

# Early Career Teachers (ECTs) Induction Policy

## Cardinal Newman Catholic High School



DIOCESE OF  
SHREWSBURY



CARDINAL  
NEWMAN  
CATHOLIC HIGH SCHOOL

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## Contents

1. Aims .....	2
2. Purposes .....	2
3. Roles and Responsibilities .....	3
o The Governing Body .....	3
o The Headteacher .....	3
o The Induction Tutor .....	3
o The ECT Mentor .....	4
4. The ECT's Entitlement .....	4
5. Assessment and Quality Assurance .....	5
6. At Risk Procedures .....	6
7. Addressing ECT Concerns .....	6

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## Aims

The first two years of teaching is 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 early teaching careers through appropriate transitional support. The introduction of the Early Career Framework (ECF) provides funded entitlement to a structured 2-year package of high-quality professional development, validated by the Education Endowment Foundation (EEF). These reforms are part of the Government's wider teacher recruitment and retention strategy, which aim to improve the training and development opportunities available to teachers. The school's ECT induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. The school's ECT Induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

## Purposes

The 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 and make a valuable contribution to school. Specifically, the school will:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- to ensure that the ECT engages with the ECF programme, facilitated by Bright Futures Teaching School Hub and the accredited provider Teach First
- 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 for development
- provide a foundation for longer-term professional development

The whole staff 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**

The Governing Body, Headteacher, ECT Induction Tutor, ECT Mentor and ECT all have a duty to ensure that the ECT has Qualified Teacher Status and is registered with an appropriate body before induction can commence.

### **The Governing Body**

The governing body will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs and will ensure staff and the school are compliant with this policy and all relevant guidance. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the progress of ECTs through the headteacher's report and/or direct contact with the ECT Induction Tutor in school.

The school's Induction Tutor is Mrs Helen Hulse (Assistant Headteacher).

### **The Headteacher.**

The headteacher plays a significant 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 Induction Tutor. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the appropriate body 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 an Induction Tutor but the headteacher will make the final recommendation to the appropriate body. In addition to the statutory requirements the headteacher will:

- keep the governing body aware and up to date about induction arrangements and ECT progress

### **The Induction 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 the school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. This role includes various tasks, such as organising a central induction programme, ensuring the ECT engages with the programme facilitated by the accredited provider Teach First, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance. The Induction Tutor will provide support on an informal basis and through a formal fortnightly timetabled slot. The Induction Tutor will hold QTS status and will:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- 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 (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff).
- inform the ECT of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body.
- ensure that the ECT's teaching is observed and feedback provided
- ensure ECT's are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- take prompt, appropriate action if an ECT appears to be having difficulties.

Assessments written at the end of each induction year should have contributions relating to progress and next steps allied to the Teachers' Standards.

### The ECT Mentor

The ECT mentor will meet regularly (weekly) with the ECT for structured mentor sessions to provide effective targeted support. Key responsibilities include:

- providing effective phase or subject specific mentoring and coaching.
- taking part in ECF training as delivered through the external provider.
- working with the Induction Tutor to support the ECT to meet the Teachers' Standards
- addressing any concerns and implanting additional support effectively and in a timely manner

### The ECT's Entitlement

Before commencing the induction process the ECT will have provided evidence that they have been awarded QTS and are eligible to start induction. The 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.

<p><u>Year One – Six modules</u></p> <p>One module each half-term. Carefully sequenced to fit day-to-day teaching and designed with national experts. Modules focus on:</p> <ol style="list-style-type: none"> <li>1. Creating powerful learning environments</li> <li>2. How pupils learn</li> <li>3. How to plan and teach lessons</li> <li>4. Supporting every pupil to succeed</li> <li>5. Assessment &amp; feedback</li> <li>6. Planning a coherent curriculum</li> </ol> <p>Additionally... ECTs will engage in:</p> <ol style="list-style-type: none"> <li>7. Self-directed study (4 ½ hours over the course of the module)</li> <li>8. 2x 90-minute group seminars per module (occurring outside of the school day)</li> <li>9. Weekly one-to-one instructional coaching with their mentor</li> </ol>	<p><u>Year Two – an overview:</u></p> <ol style="list-style-type: none"> <li>1. Self-directed study</li> <li>2. Phase / subject specific network and training sessions; led by subject / phase experts</li> <li>3. Fortnightly one-to-one instructional coaching with their mentor – with opportunities to observe others' practice during this time on weeks when not meeting with mentor</li> <li>4. Prompts for reflection, critical to change teacher action over time &amp; prevent over-reliance on habits</li> <li>5. Additional research and resources to stretch ECTs</li> <li>6. Career development modules (during the summer term):             <ol style="list-style-type: none"> <li>a) Research in the classroom</li> <li>b) Leading careers and employability</li> <li>c) Preparing to mentor</li> <li>d) Preparing for middle leadership</li> </ol> </li> </ol>
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The key aspects of the school's induction programme for ECTs are as follows:

- meet with the Induction Tutor in the first week of taking up appointment in school to develop an action plan linked to the Teachers' Standards which meets their needs from the end of ITT and the start of the induction year.
- allocate time to discuss developments needed and how the ECT 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.
- weekly meetings with ECT Mentor. This hour could include observing, providing feedback and instructional coaching to develop the ECT, or discussing a topic in depth to enhance the ECT's understanding of the topic within the school's context. ECT Mentor meetings reduce to one hour per fortnight in the second year of induction.
- a programme of observations of experienced colleagues teaching.
- a reduced timetable to allow them to undertake activities in their Early Careers Framework induction programme. In the first year a 10% reduction and in the second year a 5% reduction will be timetabled. This time is used for participating in the school's induction programme and/or meetings with Induction Tutor, completing the self-directed study and attending external CPD delivered by the appropriate body.
- regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- address any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- opportunities for the ECTs' further professional development based on agreed targets and identified needs.
- detailed action plan and success criteria for any areas identified as making an ECT at risk of not meeting the teacher standards during each period of induction.

### **Assessment & Quality Assurance**

The assessment of ECTs will be rigorous, but also objective and developmental. ECTs will be assessed against the Teachers' Standards and will receive a formal assessment by the Induction Tutor in the final term of the first year and the final term of the second year of induction.

- 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 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 assessment reports at the end of each period of induction 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
- assessments will also be provided to the appropriate body within the specified timeframe for quality assurance

## **At Risk Procedures**

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

- the ECT, Mentor and/or Induction Tutor are to raise any concerns as soon as they can
- an expectation is established that any support provided will enable the concerns 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.

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. The Appropriate Body will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the standards.

## **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school with the Induction tutor in the first instance or with the headteacher. Where the school does not resolve them the ECT should raise concerns with the Chair of Governors or the appropriate body.

This policy was agreed and adopted. It will be reviewed:

- every four years
- as part of the school's development cycle
- prior to this date should there be any changes to statutory requirements