors will be asked to provide a summative comment about the ECT's progress against the Standards prior to each assessment point. The Headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected

to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training, where appropriate.

Appropriate bodies have a quality assurance role and are responsible for:

- Ensuring that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- Consulting with the Headteacher on the nature and extent of the quality assurance procedures in the school.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- 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.

The governing board is responsible for:

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Investigating concerns raised by an ECT as part of the school's Grievance Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.

Entitlement

The ECT should be proactive in his/her own career development. In addition to this, our schools' induction programme 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 ECF 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 ECF and provides ECT with training in the 5 core areas;
 1. Behaviour management
 2. Pedagogy
 3. Curriculum
 4. Assessment
 5. Professional Behaviours
- The ECT will have weekly mentor meetings in year 1 of the ECF and fortnightly mentor meetings in year 2;
- Mentors will receive training of 36 hours across the 2 years 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 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.

Confidentiality

The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.

All ECTs will be made aware of who has been granted access to their assessments. The governing board can request termly general reports on the progress of an ECT but cannot automatically have access to this information. The only exception to this is when an ECT has a concern about an assessment, which would require the governing board to access the assessment forms to review the situation.

Special circumstances

To recognise the experience of ECTs who already have significant experience teaching whole classes and working to the 'Teachers' Standards', appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish. The appropriate body also has discretion to reduce the prescribed induction period to a minimum of one term. When considering reducing an induction period, the appropriate body will consider advice from the headteacher and ensure the ECT is in agreement with the decision.

If an ECT is absent for a total of 30 days or more, the induction period will be extended by the aggregate of total days absent.

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement leave during their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction. If an ECT chooses to extend their induction in these circumstances, the request will be granted. If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. Reasons for this may include illness, personal crisis, disability, a lack of support during induction, etc.

The appropriate body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements.

Unsatisfactory progress and appeals

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the headteacher, organising refresher training, and providing more guided supervision. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place. The induction tutor will notify the appropriate body of this determination and will share the support plan to be reviewed. The appropriate body and the headteacher will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- An effective support program is in place to help the ECT improve performance.

When there are still concerns about the ECT's progress following intervention, the headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and discuss the following with them:

- The identified weaknesses
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- Details of additional support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

Monitoring and review

The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the headteacher immediately. Any changes to this policy will be communicated to all relevant stakeholders.