

The Rydal Academy

Early Career Teachers (ECT) Policy

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Approving Body: Local Governing Body

Committee: LGB

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Introduction

As a school we feel it important that all staff, both teaching and non-teaching, are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed. We encourage the philosophy of a whole school approach to the life and work of the school. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team and enabled to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school works.

Aims and Objectives

- To help Early Career Teachers (ECTs) to build upon the knowledge, skills and understanding developed in initial teacher training.
- To make ECTs feel welcome and at ease in their new environment.
- To ensure the quality of teaching across school remains at a high standard.
- To ensure the effectiveness and efficiency of ECTs and to give meaning to school documentation.
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To ensure there is a system of support in place.
- To ensure that systematic and fair assessment procedures are in place based on the ECT's professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements.
- To recognise that the appointment of an ECT is a serious responsibility and that appropriate funding will be given to support the ECT.

Guidelines

The Headteacher, Deputy Headteacher and Governors are responsible for the induction and professional development of new teachers. The Induction Mentor is responsible for the day-to-day supervision of the ECT, ensuring appropriate support. The Induction Tutor is responsible for reporting and ensures all necessary assessment takes place.

- The ECT will be registered with an Appropriate Body (Tees Valley) prior to the start of induction.
- The ECT will be registered with an Early Career Framework provider (UCL - Newcastle Leadership Project) prior to the start of induction.
- ECTs will be required to complete an induction period of the equivalent of 2 years.
- The Induction Tutor and Mentor will meet the new teacher(s) before the first day of term in order to initiate the induction process for the school year.
- The Induction Mentor will provide pastoral and professional support by providing frequent advice and support as necessary by meeting regularly, both formally and informally, with the ECT.
- The Induction Tutor will be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments.
- In consultation with DHT and other SLT the Induction Tutor will make arrangements for additional support, experience and professional development from outside the school if required.
- Informal meetings between the Induction Mentor and ECT will take place regularly (at least fortnightly).
- Formal meetings between the Induction Tutor and ECT will take place half-termly.
- Teaching will be observed regularly by the Induction Tutor, and appropriate SLT. Constructive written and verbal feedback will be given. Copies of observation and feedback notes will be given to the ECT and a copy retained by the Induction Tutor.

- Opportunity should be given to the ECT to observe experienced teachers at work within the school and in other schools.
- The ECT will be given early support on major school issues such as SEND, assessment, record keeping, reporting to parents, behaviour management, child protection procedures and reporting racist incidents during the initial induction meeting with the Headteacher.
- The ECT will be given the opportunity to attend suitable training organised by Tees Valley and the ECF provider.
- Should problems arise with the progress of an ECT which could affect the completion of induction, advice and support from the LA will be sought as soon as possible and procedures followed accurately.
- Racist incidents, Child Protection Issues, Health and Safety and other procedures will be discussed between the ECT and a member of SLT in accordance with school policies.

Notes

1. The member of staff selected to be the Induction Mentor will have attended a training course prior to starting the role (provided by UCL).
2. ECTs are assessed against the Teachers' Standards that the Secretary of State has set out for the satisfactory completion of the induction period.
3. The Induction Tutor and the ECT meet regularly to discuss progress with the objectives and a formal assessment is held at the end of each term when the Induction Tutor completes an LA assessment form.
4. The LA, in conjunction with the Headteacher's recommendation, decides if the ECT has satisfactorily completed the Induction period.
5. During year 1 of the induction period the ECT has 10% non-contact time (in addition to the 10% PPA time) to give him/her time to work on objectives, attend training and develop their knowledge and skills. During year 2 of the induction period the ECT has 5% non-contact time (in addition to the 10% PPA time) to give him/her time to work on objectives, attend training and develop their knowledge and skills.

Headteacher Responsibilities

The headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal is expected to:

- obtain interim assessments from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving school in between formal assessment periods; and

- notify the appropriate body when an ECT serving induction leaves the institution.

In addition to the above, headteachers should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Whilst much of the statutory responsibility for induction falls to the Headteacher, in practice much is delegated to Induction Tutors. The Headteacher however must have in place appropriate quality assurance processes to ensure that all the necessary actions are taking place and the judgements being made are equitable and valid.

The Induction Tutor's Responsibilities

The Induction Tutor should have a clear job description outlining their duties and their lines of accountability. The Induction Tutor (or the Headteacher if carrying out this role) should:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the LA and ECF provider where necessary);
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting the judgements to be recorded in the formal assessment record and invite ECTs to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

The Induction Mentor's Responsibilities

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

The ECT's Responsibilities

The ECT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their Induction Tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their Tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their Induction Tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.

The Governing Body's Responsibilities

The Governing Body:

- should ensure compliance with the requirement to have regard to this guidance;

- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

Appropriate Body Responsibilities

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- headteachers/principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction. The appropriate body should, on a regular basis, consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body is expected to take steps to ensure that:

- headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- ECTs' records and assessment reports are maintained;
- all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents;
- agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing.

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

Policy Review

This policy is annually reviewed and updated when necessary. Such updating will be based on experience of recently appointed staff and the induction Tutor and will take account of their comments and ideas. The Induction Tutor will be continuously evaluating the induction programme at all stages and may submit modifications to the Headteacher and Governing Body for approval during the year.