



## Early Career Teacher Induction Policy

### Statement of intent

**Please note:** The 'Induction for early career teachers (England)' statutory guidance comes into force in September 2021.

The first years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from 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.

At Dulwich Village C of E Infants' School (DVIS), we recognise that the successful appointment and induction of an early career teacher (ECT – previously known as newly qualified teacher or NQT) strongly contributes to both the development of our schools and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, DVIS endeavours to develop and nurture a promising career.

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 to the required standard.
- Be systematic, fair and rigorous in the assessment of ECTs' professional practice.
- Provide support to ECTs failing to make satisfactory progress.

This policy has been established to ensure that the requirements listed above are met, that all parties benefit from arrangements, and that all staff members know their roles, responsibilities and expected practice.

### Purposes

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, 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:

- provide support to meet the generic 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 development
- ensure a smooth transition from teacher training, to support ECTs meet all the teachers' standards consistently by the end of the two year induction period.

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.

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.

### **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Induction for early career teachers (England)'
- DfE (2021) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended

This policy operates in conjunction with the following Trust policies:

- Grievance Policy
- Records Management Policy
- Staff Code of Conduct
- School Behaviour Policies
- Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy

### **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) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil 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 Head Teacher's report and/or direct contact with the Induction Tutor in school.

For the induction period 2021/2023 the school's Induction tutor is Susan James

#### **The Headteacher**

The Headteacher at DVIS 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 tutor, the Headteacher will also observe each ECTs, through 'drop-ins,' at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- appoint of a suitably experienced teacher to the induction tutor role
- recommending to the appropriate body (Southwark LA) whether an ECT has met the requirements for satisfactory completion of the induction period.

Many of the tasks associated with the above will be carried out by the induction tutor and mentor but the Head Teacher will make the final recommendation to Southwark LA acting as the Appropriate Body. In addition to the statutory requirements the Head Teacher will:

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

### **Induction Coordinator (Induction Tutor)**

The principal requirement for the Induction Coordinator is to be responsible for the overall management of initiating ECTs into the teaching profession and into DVIS' systems and structures. 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.

This is a very important element of the induction process and the induction tutor have been 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 are able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

### **Mentor**

In addition to the Coordinator, who has the responsibility for the formal assessment of ECTs, a Mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The Mentor will contribute to the judgements about the ECT's progress against the Teachers' Standards.

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

### **ECTs**

Each ECT should be proactive in her/his own career development. 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.

ECT's are responsible for:

- Providing evidence that they have Qualified Teacher Status (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.
- Discussing and agreeing with their 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'.
- 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 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.
- Retaining copies of all assessment reports.

## **Entitlements**

The key aspects of the Induction programme for ECTs at DVIS are as follows.

- Access to a Full Induction Programme (FIP) through London South Teaching School Hub and Teach First that will commence upon appointment.
- 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.
- 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 coaching and mentoring skills.
- Regular meetings with the induction tutor, senior managers, subject coordinators and other key staff where appropriate.
- Opportunities to observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload (in addition to PPA time) in your first year of induction and 5% in your second year. This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- To receive prompt written as well as oral feedback on the teaching observed against the standards and to receive feedback about strengths and areas for development as appropriate.
- Half-termly review of progress meetings to review action plans, record achievements against the standards and raise concerns
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.

## **Assessment & Quality Assurance.**

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 summative assessment (termly Induction reports) will be used.
- Assessment will draw on views from all teachers who have a part in 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, as well as formal observations of teaching.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.

The induction 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 (see paras 2.52 – 2.57 of the ECT statutory guidance) is not scheduled.

ECTs will have a formal assessment carried out by either the headteacher/principal or the induction tutor. ECTs will 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).

Evidence used in assessments will be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for 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. 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)

- Termly review meetings will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement
  - targets for coming term
  - support to be provided by the school

### **At risk procedures**

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

1. Initial concern - the following procedures will be put into place:
  - Tutor and ECT identify the difficulties.
  - New agreed action plans 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 Southwark LA acting as the Appropriate Body without delay.
2. Continued concern - the headteacher and Appropriate Body's manager will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation.
3. Improvements not achieved - despite the additional support, the headteacher/tutor and Appropriate Body manager will meet with the ECT to explain their options and provide advice on next steps.

**The ECT will be made aware of any concerns, at all stages, throughout the induction process.**

### **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Mentor, Coordinator, Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body (AB) contact.

The first named point of contact for the AB is Cara Cahill, ECT Adviser for London Borough of Southwark LA

This policy is based on and follows the guidance and statutory requirements set out in

[Statutory Induction Guidance 2021](#)

'Statutory guidance on induction for Early Career Teachers'

**November 2022**