



## **Balksbury Federation**

### **Early Career Teacher (ECT) Induction policy**

#### **Rationale**

At Balksbury Federation we welcome the opportunity in supporting teachers in their early career as we have a passion for supporting the next generation of teachers. The Early Careers Teacher (ECT) framework provides a two-year support programme of high quality development. In turn the federation's induction programme will enable early career teachers to establish a secure foundation upon which a successful teaching career can be built.

#### **Aims and Purposes**

The federation aims to:

- Provide Early Careers Teachers (ECT) with a solid foundation of knowledge and understanding to begin their careers towards educational excellence, developing teachers as learners and reflective practitioners
- Deliver an ECT induction programme that meets all the statutory requirements, including those of the Early Career Framework from September 2021
- Provide ECTs with a supportive environment that enables them to develop as teachers and equips them with the tools to be effective and successful in their role
- Ensure all staff understand their role in the induction programme and provide appropriate counselling and support
- Provide a programme that is appropriate to individual needs
- Provide opportunities for the ECT to observe good practice and encourage reflection of own and observed practice
- Support ECT in identifying areas for development and celebration
- Provide a foundation for long term professional development
- Promote partnerships with our Initial Teacher Training providers, Halterworth Teaching School Partnership (TSP) and Winchester University

Early Careers Teachers will receive a structured, consistent and comprehensible induction period, in which they are taught the accumulated knowledge and skills necessary to succeed in their chosen profession. The federation will exposure ECTs to research on varied areas of education allowing ECTs opportunities to embark on a career-long path of increasing expertise.

## Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DFE's) statutory guidance [Induction for early careers teachers \(England\)](#) from 1<sup>st</sup> September 2021
- The [Early Career Framework reforms](#)
- [The Education \(Induction arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to throughout this policy are the [Teachers' standards](#)

## The Early Career Framework

From September 2021, the government will fund an entitlement for all early career teachers in England to access high quality professional development at the start of their career. New teachers will receive development support and training over 2 years instead of the previous one, underpinned by the early career framework. The offer for early career teachers includes:

- 2 Years of new, funded, high quality professional training
- A dedicated mentor and support for these mentors including access to funded high quality training
- High quality development materials based on the Early Career Framework
- Funding for 5% time away from the classroom for teachers in their second year
- Funding to cover mentors' time with the mentee in the second year of teaching

The Barksbury Federation Induction Programme will be underpinned by the Early Careers Framework, enabling ECTs to understand and apply the knowledge and skills set out in the framework. Prior to the ECT beginning their induction, the Executive Headteacher and the appropriate body must agree that the post is suitable for the ECT. For a full time ECT, the induction period will typically last for 2 academic years. Part time ECTs will serve a full time equivalent. The programme is quality assured by CAPITA, University of Winchester, the federation's appropriate body.

## Provision

Throughout the two-year programme ECTs will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
  - *Mrs Fran Farrell – Induction Tutor*
  - *Miss Amy Bolton - Mentor*
  - *Mrs Sarah Gynn – Mentor*

- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in planning, teaching and assessment processes
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach

## **Support for ECTs**

The federation support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place fortnightly, reviewing objectives and revising them in relation to the relevant standards and the current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

## **Assessments of ECT performance**

Formal assessment meetings will take place termly, carried out by Deputy Headteachers/Induction tutors. These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the ECTs work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body. After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Executive Headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form. The ECT will be invited to add their own comments to this final form. The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

## **At-risk procedures**

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance
- An effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the Executive Headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

## **Roles and Responsibilities**

### **Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
- Keep copies of all assessment forms

### **When the ECT has any concerns**

- In the first instance, they will raise their concerns with their induction tutor as soon as they can
- If the ECT continues to be unsatisfied they will raise concerns with the Executive Headteacher
- If there are difficulties in resolving issues with their tutor or within the Federation, the ECT will consult with their contact at Winchester University

### **Role of the Executive Headteacher**

The Executive Headteacher will:

- Check that the ECT has been awarded Qualified Teacher Status (QTS)
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively

- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Make the Governing board aware of the support arrangements in place for the ECT
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

### **Role of the induction tutor**

The induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties

### **Role of the Governing body**

The governing body will:

- Ensure the federation complies with statutory guidance
- Be satisfied that the federation has the capacity to support the ECT
- Ensure the Executive Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the federation's grievance procedure
- If it wishes, 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 programme

Policy end date: August 2024