



EARLY CAREER TEACHER INDUCTION POLICY

Policy approved by Trust Board

Signed:

A handwritten signature in black ink that reads "Janet E. Gregory". The signature is written in a cursive style with a large initial 'J'.

Janet Gregory, Chair of the Trust Board

NEXT REVIEW AUTUMN 2024
CRANMER EDUCATION TRUST
THE BLUE COAT SCHOOL, EGERTON STREET, OLDHAM. OL1 3SQ

1.0 Aims

1.1 The Trust aims to:

- 1.1.1 Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- 1.1.2 Provide ECTs with a supportive environment that enables them to grow personally and professionally, to be effective and successful teachers
- 1.1.3 Make sure all staff understand their role in the ECT induction programme

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

1.3 Transitional arrangements

- 1.3.1 ECTs who were part of the 2020-21 ECF Pilot programme and NQTs who have started but not completed their induction before 1 September 2021 will continue to follow our previous NQT induction programme.
- 1.3.2 They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance.
- 1.3.3 If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period.
- 1.3.4 Time already spent in induction will count towards the 2- year ECT induction period

2.0 Legislation and statutory guidance

2.1 This policy is based on:

- 2.1.1 The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021
- 2.1.2 The Early career framework reforms
- 2.1.3 The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- 2.1.4 The 'relevant standards' referred to below are the Teachers' Standards.

2.2 The ECT induction programme

- 2.2.1 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, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.
- 2.2.2 We work with University College London's (UCL) Full Induction Programme for Early Career Teachers with the East Manchester Teaching School Hub. The programme has been designed to bring about lasting change in teachers' understanding and practice. The programme takes a recurring weekly approach to study and coaching, so teachers and the mentors supporting them can get into powerful routines for improvement.
- 2.2.3 The programme design is:
 - 2.2.3.1 Knowledge and evidence-based: The programme is informed by a deep understanding of the development needs of early career teachers.
 - 2.2.3.2 Drawn from expert theory and current practice: The programme is co-designed by teachers and school leaders, teacher educators and academics with rich experience of translating evidence into practice.
 - 2.2.3.3 Inquiry-based spiral learning: After strengthening early career teachers' understanding of key themes in Year 1, the modules will use an inquiry approach to revisit the themes in greater depth in Year 2.
 - 2.2.3.4 Learning embedded in practice, not an additional burden: Early career teachers apply new learning in work contexts to improve your own and your pupils' learning.
 - 2.2.3.5 Led by local teachers and leaders. The interactive learning platforms enable early career teachers to reflect and share learning together.

2.2.3.6 Flexible: School hubs and clusters can follow our proposed sequence or create their own to meet the needs of early career teachers and mentors.

2.3 Each ECT will:

- 2.3.1 Have an appointed induction tutor, who will have qualified teacher status (QTS)
- 2.3.2 Be provided with the necessary experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- 2.3.3 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
- 2.3.4 Not have unreasonable demands made upon them
- 2.3.5 Have a mentor that is experienced and well-prepared for the role. Mentors are supported to attend and participate in training as part of the ECF. Mentors also have the opportunity to undertake the NPQLTD qualification to further develop their skill set for this role. The induction tutor will support and lead the team of ECT mentors to ensure all ECTs receive support of the highest quality.
- 2.3.6 ECTs will log their professional development on school 'Progress Tracker' and will also be assessed at two points throughout the two years, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews at the end of each of the first 2 terms in both year 1 and 2 to monitor progress where a formal assessment is not scheduled.
- 2.3.7 Each school within the Trust ensures ECTs are registered with an Appropriate Body through the East Manchester Teaching School Hub. Where EMTSH cannot perform this statutory duty, a reciprocal arrangement is in place with the Bright Futures Teaching School Hub Appropriate Body.

3.0 Support for ECTs

3.1 Support provided at school level:

- 3.1.1 The designated induction tutor, mentor and subject leader will provide day-to-day monitoring and support.
- 3.1.2 The induction tutor will co-ordinate their assessments.
- 3.1.3 The induction mentor will provide regular structured mentoring sessions and observations that are followed up with prompt and constructive feedback.

3.2 Assessments of ECT performance:

- 3.2.1 ECTs will be judged against the Teacher Standards, engagement with weekly resources and progress in observations.
- 3.2.2 A progress review meeting will take place per term, except when a formal assessment is due. This review will be completed by the induction tutor, in discussion with other relevant members of staff, including the ECTs mentor and the ECT.
- 3.2.3 After each progress review meeting, a report will be completed by the induction tutor that indicates how the ECT is performing towards completion of induction. The Headteacher will also sign this review which is sent to the Appropriate Body.
- 3.2.4 ECTs must evidence how they have met the Teacher Standards
- 3.2.5 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 tutor and agreed and checked by the Headteacher.
- 3.2.6 After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Headteacher will also recommend to the Appropriate Body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

3.2.7 The final assessment report will be sent within 10 working days of the meeting, for the Appropriate Body to make the final decision on whether the ECT has passed their induction period.

3.3 At-risk procedures:

3.3.1 If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

3.3.1.1 Areas in which improvement is needed are identified

3.3.1.2 Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards

3.3.1.3 An effective support programme is put in place to help the ECT improve their performance, which will be approved by the Headteacher

3.3.1.4 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.

4.0 Roles and responsibilities

4.1 The ECT will

4.1.1 Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review

4.1.2 Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction

4.1.3 Provide evidence of their progress against the relevant standards

4.1.4 Participate fully in the monitoring and development programme

4.1.5 Participate in scheduled classroom observations, progress reviews and formal assessment meetings

4.1.6 Keep copies of all assessment reports

4.1.7 Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and UCL and institution selected to fulfil the ECF requirements

4.2 When the ECT has any concerns, they will:

4.2.1 Raise these with their induction tutor as soon as they can

4.2.2 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

4.3 The Headteacher will

4.3.1 Check that the ECT has been awarded QTS and whether they need to serve an induction period

4.3.2 Agree, in advance of the ECT starting, who will act as the Appropriate Body

4.3.3 Notify the Appropriate Body when an ECT is taking up a post and undertaking induction

4.3.4 Make sure the ECT's post is suitable according to statutory guidance

4.3.5 Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively

4.3.6 Make sure an appropriate ECF-based induction programme is in place

4.3.7 Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching

4.3.8 Make sure that formal assessments are carried out and reports completed and sent to the Appropriate Body

4.3.9 Maintain and keep accurate records of employment that will count towards the induction period

- 4.3.10 Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- 4.3.11 Make the governing board aware of the support arrangements in place for the ECT
- 4.3.12 Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory
- 4.3.13 Participate in the Appropriate Body's quality assurance procedures of the induction programmes
- 4.3.14 Keep all relevant documentation, evidence and forms on file for 6 years

4.4 The induction tutor will:

- 4.4.1 Support mentors and ECTs to engage with the programme
- 4.4.2 Observe ECTs at least once per term
- 4.4.3 Check engagement with the UCL ECT self-study tasks and observation feedback
- 4.4.4 Ensure that the ECTs are getting the support and challenge they need from their mentor and the wider school community
- 4.4.5 Update the Headteacher on ECT progression
- 4.4.6 Complete progress and formal reports on whether ECTs are making satisfactory progress towards meeting the Teacher Standards
- 4.4.7 Take prompt, appropriate action if the ECT appears to be having difficulties
- 4.4.8 Make sure 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

4.5 The induction mentor will:

- 4.5.1 Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- 4.5.2 Work with the ECT and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- 4.5.3 Participate in all relevant training provided by the school, teaching hub and UCL.
- 4.5.4 Provide, or arrange, effective support, including subject-specific, phase-specific, coaching and/or mentoring
- 4.5.5 Act promptly and appropriately if the ECT appears to be having difficulties