

# The Roaches School Network

## ECT Induction Policy

### Rationale

Embarking on a career in teaching is very demanding and of considerable significance in the professional development of the new teacher. The induction process ensures that appropriate guidance, support and continued professional development opportunities include the development of knowledge, skills and understanding through a range of opportunities. Expectations throughout the period of induction, and in line with regulations, include opportunity to discuss progress, successes, issues and concerns. Observations, reviews and assessment meetings are included through a structured but flexible individual programme.

This programme will enable an NUT to form a secure foundation on which to build a successful teaching career and enable them to fulfil their professional duties.

### Purposes

The induction process has been designed to make a significant contribution to both the professional and personal development of ECTs.

### The purpose of induction includes:

- Provision of programmes appropriate to the individual needs of the ECT
- Provision of appropriate support through the role of an identified induction tutor
- Opportunities to observe good practice
- Helping ECTs to form positive relationships with all members of the school community and stakeholders
- Helping ECTs to become aware of the school's role in the Special educational needs sector
- Encouraging reflection on their own and observed practice
- Opportunities to recognise and celebrate good practice
- Opportunities to identify areas for development
- Helping ECTs to develop an overview of teacher's roles and responsibilities
- Recognition that CPD underpins a foundation for longer term professional development and lifelong learning
- Helping ECTs to meet the Standards for Induction / Core standards
- The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

### Roles and Responsibilities

**Care Today Children's services** will be fully aware of the contents of **The early career framework reforms (ECF)** which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all obligations.

### The Head Teacher

The Head teacher plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, the head teacher will also observe each ECT at least once during the period of induction/ each term.

Statutory responsibilities are:

- ensuring an appropriate induction programme is set up
- recommending to the LA (appropriate body) whether an ECT has met the requirements for satisfactory completion of the induction period
- While the head may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or more suitably experienced colleague. In addition to the statutory requirements the head teacher will:
- observe and give written information to an ECT at risk of failing to meet the required standards
- keep the head of Care Today Children's services aware and up to date about induction arrangements and the results of formal assessment meetings

### **Induction Tutor**

The ECT Induction tutor will be responsible for the overall management of the ECTs as they embark into the teaching profession and the expected processes, systems and structures. The process involves a coordination role and also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, including organising an agreed induction programme, providing support and guidance and the rigorous but fair assessment of ECT performance.

### **Entitlement**

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ECTs are as follows:

Access to an induction programme that will commence upon appointment and be reviewed after one year in post

Structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these

Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme

Regular meetings with mentor, senior managers, subject managers and other key staff where appropriate

Observe good practice — for example through experienced colleagues teaching

A reduction of 10% of the average teacher's workload. This time is used for participating in the schools induction programme and meeting development needs

Have teaching observed by experienced colleagues

To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary

Opportunities for further professional development based on agreed targets

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DCFS guidelines on ECT induction unless the ECT is viewed as in risk of failing to meet the necessary standards.

### **Assessment & Quality Assurance**

- The assessment of ECTs will be rigorous but also objective.
- The criteria used for formal assessments will be shared and agreed in advance and will be embedded within the standards
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction assessment reports) will be used
- Responsibility for assessment will involve all teachers who have a part in the ECTs development in order to gain a reliable overall view
- Opportunities will be created for ECTs to gain experience and expertise in self-assessment/ self review
- The induction tutor will ensure that assessment procedures are consistently applied

Copies of any records will be passed to the ECT concerned Termly reports will give details of:

- Areas of strength
- Areas requiring development
- Evidence used to inform judgement
- Targets for coming term
- Support to be provided by the school
- At risk procedures

**If** any ECT encounters difficulties with meeting the standards, the following procedure will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed
- A record of the exact nature of the problem and advice given on how to redress the problem
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation
- Early warning of the risk of failure will be given and the school's concerns communicated to the LA or appropriate body without delay

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

- Where necessary, the Head/LA contact/ Principle will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to help a failing NOT improve.

### **Addressing ECT Concerns**

If an NOT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NOT should raise concerns with the school Principle.

RFSN ECT Induction Policy January 2020

To be reviewed annually - Reviewed July 2022

As part of the school's development cycle

Prior to this date should there be any changes to statutory requirements

This policy is based on and follows the guidance and statutory requirements set out in The early career framework (ECF) in force from September 21