



# Early Career Teacher (ECT) Induction Policy

<b>Policy Title:</b>	Early Career Teacher (ECT) Induction Policy
<b>Function:</b>	For information and guidance regarding ECT induction from September 2021 onwards.
<b>Status:</b>	Approved
<b>Statutory guidance:</b>	The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021 The Early career framework reforms
<b>Audience:</b>	Staff, leaders, trustees and local authority
<b>Ownership:</b>	Trustees/Headteacher
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<b>Reviewed by:</b>	Assistant Headteacher
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# The Blue Coat Aims and objectives

At the Blue Coat School our vision is simple. All that we do is focused on developing exceptionally well-rounded individuals with the skills to thrive and positively contribute in a rapidly changing society.

This is underpinned by our unrelenting focus on:

## Inspiring excellence

Excellence is not something that is simply achieved. It is something that we always strive for so that we can continually create opportunity and enhance the life chances of talented young people from broad and diverse backgrounds. The best is not, however, always the easiest. Our staff and learners will be resilient, and able to overcome barriers and challenges to ensure that potential is unlocked.

## Shaping character

Our learners leave us not just knowing how to do things, but how to do things in the right way for the right reasons. That is why humility and integrity are the key pillars of our community, and the basis for how we treat one another. They ensure we have a culture where individuals are treated with care and compassionate respectfulness.

## Forging futures

Every member of our community will leave us embracing their strengths and with ambition and aspiration as to how they can contribute positively to the modern world they are entering. Our students will become the leaders of tomorrow.

By extension, our values, approach and ethos are embodied in, and implemented through, our policies and procedures. They are the framework to support all that we do and achieve.

# Aims and objectives

The Blue Coat School aims to:

- Facilitate an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- to provide a programme appropriate to the individual needs of the ECTs
- to provide appropriate support through the role of an ECF Mentor
- provide ECTs with a supportive environment that enables them to be effective and successful teachers
- to provide ECTs with varied examples of good practice
- make sure all staff understand their role in the ECT induction programme

# Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021
- The Early career framework reforms

This policy applies to ECTs who start their induction on or after 1 September 2021

# The ECT induction programme

The Blue Coat School has opted to follow the full induction programme and will be working in partnership with an ECF training provider. The ECT induction programme will act as a bridge between initial teacher training and a career in teaching. It combines a structured programme of development and support and is underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme follows an approach involving independent study and coaching from trained mentors in which the ECT with support from their mentor will complete a weekly log of their progress and development

The programme includes:

- Mentor sessions that follow the ECF
- Concise, accessible summaries of the evidence, with optional further reading, so teachers can gain understanding quickly
- Blue Coat's own Contextual meetings and support sessions

The ECT Induction programme will provide a foundation for ECTs to become an effective and successful teacher.

## Each ECT will:

- Be provided with support and experiences to enable them to make expected progress against the teacher's standards throughout and by the end of the induction period
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Have a mentor that is experienced and well-prepared for the role. We will use subject specific mentors so that more bespoke subject guidance and support can be offered to ECT's
- Have an induction tutor that will support and lead the team of ECT mentors to ensure all ECTs receive support of the highest quality
- ECTs will log their professional development will keep a record log and end of module tasks in a designated central location as specified by the induction tutor to enable the mentor and induction tutor to monitor engagement with activities
- The ECT will be formerly assessed twice over the induction period, once at the end of each academic year. The ECT will also be assessed at two points throughout the year, one midway through induction, and one at the end of the induction period. The ECT will also receive 4 progress reviews for support in Term 1,2, 4 and 5 of the induction period.

## At Risk Procedures

If an ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed
- Identification of the nature of the problem and advice given on how to redress the problem
- Agreed support plan put in place with attainable targets for action with specific and practical steps outlined for securing an improvement in practice
- The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.
- If there are still concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor and/or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period

## Roles and responsibilities

### Role of the ECT

The ECT will:

- Meet with their induction tutor and mentor at the start of the programme to discuss and agree priorities
- 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
- Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and our training partner selected to fulfil the ECF requirements

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

## **Role of the induction mentor**

The induction mentor will:

- Meet regularly with the ECT to provide support and feedback. They should follow the module map provided by our training provider to provide the correct focus to meetings
- Participate in all relevant training
- Provide, or arrange, effective support – including the opportunity to observe other staff at the School
- Act promptly and appropriately if the ECT appears to be having difficulties, informing the induction tutor of any concerns

## **Role of the induction tutor**

The induction tutor will:

- Support mentors and ECTs to engage with the programme
- Observe ECTs twice in the year
- To monitor engagement with the ECF course material and attendance at training events
- To ensure that the ECTs are getting the support and challenge they need from their mentor and the wider school community
- To complete progress reviews and formal reports on whether ECTs are making satisfactory progress towards meeting the Teacher Standards or not

## **Role of the headteacher**

The headteacher will:

- Check that the ECT has been awarded QTS
- Register the ECT with the appropriate body when the ECT is starting induction.
- Make sure the induction tutor is appropriately trained
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure an appropriate ECF-based induction programme is in place
- Make sure that formal assessments are 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

## **Monitoring Review and Evaluation**

- The Trustee Board will ensure that the procedures and practices of this policy are monitored, reviewed and evaluated
- The Headteacher will ensure that the procedures and practices are monitored and evaluated by the appropriate senior leader
- The School will review the policy regularly to ensure that arrangements do not disadvantage an employee of any characteristic