



West Byfleet Junior School

Early Career Teacher Policy

Rationale

The first two years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Early Career (ECT) Induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

Guidance from the DFE on these new frameworks can be found at:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

Purposes

Our school's Induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- Work alongside Best Practise Network to provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success and to act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help ECTs meet all the core standards.

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

We strongly believe in our collective responsibilities to support and nurture our teachers. The following roles and responsibilities are in accordance with those outlined within the DFE's statutory induction guidance for ECTs.

Policy: Early Career Teacher Policy
Nominated Staff Lead: Deputy Headteacher

Status: Statutory
Review cycle: Annual
Next Review: Autumn 2024

The Governing Body

The governing body is fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all their obligations. The governing body is kept aware and up to date about induction arrangements and the progress of ECTs through the head teacher's report.

The governing body:

- should ensure compliance with the requirement to have regard to the Statutory guidance
- should be satisfied that the institution has the capacity to support the ECT
- should ensure the headteacher/principal 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 Head teacher.

The head teacher at WBJs plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an ECT tutor (currently the deputy head) and ECT mentor (currently the Senior Teacher), the head teacher will be kept informed of their progress. The head teacher will ensure the Statutory responsibilities are met by:

- ensuring the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- ensuring the mentor is appropriately trained and has sufficient time to carry out their role effectively
- ensuring an appropriate ECF-based induction programme is in place
- ensuring the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- ensuring that formal assessments are carried out and reports completed and sent to the appropriate body
- maintaining and retain accurate records of employment that will count towards the induction period
- make the governing board aware of the support arrangements in place for the ECTs completing induction
- make a recommendation to the appropriate body on whether the ECT's performance against the teacher standards is satisfactory
- retain all relevant documentation, evidence and forms on file for 6 years

There may also be circumstances where the headteacher is expected to:

- obtain interim assessments from the ECTs previous post

- 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

Whilst, many of the tasks associated with the above will be carried out by a coordinator or ECT mentor the head teacher will make the final recommendation.

- observe and give written warnings to any ECT at risk of failing to meet the Standards
- keep the governing body up to date about induction arrangements and ECT progress

Tutor

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into each school's systems and structures as well as supporting the assessment and progress of each ECT through formal reporting and regular progress reviews. 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, providing support and guidance and the rigorous but fair assessment of ECTs performance as assessed against the Teachers' Standards.

The induction tutor provides the ECT with regular progress reviews, annual formal assessments, monitoring and support and is expected to:

- provide, or coordinate, guidance for the ECT's professional development
- carry out regular progress reviews throughout the induction period
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate
- carry out progress reviews in terms where a formal assessment does not occur
- 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

Mentor

Mentors will play a key role in the development of ECTs and the transferable skills learned during training will produce long lasting benefits for Mentors' schools and colleagues. The ECT mentor is responsible for the overall management of initiating ECTs into the teaching profession and into WBS systems and structures. The mentor will be responsible for carrying out various tasks, such as organising an induction programme and holding weekly mentor meetings.

The mentor will:

- 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
- engage with the ECF programme (as selected by the school) of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements

The Appropriate Body

All ECTS must be registered with an Appropriate Body. The Appropriate Bodies will have a role in checking that Early Career Teachers are receiving a programme of support and training based on the ECF. This will be alongside their current role ensuring that new teachers receive their statutory entitlements and are fairly and consistently assessed. The Appropriate Body makes the final decision as to whether an Early Career Teacher's performance is satisfactory against the Teachers' Standards. In doing this, the Appropriate Body would draw on the recommendation of the headteacher.

Early Career Teacher (ECT)

The ECT has a vital part to play in their own induction, they 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 ECF-based induction
- provide evidence of their progress against the relevant standards
- participate fully in the monitoring 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
- retain copies of all assessment reports
- raise any concerns 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

Entitlement

Our induction programme ensures that new teachers are provided with the 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 the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for ECTs at WBJs are as follows:

Policy: *Early Career Teacher Policy*
Nominated Staff Lead: *Deputy Headteacher*

Status: *Statutory*
Review cycle: *Annual*
Next Review: *Autumn 2024*

- Access to an Induction programme that will commence upon appointment, the induction programme will last for a period of two years.
- Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from a mentor who is adequately prepared for the role and will coordinate the induction programme.
- Weekly meetings with a mentor and, as needed, meetings with subject coordinators, Inclusion Manager etc.
- A programme of observations to be carried out by the induction tutor.
- In the first year of teaching a reduction of 10% of the average teacher's workload (in addition to PPA time) and a reduction of 5% of the average teaching time (in addition to PPA time) during their second year. This time is used for participating in the Induction programme that will be delivered by Best Practise Network and/or meetings with mentor.
- Regular observation of ECT's teaching by the induction tutor (at least once every half term) and prompt feedback.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective. They will carry out termly progress reviews, where a formal assessment is not required. Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6).

Meetings will be informed by clear and transparent evidence gathered from mentor meetings, progress reviews and drawn from the ECT's work as a teacher and from their induction programme.

After each progress review/formal assessment meeting, a report will be completed that clearly shows how the ECT is performing against the teacher standards. The ECT will have the opportunity to add their own comments to progress review and assessment forms.

Formal assessment report will be signed by the headteacher, induction tutor and the ECT. 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.

A copy of the formal assessment report will then be sent to the appropriate body within 10 working days of the meeting. The appropriate body to make the final decision on whether the ECT has passed their induction period.

If the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At risk procedures

If any ECT encounters difficulties with meeting 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.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.

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.

Quality Assurance

The process of induction will be monitored throughout the course of the programme, partly by means of the evidence generated by induction and quality assurance, and partly through the following:

- All ECTs will complete a full evaluation and written survey annually and at the end of their induction period
- The induction tutor and mentors will evaluate the success of the programme each year and write a report on their recommendations for any amendments for the following academic year