



## Headlands Primary School

### Early Career Teachers (ECTs)

#### **Rationale**

The first year 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 teaching careers through appropriate transitional support.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme supports the Early Career Teacher (ECT) and provides them with the necessary training to ensure that their performance against the Teachers' Standards is satisfactory by the end of the period, and equips them with the tools to be an effective and successful teacher.

This policy is based on the DFE publication 'Induction for early career teachers (England) Revised March 2021

#### **The role of 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 ECT's. Careful consideration will be given prior to the appointment regarding the suitability the post and capacity to support the ECT.

#### **The role of the Head teacher**

- The head teacher will identify the ECT's induction tutor and mentor.
- Undertake pre-employment checks, which must be verified by the appropriate body upon registration.
- Notify the appropriate body (AB) of the appointment.
- Ensure that the supervision and training of the ECT meets their development needs.
- Ensure the ECT has a reduced timetable.

#### **Determining the appropriate body**

Independent quality assurance of statutory induction, through the role of the appropriate body, is important both for ensuring that schools provide adequate support for their ECT's and that their assessment is fair and consistent across all institutions. The AB for the school is the CYC Local Authority. The named contact is Mike Jory.

#### **Monitoring, support and assessment during induction**

A suitable monitoring and support programme will be put in place to meet their professional development needs including:

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence statements and practice.
- Regular one to one mentoring sessions from a designated mentor who has Qualified Teacher Status (QTS.)
- Support and guidance from a designated induction tutor who holds QTS.
- Observation of the ECT's teaching with written feedback provided.

- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teacher Standards.
- ECT's observation of experienced teachers either in their own school or in another where effective practice has been identified

### **Early Career Framework based training**

To enable the delivery of the ECF based induction, Headlands has chosen to engage the services of a funded provider led programme through Pathfinder Teaching School.

### **Appointment of an Induction Tutor**

The Induction Tutor provides regular monitoring and support, and coordination of assessment. They will have QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. The induction tutor will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will recognise when early action is needed in the case of an ECT who is experiencing difficulties. The school's Induction Tutor is Mr Neil Bromley.

### **Appointment of a designated mentor**

The mentor provides regular mentoring sessions. They will have QTS and have the necessary skills and knowledge to work successfully in this role. It is anticipated that the mentor is a member of their teaching phase.

### **Observation of teaching practice**

The ECT will be observed at regular intervals throughout their induction to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be taken by the induction tutor or another suitable person who holds QTS from inside or outside school.

The ECT and the observer will meet to review any teaching that has been observed. Feedback will be prompt and constructive. Arrangements for review meetings will be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

### **Professional progress reviews**

The induction tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place each term where a formal assessment is not scheduled. Reviews should be informed by evidence of the ECT's teaching.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarise evidence collected by the induction tutor and stating the agreed development targets. It is also expected that the objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT. The induction tutor will keep the Head teacher and AB informed after each progress review.

### **Formal assessments**

ECT's will have formal assessments carried out by the induction tutor. They will receive an assessment in their final term of year (term 3) and in the final term of the second year of induction (term 6). Evidence used in assessments should be clear and transparent and copies provided to the ECT and AB. Evidence for assessments must be drawn from the ECT's work as a teacher during

their induction. Formal assessment meetings will 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. Judgements made during the induction period will relate directly to the Teachers' Standards. ECTs will be kept up to date on their progress.

The final assessment meeting is at the end of the induction period, and will form the basis of the headteachers recommendation to the AB as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation will be recorded on the final assessment form.

Once assessment forms have been completed, the ECT will be given the opportunity to add their comments. These will be signed by the induction tutor, head teacher and the ECT. Once signed, the ECT will be given the original and a copy sent to the AB shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

### **Interim assessments**

If the ECT leaves the post after completing one term or more in an institution but before the next formal assessment would be required, an interim assessment will be made to ensure that the ECT's progress and performance since the last assessment are captured.

### **Raising concerns**

An ECT should normally raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who would, as soon as possible, investigate the issues raised.

### **Record keeping/retention**

The appropriate body will be responsible for keeping a record of each ECT it has registered for induction. The head teacher will notify the appropriate body if an ECT leaves the institution before completing the period. The AB will then notify the Teaching Regulation Agency. Records will be retained by the school and appropriate body for 6 years. ECT's are advised to retain the original copies of their own assessment reports.

### **Confidentiality and data protection**

The induction process and the assessments generated from it will be treated with confidentiality at all times and will not be shared with anyone not directly involved in the induction process. ECTs will be made aware of who has been granted access to their assessments. The governing body can request general reports on the progress of the ECT on a termly basis, but are not automatically entitled to have access to an individual's assessment reports. The exception would be if the governing body had to undertake a grievance procedure and investigate the situation.

### **Policy review**

This policy will be updated in light of any statutory changes and guidance from the DFE.

**Chair of Governors:** Rev Ron Smith

**Headteacher:** Mrs Ruth Ellis

**Date:** 16/05/2022