



## Induction for Early Career Teachers (ECTs) Policy

Policy Lead:	Deputy Headteacher (JMA)		
Last Review Date:	July 2023		
Next Review Date:	July 2024		
Approval needed by:	Headteacher		
Date	Pages/Whole Document	Description of Change	Origin of Change (e.g. Routine Update, request for Review)

## **Overview**

The Early Career Teacher (ECT) induction is designed to offer new teachers support and guidance in their professional development after gaining qualified teacher status (QTS).

As part of the programme, ECTs:

- are registered with Best Practice Network
- are assigned an ECT Induction Tutor (usually Deputy Headteacher Quality of Education)
- are assigned a subject mentor (usually Curriculum Team Leader or subject lead)
- have a reduced timetable (year 1-10%, year 2- 5 %)
- have three written formal termly reviews (recorded by the ECT Induction Tutor, in collaboration with the subject mentor and signed off by the Headteacher)
- demonstrate meeting all the relevant professional standards to become an effective teacher
- access a professional development programme
- demonstrate eligibility to teach in a maintained school by successfully meeting the requirements of the final assessment

## **Professional Development Programme**

### **Induction Programme**

ECTs have a bespoke Induction Programme, delivered by TLA which includes session on:

Enabling pupil learning

Enabling pupils in learning

Developing Quality Pedagogy

Making Productive Use of Assessment

Fulfilling Professional Responsibilities

The delivery of year 2: Research into practice

Enabling Pupil Learning

Developing Quality Pedagogy and Making Productive Use of Assessment

### **Observation / Drop-In**

Throughout the induction year, ECTs will be observed regularly (drop-ins or formal observation) either by their subject mentor (usually Curriculum Team Leader or Subject Lead), or induction tutor. Weekly subject mentor meetings and regular induction tutor meetings will be held to discuss their development and any areas of concern.

### **Progress Review**

The induction tutor reviews the ECT's progress at frequent intervals throughout the induction period. These regular reviews should be informed by evidence of the ECT's teaching. Targets for development as well as successes will be highlighted.

At the end of each full term of the induction year, ECTs will be formally assessed, by their induction mentor or school leader, formally appraising their progress towards meeting the Teaching

Standards. Termly written assessments are completed by the induction tutor and forwarded to the appropriate body.

Once assessment forms have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher/principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within ten working days of the final assessment meeting. These may be submitted electronically.

### **Final Assessment**

The final assessment meeting is at the end of the 2-year induction period and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form.

After the final assessment, a recommendation is made by the school to the appropriate body (the local authority or relevant teaching school), stating whether the ECT has made satisfactory progress towards meeting all of the standards. The appropriate body will then assess whether the ECT has met the requirements to pass their induction period and will write to the school to confirm the decision.

### **Additional monitoring and support (Unsatisfactory Progress)**

If it becomes apparent that an ECT is not making satisfactory progress, then the Induction Tutor must inform the Headteacher. Best Practice Network should be informed, and the school must ensure that additional monitoring and support measures are put in place immediately. These measures at school will be overseen by the Deputy Headteacher (Quality of Education) and the Headteacher. Action must not be delayed until a formal assessment meeting has taken place. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher 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 relevant standards; and
- an effective support programme is in place to help the ECT improve their performance, with a review after four weeks.

### **Action if performance is still unsatisfactory at the next assessment point**

In many cases the additional monitoring and support measures mentioned above will have the desired effect and the ECT will go on to be formally assessed at the end of the period as having performed satisfactorily against the relevant standards. Where there are still concerns about the ECT's progress at the next formal assessment point (and this is not the final assessment), the Deputy Headteacher (Quality of Education) / 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 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.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

### **Action in the event of serious capability problems**

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 the institution the induction process must continue in parallel with the capability procedure. The appropriate body should 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.

The appropriate body, makes the final decision as to whether or not an ECT's performance against the relevant standards is satisfactory, drawing on the headteacher's recommendation.

### **Failure to Complete Induction Period**

Within 20 working days of receiving the headteacher's recommendation for completion of the Induction Period, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the relevant standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the headteacher's recommendation and all available evidence including any written representations from the ECT.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

## Teachers' Standards

### Highlight standards that are observed during the lesson

#### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate awareness of physical, social and intellectual development of children, & how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons

- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents re: pupils' achievements and well-being.

#### **Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### ECT Observation Feedback

<b>Name</b>	<b>Dept.</b>	<b>Observer</b>
<b>Class</b>	<b>No. in class</b>	<b>Date</b>

<b>Action Points from previous feedback (Learning walks, work scrutiny etc..)</b>

*NB: There is no expectation to produce a prescribed lesson plan but it is useful to provide the observer with some context of the lesson e.g. annotated slides, copies of textbooks, seating plan, information about the scheme of work, etc. A copy of your seating plan should highlight your Focus 5 and High ability learners.*

<b>Aspect of lessons</b>	<b>Evidence (Brief notes only)</b>
<p>Below are indicative questions to ask yourself. The questions in bold are questions the observer might ask of the students. NB: Below should not be viewed as an exhaustive checklist!</p>	
<b>Planning and Purpose</b>	
<p>Are Learning outcomes objectives and success criteria clearly displayed / shared with pupils?            Can the students articulate the learning; do they understand its purpose in relation to long term learning?            Can student explain how their learning connects to the previous lessons?            Is it clear how the lesson fits into the scheme of work, the syllabus, real life?            Is literacy / planning for keywords integrated in to the learning            Is questioning planned for and integrated in to the lesson to support learning?            Are there opportunities for extended writing (where appropriate) embedded within planning?</p> <p><b>Q -Can you explain what you are learning today?            How does this link to what you learnt last week / lesson?            Is this a typical lesson?</b></p>	



<b>Challenge &amp; Differentiation</b>	
<p>Are all students able to access tasks?  Is it evident that data has been used to inform planning?  Do staff know who to give personalised support to in lessons?  Do staff target their 'Focus 5' pupils for additional support?  Are all students being challenged?  Do staff skilfully question and encourage pupils to think about concepts to deepen their understanding?  Do staff model the outcome to facilitate effective learning?  Are all pupils able to access the lesson, resources and LO &amp; SC.</p> <p><b>Q - How difficult is this lesson for you?</b>  <b>Do you find this subject challenging?</b>  <b>How do you know what makes a successful piece of work?</b></p>	
<b>Behaviour For Learning</b>	
<p>Are lesson routines well embedded?  <i>Is any time lost to disruption of any kind?</i>  Are seating plans being used to facilitate an effective environment for learning?  Is off-task behaviour is picked up on by the teacher and the BFL system used to support this?  Does the teacher effectively move around the room to support BFL?  Does the teacher use the system to reward pupils who model expected standards?  Has the teacher created a climate for learning where expectations are high?</p> <p><b>Q – Do you enjoy this lesson?</b>  <b>Do you think the teacher deals with behaviour fairly?</b>  <b>Does your teacher use the whole school reward system?</b>  <b>Does behaviour in this class impact on your learning?</b></p>	
<b>Feedback &amp; Progress</b>	
<p>Are students clear about the success criteria for the task?  Do the students know their targets?  Do they know what they need to work on to improve?  Is there evidence that teachers are regularly checking understanding (and acting on it)  Is there evidence of regular written feedback with pupils responding to and acting on this feedback?  Do staff follow the schools literacy policy?</p> <p><b>Q – How well are you doing in this subject, how do you know?</b>  <b>Can you explain how your teacher marks in this subject?</b>  <b>How do you know how to be better?</b></p>	

**Overall this lesson provides evidence that teaching and learning over time is of at least a good standard – Y/N**

Strengths	Areas for development
<p><b>Other points to consider in relation to the ECTs objectives and the Teacher Standards</b></p>	
<p><b>Issues/action to be addressed at the next professional review meeting with induction tutor</b></p>	<p><b>By whom / when:</b></p>
<p><b>Comment from observed member of staff (if required)</b></p>	

**RECORD OF PROFESSIONAL REVIEW MEETING**

**Date:**

**Induction Tutor:**

<b>Review of Previous Targets (as appropriate)</b>
<b>Observations / Evidence from drop-ins</b>
<b>Key comments/points</b>
<b>Revised/new targets</b>
<b>Support &amp; Development Needs</b>