

EARLY CAREER TEACHER INDUCTION POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

“Until I come, devote yourself to the public reading of Scripture, to exhortation, to teaching.”
1 Timothy 4:13

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Autumn Term 2023

Next Review Date: Autumn Term 2024

Reviewed By: Mrs S Thomasson

APPROVED BY THE GOVERNING BOARD – Autumn Term 2023

Early Career Teacher Induction Policy

Statement of Intent

At Balshaw's CE High School we recognise that the successful appointment and induction of an Early Career Teacher strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching and in turn Balshaw's endeavours to develop and nurture a promising career. The induction at Balshaw's will enable the ECT to build upon existing knowledge, skills and understanding. We will support the ECT to meet identified goals to complete their two-year induction to the required standard and will provide support to ECTs failing to make satisfactory progress. The induction process at Balshaw's will be systematic, fair and rigorous in the assessment of an ECT's professional practice and will assist all ECTs in becoming a full member of the teaching profession and provide a firm foundation for CPD.

Rationale

Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. The ECT induction process at Balshaw's CE High School is underpinned by the delivery of the Early Career Framework.

The appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Aims

This induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The process provides support which should enable the ECT to develop competence in the Teachers' Standards.

Specifically we aim to:

- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs;
- provide individualised support through high quality mentoring;
- provide ECTs with varied examples of good practice through observation;
- help ECTs form good relationships with all members of Balshaw's school community;
- encourage reflection on their own and observed practice;
- provide opportunities to recognise and celebrate good practice;
- provide opportunities to identify areas for development;
- act quickly to help ECTs address any areas of concern;
- provide a foundation for longer-term professional development;
- help ECTs perform satisfactorily against the current Teachers' Standards.

Roles and Responsibilities

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. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all of its obligations.

The Headteacher

The Headteacher at Balshaw's plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to the Professional Mentor (Induction Tutor), the Headteacher will also be involved in observing each ECT. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body, Embrace Teaching School Hub, whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the head may not delegate these responsibilities, many of the associated tasks will be carried out by the Professional Mentor. In addition to the statutory requirements the headteacher will;

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing Embrace immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Professional Mentor

The Professional Mentor plays an important part in the process of inducting new colleagues to the profession. They are responsible for the overall management of initiating ECTs into the teaching profession and into the systems and structures at Balshaw's. The Professional Mentor will also observe each ECT as required, but at least once a term.

Statutory responsibilities are:

- ensuring an Early Careers Framework Mentor has been appointed and is registered with the DfE and Appropriate Body, Embrace TSH;
- registering the ECT on the DfE Portal and with Embrace TSH;
- ensuring an appropriate induction programme is organised, accessing the full induction programme (FIP) with Teach First or National Institute of Teaching;
- informing Embrace as to whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Professional Mentor may not delegate these responsibilities, some of the associated tasks will be carried out by the ECF Mentor.

In addition to the statutory requirements the Professional Mentor will:

- inform the Headteacher and Embrace TSH immediately of an ECT at risk of failing to perform satisfactorily against the Teachers' Standards.
- ensure appropriate support is provided and increase the number of observations to attempt to rectify the issue.

ECF Mentor

The principal requirement for the ECF Mentor is to provide instructional coaching and support to the ECT. The ECF Mentor will meet on a weekly basis with the ECT to support them in their reflection of the Teach First / NiOT online training materials, and to support the ECT to implement the theory learnt in their practice. They will do regular 'drop ins' to the ECT's classroom and provide feedback. To prepare for the weekly meetings the ECF Mentor will be provided with weekly videos from Teach First / NiOT which align to the ECF standards. They will also participate in one 60-minute seminar per half term with other ECF Mentors in the local area.

NQT Curriculum Mentor

The ECF Mentor will not necessarily be from the same curriculum area as the ECT so a Curriculum Mentor will also be designated, this may be the Curriculum Leader. They will organise the curriculum area induction programme and will provide support and guidance for the ECT on the delivery of the curriculum. They will observe the ECT formally once per term completing the Balshaw's Formal Observation booklet.

Entitlement

The ECT should be proactive in his/her own career development. However, Balshaw's 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 Balshaw's are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed at the end of the first and second year;
- Structured completion of the ECF over two years. The ECF sets out two types of content. Within each area, key evidence statements ("Learn that...") have been drawn from current high-quality evidence from the UK and overseas. This evidence includes high-quality reviews and syntheses, including meta-analyses and rigorous individual studies. In addition, the ECF provides practical guidance on the skills that early career teachers should be supported to develop. Practice statements ("Learn how to...") draw on both the best available educational research.

- Structured visits will be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported;
- Help and guidance from a Professional Mentor (Induction Tutor) and ECF Mentor who are adequately prepared for the role and coordinate the induction programme;
- Regular meetings with their ECF Mentor, Professional Mentor and other key staff as appropriate;
- An ECT induction day with Embrace in September or October;
- Time and regular opportunities to meet with other ECTs and teachers;
- Opportunities to observe experienced colleagues teaching;
- A reduction of 10% of the average teacher's workload in year 1 and 5% in year 2. This time is used for participating in the school's induction programme and is in addition to the statutory non-contact time already allocated to teachers. It is also to support the 4.5 hours self-directed study and two 60-minute seminars per half term that the ECT is expected to engage with;
- Have teaching observed by the Professional Mentor, ECF Mentor or Curriculum Mentor each half term;
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting;
- Opportunities for further professional development based on agreed targets.

Lesson Observation, Review and Target Setting

These will be followed and completed in accordance with the DfE guidelines for ECT induction.

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 (annual 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;
- The ECF Mentor will ensure that assessment procedures are consistently applied;
- Copies of any records will be passed to the ECT concerned;
- Annual assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for the coming year and support to be provided by the school. All of the above will be clearly referenced to the Teachers' Standards and are forwarded to the Appropriate Body, Embrace TSH.

At Risk Procedures

If an 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;
- Opportunities are provided to observe experienced colleagues, who will model aspects of good practice, so that the ECT can focus attention on particular areas of teaching;
- Early warning of the risk of failure will be given and the school's concerns communicated to the Headteacher and Embrace 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 Headteacher/Embrace/Professional Mentor will support the ECF Mentor and ECT in observations and in planning an appropriate programme to ensure satisfactory completion of the induction period 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.

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 Jayne Hadley, Teaching School Hub Co-ordinator (j.hadley@theviewtrust.org).

Reviewed by S Thomasson