



Induction and Assessment of Early Career Teachers

Date: September 2022

Review date: September 2024

SLT Review: Miss Newsham

Governors Review: Full Governors

Central Lancaster High School

Crag Road
Lancaster
LA1 3LS

T: 01524 32636 **F:** 01524 849586
E: clhs@lancasterhigh.lancs.sch.uk

www.lancasterhigh.lancs.sch.uk
www.baylearningtrust.com



**THE BAY
LEARNING TRUST**

Contents

The Purpose of Induction:	3
Aims and Intentions:	3
Objectives:	3
The ECT Induction Programme:.....	4
Key personnel involved in the department of Early Career Teachers:	4
Assessments of ECT performance:.....	6
Extending an induction period:	8
Raising concerns:	8
At-risk procedures:	8
Special circumstances:	9
The Appeal Body:	9
Confidentiality	10

The Purpose of Induction:

All qualified teachers employed in a state school in England must, by law, complete an induction period of two school years satisfactorily. This induction period 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 (Teachers' standards - GOV.UK (www.gov.uk)).

The programme should support an Early Career Teacher (ECT) in meeting the Teachers' Standards by the end of the induction period and equip them with the tools to be an effective and successful teacher. The Teachers' Standards apply to all ECTs; they form part of the framework of professional standards for teachers and are the standards which underpin all the subsequent standards.

Aims and Intentions:

The aim of this policy is to provide early career teachers (ECTs) with guidance, support and assistance in enhancing their teaching effectiveness during the first two years of salaried employment in an atmosphere of trust and mutual respect and by the example of good and shared practice.

In order to assess the standards for the completion of the statutory induction period early career teachers will be assessed against the Statutory Requirements for Induction (revised 2012). Within the parameters of these standards recommendations will be with regard to the early career teacher achieving qualified teacher status under the headings:

- The Preamble: The values and behaviour that all teachers must demonstrate throughout their careers
- Part One: The Standards for Teaching
- Part Two: The Standards for Personal and Professional Conduct.

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

Objectives:

The objectives of this policy can be summarised as followed:

- To enable a successful transition from initial teacher training to full time employment
- To ensure that the early career teacher receives appropriate training and support
- To ensure that the early career teacher is fully aware and conversant with the culture of the academy

- To ensure that the early career teacher is aware of and able to implement the policies and practices of the academy
- To enable the early career teacher to develop the skills that are required to implement the intended curriculum effectively
- To develop a professional attitude towards the ethos of the academy and the standards that are so highly valued within the academy
- To set individual targets, reviews and assessments for ECTs
- To promote the personal and professional well-being of the early career teacher within the standard entitled Personal and Professional Conduct.

The ECT Induction Programme:

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Principal and appropriate body must agree that the post is suitable. For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Star Teaching School Hub North West Lancashire - working in partnership with Teach First.

Key personnel involved in the department of Early Career Teachers:

The role of the Induction Tutor is to co-ordinate guidance and effective monitoring of the early career teacher by:

- undertaking and delegating well-focused observation of teaching practice and providing quality time for follow up dialogue
- review the ECT's progress throughout the induction period against the Teacher Standards, conducting Progress Reviews in terms when a formal assessment is not due
- where necessary making additional arrangements for support of early career teacher who are not making the appropriate progress
- carry out formal assessments of the ECT, normally in the final term of their first year (term 3) and in the final term of the second year (term 6)
- keep documentation related to the ECT e.g. progress reviews, formal assessments and lesson observations, which are also shared with the ECT for a minimum of 6 years after completion of the induction period
- supporting and providing guidance for the school mentors working directly with the early career teachers within the school setting
- providing a link with the appropriate body, Star Institute
- providing a link with the delivery partner to ensure that there is consistency and 'cohesivity' between the training the early career teachers complete in the Early career Framework, and their development in school.

The role of the Senior Leadership Team is to:

- ensure a balanced teaching timetable that meets statutory requirements of a 10% reduction in contact time across the two year induction period
- ensure a meaningful and balanced involvement in pastoral duties
- be involved in classroom observation and meaningful post observation dialogue
- ensure a fair formative and summative assessment procedure
- inform the governing body of the policy for the induction procedure and inform them of the progress and assessment of early career teachers
- be familiar with the standards for successful completion of the induction period in order to achieve qualified teacher status.

The Governing Body will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the Principal is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

The role of Subject Leader is to:

- ensure early career teachers are aware of the policies of the subject area
- ensure that curriculum documents, including schemes of learning, are available along with relevant resources
- liaise with the Induction Tutor/ Professional Mentor regarding specific department issues.

The role of Subject Mentor is to:

- organise and hold weekly meetings with the early career teacher
- advise and guide the early career teacher in meeting the Teachers' Standards
- work closely with the early career teacher setting and monitoring individual targets
- provide induction on subject area policies and practices
- liaise closely with the Professional Mentor
- be involved in assessment, both formative and summative, and also in lesson observations
- attend and engage with the mentor training provided by the school's chosen provider.

The role of the Early Career Teacher is to:

- actively participate in their own development as a teacher
- attend and engage with the Early Career Framework provided for by the school's chosen provider

- follow the guidelines and advice of the school mentor, Subject Leader, Induction Tutor, members of SLT in the Academy
- take a proactive role in identifying and meeting their own learning needs as a teacher
- use the additional 10% non-contact time for their own professional development
- keep their own records of induction paperwork, including documentation relating to formal assessments, Progress Reviews and lesson observations

For the academic years 2022-2024, Star Teaching School Hub has been chosen to be the 'Appropriate Body' for ECT induction at Central Lancaster High School.

The role of the Appropriate Body is to:

- manage the ECT termly assessment forms
- liaise with schools regarding assessment procedures
- offer advice and guidance to schools and ECTs
- co-ordinate, monitor and evaluate the provision for induction of ECTs across Lancashire
- provide a named contact for ECTs who may have concerns about their induction

Star Institute will lead the delivery of the ECF Programme through the running of specific seminars and events as follows:

Year 1:

- An Induction/Briefing to ECF Leads/Induction Coordinators in each school
- Induction for mentors
- Induction for ECTs
- ECT Seminars
- Mentor Seminars.

Year 2:

- An Induction/Briefing to ECF Leads/Induction Coordinators in each school
- Induction for mentors
- Induction for ECTs
- ECT Seminars
- Mentor Seminars.

Star Institute will support schools to ensure both mentors and ECTs are fully engaged with the ECF Programme and complete all modules.

Star Institute will ensure each mentor is inducted and equipped to fulfil their role.

Assessments of ECT performance:

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

conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

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 summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

The induction tutor will notify the appropriate body (STAR institute) and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress they will outline the plan they have put in place to assist the ECT in getting back on track.

The school will keep in regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the induction tutor supported by the mentor. Judgements will reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. There is no need for the ECT to create anything new for the formal assessment; they should draw from their work as a teacher and from their induction programme. Judgements made in the formal assessment reports should relate directly to Teachers' Standards and not the ECF. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Principal will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards. Each ECT should be kept up to date about their progress and there should be nothing unexpected.

The ECT will add their own comments, and the formal assessment report will be signed by the Principal, induction tutor and the ECT. A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

Extending an induction period:

The induction period will automatically be extended when an ECT's absences exceed 30 days. In these circumstances the induction period will be extended by the total number of days absent since the ECT started.

Raising concerns:

An ECT who has concerns about any aspect of the content or delivery of their induction programme should act on these as quickly as possible. They should raise initial concerns internally with the induction tutor. Where the school does not resolve them, the ECT should raise concerns with the named contact for the appropriate body.

At-risk procedures:

An ECT has one chance to successfully complete induction; if they complete the induction period but fail to meet the Teachers' Standards, the ECT will not be permitted to repeat their induction and therefore cannot be employed lawfully as a teacher in a state school.

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they will state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor will notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body will be informed, and it will be ensured that additional monitoring and support measures are put in place immediately. The ECT will be made aware of where they need to improve their practice and given every opportunity to raise their performance. The Principal and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards;
- and an effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, the induction tutor will continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Principal and appropriate body.

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor will 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 the satisfactory completion of induction, updating these as necessary
- details of additional monitoring and support put in place
- the evidence used to inform the judgement; and

- details of the improvement plan for the next assessment period.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan. The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at CLHS the induction process must continue in parallel with the capability procedure. The appropriate body will be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

If an ECT fails induction, or has their induction extended, the appropriate body will advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

Special circumstances:

Extensions to the induction period can be made by the appropriate body if there is evidence that there are extenuating circumstances as to why the ECT has not made progress. Action to improve performance must not be delayed until a formal assessment point is reached. Extenuating circumstances could include:

- personal crises;
- illness;
- issues around the support during induction; or
- where there is insufficient evidence within the induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

The Appeal Body:

The Teaching Regulation Agency for England 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, the Appeal Body can:

- allow the appeal;
- dismiss the appeal; or
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the appropriate body).

Confidentiality

All key personnel involved in the induction of Early Career Teachers (ECTs), including the Principal, Induction Tutor, Subject Leader, members of SLT, and Subject Mentors, should ensure arrangements are in place to facilitate the effective protection of data relating to the induction period.

The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone who is not involved in the induction period itself.

The governing body can request an update on the progress of Early Career Teachers within the academy, but are not automatically entitled to view the documentation relating to the teacher. The exception would be if a member of staff raised a complaint/grievance relating to an issue or assessment.