

Induction for Early Career Teachers Policy

(This policy is based on and follows the guidance and statutory requirements set out in the 'Statutory guidance on induction for Early Career Teachers, March 2021 [Statutory Induction Guidance 2021](#) and the Biborough Model Policy)

This policy was reviewed in November 2024
This policy was approved by the Governing Body on 2024
This policy will be reviewed by November 2025
(unless any changes are necessary prior to this date)

BELONGING | BELIEVING | ACHIEVING

“You are the light of the world.”

Matthew 5:14

The term early career teacher (ECT) replaces newly qualified teacher (NQT) for those starting induction after September 2021.

The standard length of induction has been increased from one school year to two school years for both part-time or full-time ECTs.

Schools are expected to deliver an induction programme for all eligible ECTs that sets targets, monitors and supports progress against the [Teachers' standards - GOV.UK \(www.gov.uk\)](#), and provides an approved programme of professional development underpinned by the [Early Career Framework \(ECF\)](#).

Schools have three options:

- 1) Full Induction Programme (FIP) delivered by a Teaching School Hub (TSH), the local TSH is the Central London Teaching School Hub (CLTSH), or another FIP provider (chosen by the school)
- 2) Core Induction Programme (CIP), utilising the DfE approved core induction programmes/materials) or
- 3) A School-based Induction Programme (SIP) underpinned by the Early Career Framework, designed and delivered by the school.

Appropriate bodies will have a role in checking that an ECF-based induction is in place. More detailed checking is required where CIP or SIP is followed.

Rationale

The first years of teaching are not only very demanding but also of critical significance in the professional development of new teachers and their preparation for a successful career in teaching. It is vital new teachers get the best possible start to their teaching careers through appropriate transitional support and monitoring from their initial teacher training through the early years of

their career. Our school's induction programme is aimed at ensuring a smooth transition from initial teacher training into the teaching profession through appropriate guidance, support and challenge. Our ECT Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

Purpose

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

- provide support to meet the development needs of all ECTs and the 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 all members of the school community and stakeholders
- encourage reflection on their own, and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional and career development
- ensure a smooth transition from initial teacher training, and support ECTs to meet all the teachers' standards consistently and securely by the end of the two-year induction period.

This policy reflects a structured whole school approach to teacher induction. It recognises that the quality and commitment of the people who supervise and support the induction is a crucial factor in its continued success, as is sufficient directed time being made available.

The whole staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development.

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 early career teachers (England), March 2021, 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, as to whether the school currently has the capacity to fulfill all its obligations over a two-year period of induction. The Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the Acting Headteacher's report and/or direct contact with the Induction Lead or Head of Inclusion and Wellbeing.

The Head of Inclusion and Wellbeing

The Head of Inclusion and Wellbeing 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 the Induction Lead, the Head of Inclusion and Wellbeing will also

observe each ECT at least once each term. If concerns are raised about the ECT, the Acting Headteacher may also complete observations.

Statutory responsibilities are:

- ensuring an appropriate induction programme based on the Early Career Framework, and relevant support are in place
- appointment of a suitably experienced and knowledgeable teacher to the Induction Tutor role
- recommending to the appropriate body (Westminster/Kensington and Chelsea LA) whether an ECT has met the requirements for satisfactory completion of the induction period.
- observe and give timely written warnings to any ECT at risk of failing to meet the Standards

In addition to the statutory requirements the Head of Inclusion and Wellbeing and Induction Lead will:

- ensure that the AB is kept advised where this is the case
- keep the Governing Body aware and up to date about induction arrangements and ECT progress

Many of the tasks associated with the above will be carried out by the Induction Lead, the assigned tutor and mentor, but the Acting Headteacher alongside the Head of Inclusion and Wellbeing will make the final recommendation to the LA acting as the Appropriate Body.

ECT Induction Lead (Overarching responsibility)

The principal requirement for the Induction Lead is to be responsible for the overall management of initiating ECTs into the teaching profession. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance, and the rigorous, fair and consistent assessment of ECT performance.

Induction Tutor (Programme delivery and monitoring)

The Induction Tutor will:

- set and review appropriate induction targets for the ECT
- carry out regular (termly) progress reviews throughout induction, and share progress review records with the ECT, Head of Inclusion and Wellbeing and appropriate body
- undertake two formal assessment meetings during induction (one at the end of term three and one at the end of term six)
- observe the ECT's teaching at regular intervals and provide prompt oral and written feedback after the observation has taken place.

This is a very important element of the induction process and the Induction Tutor should be given sufficient time to carry out the role effectively and to meet the needs of the ECT.

The Induction Tutor will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

Mentor (Informal support)

In addition to the Induction Tutor, a Mentor is appointed to provide support on an informal basis and through regular meetings. The mentor will contribute to the judgements about the ECT's progress against the Teachers' Standards.

The mentor will be given adequate time during directed time to carry out the role effectively and to meet the needs of the ECT. They may be required to attend mentoring sessions and mentor training where appropriate.

It is important to note that in a small school such as St Matthew's, there may be an overlap in roles. This will be avoided wherever possible.

The Early Career Teacher

The Early Career Teacher should be proactive in her/his/their own career development by participating fully in the agreed monitoring and development programme, providing evidence of progress against the Teachers' Standards, participating in the scheduled classroom observations, progress reviews and formal assessment meetings, raising any concerns with the Induction Tutor or Induction Lead as soon as practicable and appropriate body if / when issues are not resolved in the school, and retain copies of all assessment reports.

Entitlements

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 St Matthew's Primary School are as follows:

- Access to an approved ECF training programme
- Our school will choose a relevant Induction Programme prior to the appointment of an ECT
- A reduction of 10% of the average teacher's workload (in addition to PPA time) in the first year of induction and 5% in the second year. This time is used for participating in the school's induction programme, other professional development activities and meetings with the Tutor.
- Help and guidance from an Induction Tutor who is an experienced teacher (holds qualified teacher status); is knowledgeable about the phase group/year group/subject; has been trained in the induction process, and has, or is actively developing coaching and mentoring skills.
- Regular meetings with the Head of Inclusion and Wellbeing, subject coordinators and other key staff where appropriate.
- Regular observation of the ECT teaching (at least once every half term during induction PPA), with prompt written as well as oral feedback on the teaching observed against the standards and feedback about strengths and areas for development as appropriate.
- Half-termly progress meetings to review action plans, record achievements against the Teachers' Standards and raise any concerns

- Detailed targets, success criteria and relevant support for any areas identified where an ECT is regarded as at risk of not meeting the Teachers' Standards.
- Opportunities for further professional development based on agreed targets and identified needs.
- Opportunities to observe experienced colleagues teaching.

- Addressing any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, constructive and professional manner
- Where possible, structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these.

Assessment

ECTs will have a formal assessment carried out by the Induction Tutor, in the final term of the first year (term 3) and in the final term of the second year of induction (term 6).

The assessment of ECTs will be rigorous and objective.

The criteria used for formal assessments will be shared and agreed in advance.

- Both formative assessment e.g. lesson observation and target setting and termly progress reviews will be used to inform the assessment.
- Assessment will draw on views from all teachers who have responsibility for the ECT's development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, personal and professional conduct as well as formal observations of teaching.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be made available to the ECT concerned.
- Evidence used in assessments will be 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. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Use of a progress, or evidence tracker document may assist the process and signpost to where evidence of progress against the Teachers' Standards can be found. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF (see paragraph 1.8 of the statutory guidance). It will be clear and transparent and copies provided to the ECT and appropriate body

The Induction Tutor will 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.

Termly review meetings will give details of:

- o areas of strength
- o areas requiring development
- o evidence used to inform judgement
- o targets for coming term
- o support to be provided by the school

At risk procedures

If any ECT encounters difficulties with making the required progress in relation to achieving the Teachers' Standards, the following procedures will be put into place:

1. Initial concern - the following procedures will be put into place:
 - Induction Tutor and ECT identify the difficulties.
 - New agreed action plans with SMART targets and clear success criteria 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 Westminster/Kensington and Chelsea LA acting as the Appropriate Body without delay. This will be done by the Induction Lead.
2. Continued concern - the Head of Inclusion and Wellbeing in liaison with the Acting Headteacher and Appropriate Body's adviser will work together to ensure satisfactory completion of the ECT year and that all reasonable steps have been taken to improve the situation and for the ECT to get back on track towards a successful completion of induction.
3. Improvements not achieved - despite the additional support from the Head of Inclusion and Wellbeing, Induction Tutor and Appropriate Body adviser, professionals will meet with the ECT to explain their options and provide advice on next steps.

The ECT will be made aware of the school's view of their progress, including any concerns, at all stages, throughout the induction process.

Addressing ECT Concerns

If an ECT has any concerns about the lead, induction, mentoring and support programme, these should be raised with the Head of Inclusion and Wellbeing in the first instance. Where these concerns are not resolved, the ECT should raise the concerns with the Acting Headteacher and then the named Appropriate Body (AB) contact.

The first named point of contact for the AB is:

Julie Shaw, Bi-borough ECT Coordinator

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