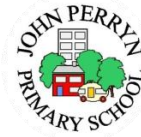




Early Careers Teachers Induction Policy

Review Frequency	Biennial
Most Recent Review	Autumn 2021
Next Review Due	Autumn 2023
Head Teacher	Leah Wright
Governor	



Policy for the induction of ECTs 2021 – 2022

This policy includes:

A summary of changes from September 2021

Rationale

Roles and responsibilities

Entitlements

Assessment

At risk procedures

Addressing ECT Concerns

A summary of changes from September 2021

- The term early career teacher (ECT) replaces newly qualified teacher (NQT).
- The standard length of induction has been increased from one school year to two school years for both part-time and full-time ECTs.
- Schools are expected to deliver an induction period that is underpinned by the Early Career Framework (ECF).
Schools have three options: 1) Full Induction Programme (FIP) delivered by our local Teaching School Hub (Teach West London) or another provider (chosen by the school) 2) Core Induction Programme (CIP), utilising the DfE approved core induction programmes/materials) and 3) A School-based Induction Programme (SIP) designed and delivered by the school.
- Appropriate bodies will have a role in checking that an ECF-based induction is in place.

Transitional arrangements

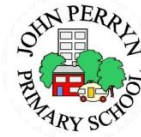
- ECTs ('the pre-September 2021 cohort') who, on 1 September 2021, had started but not completed their induction, have until 1 September 2023 to complete induction within one year.
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Rationale

The first years of teaching are 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. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching

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profession through appropriate guidance, support and challenge. Our ECT Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

Purposes

Our school's ECT induction programme has been designed to meet 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. Specifically, we aim to:

- provide support to meet the needs of all ECTs and the specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- 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 support ECTs meet all the teachers' standards consistently by the end of the two-year induction period.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

The whole staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development.

Roles and Responsibilities

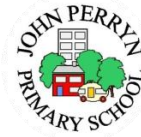
The Governing Body

The governing body will be fully aware of the contents of the DfE's Statutory guidance on Induction for early career teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments 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 its obligations over a two-year period of induction. The Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the Head Teacher's report and/or direct contact with the Induction Tutor in school.

For the induction period beginning 2021/2022 the school's ECT Induction Lead is Catherine Mulvany.

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The Head Teacher

The Head Teacher at John Perryn 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 Induction tutor, the Head Teacher will also observe each ECT, through 'drop-ins,' at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- appoint of a suitably experienced teacher to the induction tutor role
- recommending to the appropriate body (Ealing LA) whether an ECT has met the requirements for satisfactory completion of the induction period.

Many of the tasks associated with the above will be carried out by the induction tutor and mentor but the Head Teacher will make the final recommendation to Ealing LA acting as the Appropriate Body.

In addition to the statutory requirements the Head Teacher will:

- observe and give written warnings to any ECT at risk of failing to meet the Standards
- keep the Governing Body aware and up to date about induction arrangements and ECT progress

ECT Induction Lead

The principal requirement for the Induction Coordinator is to be responsible for the overall management of initiating ECTs into the teaching profession. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

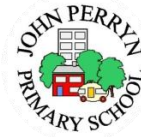
Induction Tutor

The induction tutor (or the headteacher/principal if carrying out this role) will carry out regular progress reviews throughout induction and share progress review records with the ECT, headteacher and appropriate body, undertake two formal assessment meetings during induction (one at the end of term three and one at the end of term six) and observe the ECT's teaching at regular intervals and provide prompt oral and written feedback after the observation has taken place.

This is a very important element of the induction process and the induction tutor have been given sufficient time to carry out the role effectively and to meet the needs of the ECT.

The induction tutor will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They are able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

ECT Induction Policy



Mentor

In addition to the Induction Tutor, a Mentor is appointed to provide support on an informal daily basis and through weekly meetings. The Mentor will contribute to the judgements about the ECT's progress against the Teachers' Standards.

The mentor will be given adequate time to carry out the role effectively and to meet the needs of the ECT. They will be required to attend regular mentoring sessions and mentor training where appropriate.

The Early Career Teacher

The Early Career Teacher should be proactive in her/his own career development by participating fully in the agreed monitoring and development programme, providing evidence of progress against the Teachers' Standards, participating in the scheduled classroom observations, progress reviews and formal assessment meetings, raising any concerns with the induction tutor as soon as practicable and appropriate body if / when issues are not resolved in the school, and retain copies of all assessment reports.

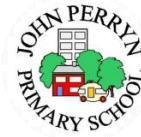
Entitlements

Our induction programme ensures that new teachers are provided with the 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 the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for ECTs at John Perryn school are as follows.

- Access to ECF training
Our school has chosen a Full Induction Programme which will be provided by Teach West London in conjunction with University College London.
- A reduction of 10% of the average teacher's workload (in addition to PPA time) in your first year of induction and 5% in your second year. This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.
- Help and guidance from an Induction tutor who is an experienced teacher (holds qualified teacher status); is knowledgeable about the phase group/year group/subject; has been trained in the induction process and has coaching and mentoring skills.
- Regular meetings with the induction tutor, senior managers, subject coordinators and other key staff where appropriate.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term), with prompt written as well as oral feedback on the teaching observed against the standards and feedback about strengths and areas for development as appropriate.

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- Half-termly review of progress meetings to review action plans, record achievements against the standards and raise concerns
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.
- Opportunities for further professional development based on agreed targets and identified needs.
- Opportunities to observe experienced colleagues teaching.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these.

Assessment

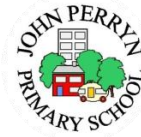
ECTs will have a formal assessment carried out by either the headteacher/principal or the induction tutor, in the final term of the first year (term 3) and in the final term of the second year of induction (term 6).

The assessment of ECTs will be rigorous and objective.

- 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.
- 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.
- 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 induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.

Evidence used in assessments

- Will be drawn from the ECT's work as a teacher during their induction.
- To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should 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. **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 during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF (see paragraph 1.8)
- Will be clear and transparent and copies provided to the ECT and appropriate body



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 assessment is not scheduled.

- Termly review meetings will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school

At risk procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

1. Initial concern - the following procedures will be put into place:
 - Induction Tutor and ECT identify the difficulties.
 - New agreed action plans will be developed with specific support outlined for securing an improvement in practice.
 - Early warning of the risk of failure will be given and the school's concerns communicated to Ealing LA acting as the Appropriate Body without delay.
2. Continued concern - the headteacher and Appropriate Body's adviser will work together to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation.
3. Improvements not achieved - despite the additional support, the headteacher/tutor and Appropriate Body adviser will meet with the ECT to explain their options and provide advice on next steps.

The ECT will be made aware of any concerns, at all stages, throughout the induction process.

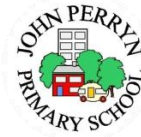
Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Mentor, Induction Lead, Head Teacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body (AB) contact.

The first named point of contact for the AB is:
Mirela Temo (ECT Induction, EMA and RE Adviser)

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John Perryn ECT induction policy 2021/2022

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This policy has been shared and agreed with the governing body on [REDACTED] And it will be reviewed on...[REDACTED] as part of the school's policy development cycle. In cases where there are new changes introduced by the DfE, this policy will be reviewed earlier than the date agreed / stated in this document.

This policy is based on and follows the guidance and statutory requirements set out in the 'Statutory guidance on induction for Early Career Teachers 2021'

[Statutory Induction Guidance 2021](#)

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