

Induction of Early Career Teachers

(Policy and Procedure)

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

This is a **level 1 policy** which was approved by Board of Trustees, for implementation in Tenax Schools Trust on the date below and supersedes any previous scheme.

Review Body:	CEO
Date Approved:	05.11.21
Author:	Human Resources Director
Next review due:	September 2022
Review period:	1 years

1. Introduction

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 teaching careers through appropriate transitional support. This will not only ensure the best teaching for students, but will also aid the retention of staff.

The new early career framework comes into effect from September 2021. As a trust we will adopt the fully funded induction programme through the Ambition Institute, using the Kent Teaching School Hub as a delivery partner. This will ensure ECTs are fully supported in their first two years of teaching, working through a rigorous and fully resourced programme. ECT mentors will also receive training through the Ambition programme, enabling the mentors to be highly effective in the coaching of the ECT.

The ECT induction programme has been designed to meet new 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, Trust and the teaching profession.

2. Ethos

Tenax is a Church of England Trust where everyone should be enabled to flourish. We treat all colleagues with dignity and respect irrespective of physical appearance, age, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation, marital status or gender identity. The individual identity of each school is valued equally, whether of faith designation or none.

3. Scope

This policy and procedure applies to all Early Career Teachers (ECTs) at Tenax Schools Trust.

4. Aims

The Trust aims to:

- Build on and extend professional knowledge and its application acquired during ITT
- Ensure ECTs have an induction period that is rooted in the Early Career Framework. ECTs must be supported through instructional coaching to apply what the framework says to their classroom practice with increasing autonomy
- Provide guidance and support to enable ECTs to fully meet the Teacher Standards by the end of their induction period
- Provide individualised action planning, reviewing, monitoring and support through the role of an identified induction mentor. The mentor will coach the ECT using instructional coaching techniques
- Provide ECTs with examples of good classroom practice both within school and at other Trust schools if appropriate
- Help ECTs form productive relationships with all members of the school community and stakeholders

- Encourage reflection on their own and observed practice in the light of the Early Career Framework
- 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 help ECTs meet all the teachers' standards.

5. Responsibilities of the Trust

The Trust Board will be fully aware of the contents of the guidance relating to the Education (Induction for early career teachers) (England) Regulations 2021 which sets out the responsibility of schools to provide an induction period which is based on the Early Career Framework. Careful consideration is given, prior to the decision to appoint an ECT, whether the appointing school has the capacity to fulfil all of its obligations in this regard.

The Trust will seek guidance from the Appropriate Body (Kent Teaching School Hub) if necessary.

Responsibilities of the headteacher

The headteacher plays a significant and leading role in the process of inducting new teachers into the profession. While the implementation of the induction programme will be delegated to ECT mentors in each school. The headteacher or appropriate member of the senior leadership team will also observe each ECT early in the academic year. Statutory responsibilities are to:

Clarify whether the teacher needs to serve an induction period, or is exempt. For teachers who have already begun their induction in September 2021, headteachers must ensure they follow the one-year induction programme. Teachers who have already started induction have until September 2023 to complete the one year induction period

- Notify the Appropriate Body that an ECT is taking up a post. This notification should take place as soon as possible, prior to the induction period commencing
- Ensure the ECT's post is a suitable post in which to serve induction
- Ensure the ECT is registered on the full induction programme, provided by the Ambition Institute. ECT's will be signed up to this programme through the Kent Teaching School Hub
- Ensure the ECT has both a reduced timetable, to include their 10% ECT time and PPA time as necessary in Year one, and 5% in Year two. It is strongly recommended that mentoring time is built in to the timetable
- Where relevant, obtain documentation from the ECT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the ECT's induction programme and period
- Appoint a mentor for each ECT. This must be an appropriately knowledgeable and skilled teacher who holds QTS. The mentor will need to frequently observe the teaching of the ECT and will need to contribute to the writing of formal assessment and progress reviews
- Appoint an induction coordinator who oversees the mentoring support of the ECTs. In smaller schools it is acceptable for the induction coordinator and mentor to be the same staff member. The induction coordinator will ensure that the ECT and their mentor is engaging with Steplab and they will write the four progress review documents and two formal assessments over the two-year period. These will be completed on ECT manager The Teaching School Hub will provide access to suitably trained, centrally employed induction tutors.

- Ensure the ECT mentor and induction coordinator are appropriately trained and have the time to carry out their role
- Act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction successfully
- Ensure third party observation of an ECT, particularly if progress towards meeting the standards is at risk
- Maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the school part way through a period
- Monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more
- Periodically inform the Trust about the school's induction arrangements
- Participate appropriately in any Quality Assurance procedures as required by the Appropriate Body
- Consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten or extend the induction period
- Notify the Appropriate Body if an ECT serving their induction period leaves the school
- Retain all relevant documentation and evidence on file for 6 years.
- The headteacher may not delegate these responsibilities, but many of the associated tasks will be carried out by the induction coordinator or suitably qualified and experienced colleague. In addition to the statutory requirements, the headteacher will:
 - Observe and give written warnings to an ECT at risk of failing to meet the required standards
 - Keep the Trust aware and up to date about induction arrangements and where appropriate the ECT's progress.

Induction Coordinator

The induction coordinator oversees the induction of ECTs when there is more than one ECT working in the school at one time. The induction coordinator is responsible for ensuring that all induction mentors are fulfilling their roles, and providing support and advice to induction mentors where necessary. The induction coordinator ensures that all evidence on ECT progress is adequately recorded and that the school has a consistent approach to induction. The induction coordinator will oversee Steplab for ECTS in their school, ensuring that learning modules and self-directed study are being completed. The induction coordinator will write the ECT reports, which are required by the Appropriate Body. Across the two-year period there will be four progress reviews and two formal assessments which the induction coordinator will need to write. It is acceptable for the mentor to contribute to these, providing detailed information where required.

ECT Mentor

In addition to the induction coordinator, who has the responsibility for the formal assessment of ECTs, a mentor is appointed to provide support on a formal weekly basis and through a weekly timetabled slot. The mentor will make the judgements about the ECT's progress against the Teachers' Standards in discussion with the ECT coordinator/headteacher.

The mentor must:

- Meet weekly with the ECT and do at least on 15-minute observation of teaching a week. During the mentor meeting they review Steplab, agree action steps and provide feedback from the 15-minute observation
- Attend the relevant Ambition Institute training sessions and conference days. The mentor will receive coaching training and support during these events

- Ensure ECTs are aware how, both within and outside the school, they can raise any concerns about their induction programme or their personal progress
- Take prompt and appropriate action where an ECT appears to be experiencing difficulties
- Ensure the induction coordinator has up to date and accurate information about the ECTs progress in order to facilitate the completion of formal assessments and progress reviews. Accurate and up to date information about the ECT's progress must be sent to the induction coordinator in a timely manner, so that the formal documentation can be completed for the Appropriate Body
- To provide information to employees regarding their rights and responsibilities
- To discharge the Trust's obligations under the contemporary legislation, including obligations under the Paternity and Adoption Leave Regulations 2002, the Paternity and Adoption Leave (Adoption from Overseas) Regulations 2003, and the Equality Act 2010
- To maintain appropriate contact with all employees during periods of paternity and family leave.

6. Responsibilities of the ECT

Before the induction period starts:

- To check with the Department for Education Teaching Agency that they have been awarded QTS prior to starting an induction period
- To provide evidence to the school that they have attained QTS and are eligible to start induction

Once the induction period has started:

- Ensure that it is clear when mentor meetings are taking place. If they are not already, ensure these are marked on the ECT timetable
- Agreeing with their mentor how best to use their ECT reduced timetable allowance
- Use Steplab (the online learning portal) to complete the directed learning modules and self-directed study. The ECT should mark modules and tasks as 'complete' once they have been completed
- Participating fully in the agreed ECF induction programme, as facilitated by Steplab. This includes attending all relevant ECT training sessions and conferences
- Raising any concerns with their ECT mentor as soon as possible
- Consulting with the Appropriate Body named contact at an early stage where there are, or may be difficulties in resolving issues within the school. The Appropriate body helpline can be used to ask questions or raise concerns about the support provided
- Keeping track of and participating effectively in scheduled classroom observations, progress reviews and assessments
- Agreeing with their headteacher the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period
- Retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is particularly important in cases where the ECT has had a break/change of employer during the induction period.

7. Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective.

There will be two formal assessments and four assessment review documents to be completed throughout the two-year induction programme. Formal assessments review the ECT's progress

against the teaching standards. Progress reviews are 'lighter touch' and comment on key progress made, highlighting if there are any concerns

- 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 in all report completion
- 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. The assessments however will be written and submitted by the induction coordinator
- 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 Coordinator will ensure that assessment procedures are consistently applied
- Electronic copies of any records will be passed to the ECT concerned
- Formal assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement of targets for coming term
 - support to be provided by the school
 - comments from the ECT

8. At risk procedures

The vast majority of ECTs will complete their induction period successfully. Nevertheless, there will be some ECTs who, at some stage of their induction programme, may be judged to be making unsatisfactory progress or feel themselves that they are not progressing as they would like. If this occurs, early action is required to provide the ECT with the opportunity to make the necessary improvements to their performance.

Where there is concern about the ECT's progress, both the headteacher and the Appropriate Body should be satisfied that:

- The assessment of the ECT is well founded and accurate
- Areas in which improvement is needed have been correctly identified
- Appropriate objectives have been set to guide the ECT towards meeting the Teacher Standards
- An effective support programme is in place to help the ECT improve and to address identified areas for development.

If any ECT encounters difficulties with meeting the Teachers' Standards, action to improve performance must not be delayed until a formal assessment meeting has taken place.

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 set for a minimum of 4 weeks, 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 to the ECT and the school's concerns communicated to the Appropriate Body without delay.

In many cases, the additional monitoring and support measures will resolve the areas of concern and the ECT will go on to be formally assessed at the end of the period as having met the core standards. However, in some cases the improvement will not be sufficient. Where there are still concerns about the ECT's progress at the next assessment point (and this is not the final assessment), the headteacher should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- The identified weaknesses
- The agreed objectives previously set in relation to the requirements for successful completion of induction, updating these as necessary
- The evidence used to inform the judgement
- Details of the improvement plan for the next assessment period.

Following the discussion, the headteacher must complete the relevant assessment form and send it to the Appropriate Body, indicating to the Appropriate Bod that, at their current rate of progress, the ECT is at risk of not completing their induction period successfully.

The ECT should, as normal, sign the assessment form to confirm they are aware of the contents of the form. The headteacher should give the original copy to the ECT, send a copy to the Appropriate Body and retain a copy for the ECT's file.

The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards. The Appropriate Body can provide resources, training and CPD to support the ECT.

9. The Appeal Body

The Department for Education Teaching Agency is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction, or the imposition of an extension to the induction period, the Appeal Body can:

- Allow the appeal
- Dismiss the appeal
- Extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one put in place by the Appropriate Body).