

Induction of Early Career Teachers Policy

Trinitas Academy Trust

We believe that **all children** deserve the **best education**, and **all staff** deserve to be **valued** and **developed**. Our Trinitas **family**, Christian **faith**, and an unrelenting desire to **improve society**, underpin everything we do. **Creativity, compassion** and **high expectations** drive the trust to ensure that every person within its community **flourishes**.

Trinitas – Faith, Family, Flourish!

Aim:	This policy sets out the framework for the Induction process for Early Career Teachers within the Trust, which ensures that the appropriate guidance, support and training is provided to Early Career Teachers during their two year period of induction.
Policy Owner:	HR Director
Audience:	Early Career Teachers, Early Career Induction Tutors and Early Career Mentors
Copies are available:	HR Department, Early Career Induction Tutors, and School Staff
Date Agreed by Trustees:	04/10/2021
Review Date:	04/10/2023

Policy for the Induction of Early Career Teachers (ECTs)

Contents	Page
1. Rationale	5
2. Purpose	5
3. Roles & Responsibilities	5
The Trustees	5
The Principal	6
Induction Tutor	6
Mentor	6
4. Early Career Framework	7
How does it link to Teachers Standards	7
5. Entitlement	8
6. Lesson Observation, Reviewing & Target Setting	8
7. Assessment & Quality Assurance	8
8. At Risk Procedures	9
9. Addressing ECT Concerns	10

Policy for the Induction of Early Career Teachers (ECTs)

1. Rationale

Our Trust's induction process ensures that the appropriate guidance, support and training include the development of skills, knowledge, expectations, lesson observations, learning environment walks are provided through a structured but flexible personalised programme with the individual teacher.

Alongside this, there is additional guidance, support and training provided through the Early Career Teacher (ECT) framework. These programmes will enable an ECT to form a secure foundation upon which a successful teaching career which fulfils their professional and statutory duties, can be built.

This policy is written in accordance **the Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies** Revised March 2021 and effective from 1 September 2021

2. Purpose

Our Trust's induction process is designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community and Trust wide
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help ECTs perform satisfactorily against the Teachers' Standards.

This policy reflects a structured Trust approach to teacher induction, which is personalised to the context of each school and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

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

3. Roles and Responsibilities

The Trustees

The Trustees will be fully aware of the contents of the DfE's statutory guidance on induction for ECTs, which sets out the Trust's responsibility to provide the necessary monitoring, support and assessments

for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school at which they will work, has the capacity to fulfil all its obligations. The governing body and Trustees will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Principal

The Principal at Trinity plays a significant and leading role in the process of inducing new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor/mentor, the Principal will also observe each ECT as required, but at least once a term.

Statutory responsibilities are:

- Selecting an ECT mentor
- Registering the ECT with the Appropriate Body
- Ensuring an appropriate induction programme is organised via the agreed training provider
- Informing the appropriate body as to whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction

While the Principal may not delegate these responsibilities, many of the associated tasks will be carried out by an ECF Mentor or other suitably experienced colleagues and subject or curriculum leads.

In addition to the statutory requirements the Principal will:

- Observe and (if necessary) 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 governing body informed about ECT induction arrangements and the results of formal assessment meetings.

While the Principal 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 Principal 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 governing body and Trustees aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

The school's Induction Tutor is: Stephen Cattell

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 our 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 contributing to a central induction programme, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and

the rigorous but fair assessment of ECT performance. The Induction Tutor will be responsible for the completion in interim and final assessments.

Mentor

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.

The principal requirement for the ECF Mentor is to provide regular support. The mentor will match judgements about ECT performance against the Teachers' Standards. The role also requires the ECT Mentor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in the academy, providing support and guidance and enabling the rigorous, but fair assessment of ECT performance.

4. Early Career Framework (ECF)

The Early Career Framework (ECF) underpins an entitlement to additional support and continued professional development for ECTs in the first two years of their career.

The Five Core Areas The content of the ECF has been designed to build upon, and complement, early career teachers' initial teacher education.

It is intended to support them to develop in five core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

How Does it Link to the Teachers' Standards?

In order to align these core areas to the existing Teachers' Standards, the content of the ECF is presented in eight sections:

- High Expectations (Standard 1- Set high expectations)
- How Pupils Learn (Standard 2 – Promote good progress)
- Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)
- Classroom Practice (Standard 4 - Plan and teach well-structured lessons)
- Adaptive Teaching (Standard 5 – Adapt teaching)
- Assessment (Standard 6 – Make accurate and productive use of assessment)
- Managing Behaviour (Standard 7- Manage behaviour effectively)
- Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

5. Entitlement

The Early Career Teacher should be proactive in his/her own career development. However, our induction programme ensures 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 the induction programme for ECTs at Trinity are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis (using the UCL full induction programme).
- Where possible, structured visits will be made to the school, prior to taking up appointment, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- 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 and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload in the first year of induction. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- A reduction of 5% of the average teacher's workload in the second year of induction. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experienced 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.

6. Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction.

7. Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Termly assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

(All of the above will be clearly referenced to the Teachers' Standards)

8. At Risk Procedures

If any ECT encounters difficulties in their performance against 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.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

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.

Where necessary, the Principal/Appropriate Body's adviser will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT induction and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

9. Addressing ECT Concerns

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

This policy is based on and follows the guidance and statutory requirements set out in <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england> Statutory guidance on induction for early career teachers (England).