

# Induction Policy for Early Career Teachers 2024-2025

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## **Induction Policy for Early Career Teachers (ECT)**

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**The Early Career Framework (ECF) sets out what Early Career Teachers (ECTs) are entitled to learn about and learn how to do when they start their careers. It underpins an entitlement for two years of professional development designed to help early career teachers develop their practice, knowledge and working habits - *Department for Education***

### **1. Aims**

The school aims to:

- Deliver an ECT induction programme that meets Department for Education (DfE) statutory requirements
- Provide ECTs with a supportive environment that develops and equips them with the tools to be effective and successful teachers
- Support ECTs with their career development throughout and after their induction
- Support and train colleagues to understand their role as ECT Induction lead or Mentor

### **2. Legislation and statutory guidance**

Related statutory guidance:

- [Induction for early career teachers \(England\)](#) from 1 September 2021
- [Early career framework reforms](#)
- [Early Career Framework Jan 2019](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- The 'relevant standards' referred to in this Policy are the [Teachers' Standards 2012](#)
- This policy complies with our funding agreement and articles of association

### 3. Appropriate Body Services

- Raynes Park High School's Appropriate Body are Wandle Teaching School Hub
- University College London and the Institute of Education (UCL IOE) are our Delivery Partner
- ECTs and Mentors at Raynes Park High School are registered with the DfE and associated Appropriate Body Services at point of Induction

The Appropriate Body provides a range of services including:

- Communication with the Department for Education regarding ECTs eligibility to teach and registration of Teaching Registration Numbers of ECTs and Mentors
- Monitoring of Raynes Park High School's programme of support
- Quality assurance of ECT assessment outcomes
- Recommendations in relation to satisfactory completion of the induction in accordance with the Teacher Standards

### 4. The Early Careers Framework

The Early Career Framework (ECF) was designed to ensure early career teachers are fully equipped and supported to develop their teaching practice.

There are five core areas to the ECF:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional Behaviours

The content of the ECF builds upon and complements Initial Teacher Training (ITT). The ECF underpins the detail that all early career teachers should be entitled to 'learn about' and 'learn how to do' based on expert guidance and the best available research evidence.

In order to ensure congruence with the eight Teachers' Standards the content of the Framework is presented in eight modules that ECTs explore throughout their two – year induction. In developing the framework, **behaviour management** was thought to be encompassed by *High Expectations and Managing Behaviour (S1 and S7)*; **pedagogy** was thought to be encompassed by *How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5)*; and **curriculum, assessment and professional behaviours** were thought to be encompassed by S3, S6 and S8 respectively.

Early career teachers will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers' Standards only. The ECF will underpin an entitlement to training and support for early career teachers and should not be seen as an additional assessment tool. Part Two of the Teachers' Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. These standards must always be met and stand alongside the ECF so are not explicitly referenced within the framework.

The core induction programmes include high-quality development materials, underpinned by the ECF, which will support early career teachers to develop the essential knowledge and skills to set them up for a successful and fulfilling career in teaching.

## Assessments

- Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the Induction Lead.
- These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, drawn from the ECT's teaching practice and their engagement with the ECT induction training programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.
- Following termly formal assessment meetings, a formal assessment report will be completed by the ECT's mentor and Induction Lead to demonstrate progress against the Teaching standards.
- After the completion of a two-year induction the Headteacher will make a recommendation to the appropriate body in relation to the ECT's progress towards satisfactorily meeting the Teaching standards.
- In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

## 5. Induction and Training

Prior to an ECT commencing their induction period the Headteacher and Appropriate Body must agree that the post is suitable. For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period. All ECTs are supported by an experienced Mentor who will work closely with them to ensure they receive a high-quality ECF-based induction programme.

ECTs at Raynes Park High School:

- Receive a comprehensive induction prior to teaching led by the Senior Leadership Team and the ECT Induction Lead
- Have an appointed Induction lead, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Are provided with a carefully considered timetable that will enable them to demonstrate satisfactory performance against the relevant standards throughout their 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 teachers on the main pay school, and in their second year, this will be no more than 95% of the timetable of teachers on the main pay scale
- Regularly teach the same class or classes
- Undertake the same planning, teaching and assessment processes as teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate training 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

## **ECT Training**

ECTs follow a two-year induction programme led by the Early Career Framework. This follows statutory guidance from the DfE. The ECF underpins an entitlement to a package of structured training and support for ECTs.

All of our ECTs are supported by an experienced mentor who will work closely with them to ensure they receive a high-quality ECF-based induction programme.

ECTs will be expected to:

- complete self-directed study tasks set by UCL (weekly)
- attend mentor meetings (weekly in Year 1, two-weekly in Year 2)
- attend training sessions delivered by UCL/WTSH

## **Mentor training**

Our ECT and Mentor training programme is led and delivered by UCL along with the Wandle Teaching Schools Hub (WTSH), our delivery partner.

ECT mentors have a central role to play in the ECF programme. The impact of the programme is maximised where mentors have a clear understanding of the programme structure, and of how the ECF can contribute to ECTs progress alongside, and in conjunction with, statutory induction.

The full induction programme, led by UCL, provides an evidence-informed pathway for mentor development. Mentors will be guided through both self-directed study materials and training in an online community, leading to a deeper understanding of mentoring approaches and effective mentoring for the ECT. The approach to mentoring embedded within the ECF draws from two complementary frameworks: ONSIDE mentoring and educative mentoring. In the second year a coaching style is adopted.

ECT mentors will be expected to:

- complete self-directed study tasks set by UCL (2 hours, half termly)
- lead ECT- mentor meetings (weekly in year 1 and every two weeks in year 2)

- attend one induction conference in September and one further training session in the spring term training sessions delivered by UCL/WTSH
- Once Mentors have completed their two –year training they are exempt from further training or self-study

## 6. Support

We support ECTs with:

- A designated induction lead, who will provide support and training throughout the two-year induction period
- A designated induction mentor who will lead weekly structured mentoring sessions and targeted feedback
- Formal observations of their teaching practice by the Induction Lead, Mentor and the Senior Leadership Team at least twice a term with developmental feedback
- Termly progress reviews (except in terms where formal assessment is held), at which the Induction Lead will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Opportunities to observe experienced teachers, either within the school or at another school

## At-risk procedures

- Where an ECT is not making sufficient progress towards the teacher standards additional monitoring and support measures will be put into place with immediate effect
- A support plan with SMART targets will be implemented to support the ECT to improve their performance
- The mentor will work closely with the ECT and Induction Lead to support improvement and will document the ECT's progress towards meeting weekly targets
- The support plan will be shared with the appropriate body
- If there are continued concerns about the ECT's progress during their subsequent progress reviews or formal assessments, where it is not the final formal assessment, the induction Lead will meet with the ECT and Mentor and update objectives as necessary in conjunction with revising the support plan for the next assessment period

## 7. Well-being

- ECTs receive a 10% reduced teaching load in Year 1 and a 5% reduction in Year 2
- ECTs are not used to cover lessons in a colleague's absence
- One hour a week off timetable with mentors to receive professional development and support
- One-to-one termly meetings with Induction lead to receive support and guidance
- Raynes Park staff well-being team encourage participation in sports and social events
- Termly professional training time to support with assessment cycles
- Financial support with professional development opportunities

## **8. Roles and Responsibilities**

### **Role of the ECT**

- Provide evidence of QTS and eligibility to teach
- Meet with the Induction Lead at the start of the programme to fully comprehend the requirements of ECF and induction programme
- Participate fully in the training and development programme
- Agree with the Induction Lead the start and end dates of the induction period
- Plan, teach and assess work of the students they teach
- Work closely alongside the Mentor and Head of department and focus on continued professional development
- Respond to feedback from lesson observations, learning walks, book looks and other teacher responsibilities as set out in the staff handbook
- Provide continued evidence of satisfactory or better progress against the teacher standards

### **Where the ECT has concerns they will:**

- Raise these with the Induction Lead
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their Induction Lead or within the school

### **Role of the Headteacher**

- Ensure the ECT has QTS and is eligible to teach
- Agree who will act as the school's appropriate body
- Notify the appropriate body when an ECT is employed by the school and starting their induction
- Be satisfied the ECT's post is appropriate
- Ensure the Induction Lead is appropriately trained and has sufficient time to carry out their role effectively
- Ensure 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
- Ensure the ECT's progress is reviewed regularly
- Oversee formal assessments are conducted termly and sent to the appropriate body
- Maintain and keep accurate records of employment throughout the ECT's induction period
- Ensure that monitoring and record keeping is done in the least burdensome and most streamlined way
- Ensure the governing body aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body in relation to the ECT's performance against the relevant standards
- Participate in the appropriate body's quality assurance procedures of the induction programme
- Keep all relevant documentation, evidence and forms on file for six years

### **Role of the induction Lead**

- Assign experienced and suitable mentors to support ECTs
- Register ECTs and Mentors with the Dfe and the Appropriate Body
- Provide guidance, training and effective support to ECTs and Mentors
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment does not
- Inform the ECT of their progress against the relevant standards and share records with the ECT, Headteacher and relevant body
- Meet with the ECT half-termly to discuss their progress
- Ensure the ECT's teaching practice is observed and effective 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
- Ensure that all monitoring and record keeping is done in the least burdensome way and that ECTs are not asked for any evidence that requires the creation of new work

### **Role of the Induction mentor**

- Participate fully in the training and development programme
- Meet with the ECT weekly for structured mentor sessions with targeted feedback
- Work with the ECT and other colleagues within the school to ensure the ECT receives a high-quality ECF-based training and support programme
- Provide or arrange effective support including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

### **Role of the governing body**

- Ensure the school complies with statutory guidance in relation to ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, 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 on a termly basis

## **9. Monitoring arrangements**

- The programme of professional development is regularly reviewed by Wandle Teaching Schools Hub and UCL
- Termly assessments are regularly reviewed by the Appropriate Body
- This policy will be reviewed **annually** by the induction Lead. At every review, it will be approved by the full governing body

**10. Links with other policies**

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay