

# Induction policy for early career teachers

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## **Policy statement**

### **1 Vision, mission and values**

We aim to support and develop our early career teachers to enable our students to experience the best quality teaching available.

Effectively retain teachers in the first five years of their career through quality training provision and support.

### **2 Purpose and intent**

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions. Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the relevant standards. The early career framework (ECF) has been introduced to provide a two-year induction period for all early career teachers (ECTs).

The induction programme is in operation at all academies in Diverse Academies Trust (the Trust) supports ECTs to demonstrate that their performance against the relevant standards is satisfactory by the end of the period and by equipping them with the tools to be an effective and successful teacher. The programme is structured but flexible so that it can respond to individual development needs and provides appropriate guidance, support and training, which will enable each ECT to form a secure foundation for a successful teaching career. It is supported by an entitlement to follow the new early career framework, a programme which supports the teaching standards via resources and facilitative coaching.

### **3 Roles and responsibilities**

#### **Role of the early career teacher**

The ECT will meet the teaching standards, ensure progress of their students and work within academy policies.

#### **Responsibilities**

- 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 in professional review meetings.
- Agree with their induction tutor how best to use their reduced timetable allowance.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme, including regular coaching sessions and 'walk thrus' with subject mentor.
- 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.
- Keep copies of all assessment forms.

### **Role of the induction tutor and mentor**

The induction tutor will be responsible for the assessment of a named ECT and will:

- Provide guidance and effective support to the ECT, including facilitative coaching.
- Carry out regular progress reviews throughout the induction period.
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Ensure that the ECT's teaching is observed and feedback is provided.
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the academy.
- Take prompt, appropriate action if the ECT appears to be having difficulties by meeting with the ECT Lead and organising an enhanced support package.

The mentor will guidance the ECT to make progress against the national teaching standards, using the early career framework:

- Carry out regular weekly (fortnightly in ECT 2) mentoring and instructional coaching throughout the induction period.
- Ensure access and understanding of the early career framework and training.

- Hold QTS and have the necessary skills and knowledge to work successfully in this role.
- Undertake regular mentor training from the teaching school hub and keep up to date with online training materials.
- Support the ECT through the assessment process.

### **Role of the principal**

The principal is, along with the ECT Lead and the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- Select a suitable ECT mentor.
- Register the ECT on the [DfE Portal](#)
- Register the ECT and ECT mentor with the [Education Development Trust \(EDT\)](#), and choose Redhill Teaching Hub as the delivery partner.
- Inform the appropriate body as to whether or not an ECT has performed satisfactorily against the teachers' standards for the completion of induction.
- Inform EDT as to whether or not the ECT has performed satisfactorily against the teachers' standards for the completion of induction.
- Meet the requirements of a suitable post for induction as defined by the DfE statutory guidance.
- Ensure the induction tutor and mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure an appropriate and personalised induction programme is in place.
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Ensure that termly assessments are carried out and reports completed and sent to the appropriate body.
- Participate appropriately in the appropriate body's quality assurance procedures.

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. In addition to the statutory requirements the principal will:

- Observe and (if necessary) speak to an ECT at risk of failing to perform satisfactorily against the teachers' standards whilst informing the ECT Lead, the appropriate body and their HR advisor.
- Keep the governing body informed about ECT induction arrangements and the results of formal assessment meetings.

### **Role of the ECT lead**

The ECT Lead will be in overall charge of the smooth running of the programme within their academy:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the appropriate body.
- Arrange notification of the appropriate body when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance.
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching through a robust quality assurance process.
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make the governing board aware of the support arrangements in place for the ECT.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the appropriate body's quality assurance procedures of the induction programmes.
- Act as 'induction tutor' on the portal and check progress on the early careers framework.
- Keep all relevant documentation, evidence and forms for six years.

## **Role of the academy committee**

The academy committee will be fully aware of the contents of the DfE statutory guidance on induction for ECTs (England) which sets out the academy'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 academy currently has the capacity to fulfil all of its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

## **4 Benefits**

An integrated policy for early career teachers means that there is an equality in terms of provision, support and training during the induction period across new teachers in all of our academies. This will enable these staff to engage with the latest research and mentoring support, which will in time lead to greater retention of teachers, which nationally has been a focus of the last few years. In addition, it should have an impact on pupils in terms of their outcomes.

## **Policy**

### **1 Introduction and purpose**

The aim of the policy is to support and guide each ECT in their first two years of teaching by making a significant contribution to their professional and personal development. The programme aims to:

- Provide developmental feedback and support through the role of an ECF mentor.
- Provide ECTs with the opportunity to observe good practice and to reflect on their own teaching practice with their ECT induction tutor.
- Help ECTs to become fully integrated into the school as a whole.
- Provide ECTs with varied examples of good practice and encourage self-reflection.
- Allow opportunities to identify areas for development.
- Help ECTs become aware of the academy's role in the local community.
- Help ECTs to develop an overview of a teacher's roles and responsibilities.
- Provide a foundation for longer-term professional development.
- Help ECTs perform satisfactorily against the current teachers' standards, with the support of the early career framework provision.

## 2 Early career teacher entitlement

The ECT should be proactive in their 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 for ECTs are:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits to, or virtual tours of, the academy, prior to taking up appointment, with time to discuss their new role and how they will be supported.
- Help and guidance from an ECF Lead who is thoroughly prepared for the role and will coordinate the induction programme, including assigning an induction tutor, who will act as a professional coach and work in collaboration to make formal decisions regarding progress against the teachers' standards.
- Regular meetings with the ECF mentor, to review progress against the standards, and other key staff as appropriate.
- Time and regular opportunities to meet with other ECTs and teachers, including regular, tailored training sessions.
- Observe experienced colleagues teaching.
- Whole staff CPD, twilights and training.
- CPD provided through their Education Development Trust network, via Redhill Teaching Hub.
- A reduction of 10% of the average teacher's workload in year one, and 5% reduction in year two. This time is used for participating in the academy's induction and ECF programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experience 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.



- Access to enhanced support where needed, from school-based staff or occupational health as appropriate.
- Opportunities for further professional development based on agreed targets.

### **3 Assessments of ECT performance**

- Formal assessment meetings will take place three times per year, carried out by the induction tutor.
- These meetings will be informed by evidence gathered during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence will be provided to the appropriate body.
- After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.
- At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by their academy and appropriate body to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.
- The ECT can add their own comments to this final form.
- The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

### **4 ECTs at risk of failing induction**

If an ECT is at risk of not meeting the teachers' standards by the end of the induction period, the academy will:

- Inform the ECT of the concern and identify where they need to improve their practice.
- Ensure that additional monitoring and support measures are put in place immediately in an Enhanced Support Plan, shared between the ECT, mentor, induction tutor and Principal.
- Set appropriate objectives to guide the ECT towards satisfactory performance against the relevant standards – and coaching to achieve these.
- Speak to the HR Team about any capability concerns to allow appropriate support to be put in place, including signposting to relevant support networks.

- Give the ECT every opportunity to improve their performance, using specific 'WalkThrus' and observations.
- Monitor their ongoing performance in a targeted way.
- Inform the appropriate body that there is a concern. Discuss extension opportunities with ECT, where needed.

Where there are concerns that the ECT is not making satisfactory progress towards their objectives within the review period set out in the enhanced support plan, in consultation with the HR team, the academy will start the capability procedure to run alongside the review period.

In the event that the outcome is that the ECT will fail the induction, the academy will arrange for a formal meeting to consider dismissal.

## **5 When the ECT has any concerns**

The ECT will:

- Raise these with their induction tutor and the academy ECT Lead as soon as they can. These concerns should be escalated to the principal if necessary.
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the academy.
- Follow the Trust's grievance procedure if necessary.

## **6 Associated policies and documents**

- Early career framework
- Teachers' standards
- DfE induction for early career teachers
- Safer recruitment policy
- Induction policy
- Capability policy and procedure
- Whistleblowing policy
- Staff grievance policy

## 7 Third-party audits

From time-to-time, we will use external consultants as partners to quality assure our provision. Currently, these include Redhill Teaching Hub, in collaboration with our provider, Education Development Trust. We may also be asked to be part of an audit of provision via our providers by the Department for Education. The early career framework provision can also form part of an Ofsted inspection, as outlined in named documents.

## 8 Policy review

This policy will be reviewed annually.

Policy lead	Delia Nicholson
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