

Induction for Early Career Teachers Policy

Designated Person: Director of Early Career Framework (LTSH)
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Induction for Early Career Teachers

All ECTs (Early Career Teachers - formerly Newly Qualified Teachers) within The GORSE Academies Trust follow the DfE induction for early career teachers (Revised March 2021).

As of September 2021, the induction period is now two years, with pay progression still taking place at the end of year 1. The ECT also has an entitlement to two years of CPD in which they are upskilled in the Early Career Framework. This is part of the DfE's Teacher Recruitment and Retention strategy, the most significant reform to teaching since it became a graduate only profession. The Early Career Framework will underpin an entitlement to a fully-funded two year support package for all new teachers, providing them with the support enjoyed by other top professions. It will give ECTs the time and support needed to focus on their professional development.

Key points include the following:

- In each academy there is an overall Induction Tutor (in all cases a member of SLT) who is accountable to their Principal and the TGAT Partnership Director with responsibility for ECTs, for ECTs to attain the Teachers' Standards, to fulfil the obligations of the ECF programme and to quality assure the work of mentors within their academy
- Each ECT is allocated a mentor, normally from within their curriculum or phase area
- Training is given to mentors who are new to the role to ensure the highest standards of support for ECTs
- The mentor will meet with the ECT on a weekly basis and all meetings are minuted. Throughout the year the Induction Tutor will attend some of these meetings in a quality assurance, and supportive, capacity
- These meetings are steered by the professional development needs of the ECT and by the programme outlined in conjunction with the Early Career Framework
- All ECTs will receive a 10% reduction in their teaching commitment in Year 1 and 5% reduction in year 2. This extra time is used in a range of ways, for example, observations of experienced colleagues, visits to other academies where effective practice has been identified, shadowing the work of pastoral staff. All such activities are undertaken to ensure the ECT is developing in their practice, with a relentless focus on their CPD
- There are informal reviews of progress in terms 1, 2, 4 and 5 and then two formal reviews in terms 3 and 6. These are informed by evidence of the ECT's teaching and from evidence as collated against the 8 Teachers' Standards

- Each ECT will have at least one formal observation each term and in most terms more than one, because of observations from SLT, the central TGAT team and the mentor
- Constructive verbal and written feedback will be given as soon as possible after an observation and certainly no later than 48 hours
- Two formal assessments will take place over the course of the two years (assuming Induction is a six term process – see (i) below) and these meetings should be informed by evidence gathered during the preceding assessment period, from the ECT's work as a teacher and from the induction programme. The evidence will show the ECT is attaining the Teachers' Standards
- The ECT should be kept up to date on their progress and there should be no surprises in any of these meetings.
- The final assessment meeting is at the end of the two-year induction period and it forms the basis of the Principal's recommendation to the Appropriate Body as to whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should be considered.
- As part of their CPD the ECT will complete modules linked to the Early Career Framework, as well as attend Trust sessions and sessions led by their ECF facilitator; each academy runs its own in-house CPD programme; there is a secondary subject enhancement programme in English, Mathematics, Physics, ICT and MFL for ECTs who are teaching outside their subject area
- All ECTs will have a well-being interview with the Partnership Director with responsibility for ECTs between November and January and then early in the summer term.
- Support will be provided from the central team in the case of any ECT struggling to meet the Teachers' Standards or to fulfil the requirements of the ECF programme.

(i) Exceptions to a three term induction programme include:

- if agreed by the Appropriate Body and the Principal based on previous significant teaching experience, for example, an ECT who followed an Assessment Only ITT route; an ECT who is part-time but is confidently fulfilling the Teachers' Standards
- If the induction period needs to be extended as a result of absences which total more than 30 days per year of induction
- if there is insufficient evidence on which a decision can be based, or where it would be unreasonable to expect the NQT to have demonstrated satisfactory performance against the standards for other reasons, which may include – personal crises, illness, disability, issues around support during induction.

Appendix

The Leeds Teaching School Hub

Roles for the ECF colleagues

Induction Tutor: SLT colleague who is expected to hold QTS

This pivotal colleague must set out the clear expectations of the role of the mentor, they must monitor the work of the mentor and must sample mentor/ECT meetings to see the relationship in action. The amount of time given to this role will be responsive to the number of ECTs within the school/academy which is likely to change year-on-year.

- To be given time and have the ability to carry out the role effectively
- To meet formally with the ECT(s) and the mentor(s) at the start and end of each year
- To meet with the mentor on a termly basis
- To meet with the ECT on a half termly basis, responding to the context of the school, ensuring this is an uplifting experience (*RQTs to be invited to these meetings in 2021/22*)
- To attend an induction tutor network meeting once per term
- To provide support and guidance to the mentor for the ECT's professional development
- To ensure that the ECT is observed once per term, and more if required, by induction tutor/mentor/other suitably qualified colleague
- To provide feedback on teaching to the ECT in a prompt manner, which is constructive and includes a brief written record, including areas for development
- To make a final judgement of the ECT by reviewing their progress against the Teachers' Standards
- To write, or QA, interim (progress reviews) and formal assessment reports, including stating whether the ECT is on track to successfully complete induction and stating the agreed development targets
- To update the ECT on their performance during all assessment periods and share this information with the principal/headteacher and appropriate body
- To maintain regular contact with the appropriate body, including updates on ECTs mid-year, stating whether the ECT is making satisfactory progress
- To put in place a plan where an ECT is not thought to be making satisfactory progress
- To monitor participation of the ECT and the mentor on UCLeXtend modules
- To update the principal/headteacher on the progress of the ECT
- To update the Leeds TSH Director on the progress of the ECT
- To respond to the facilitator communications when required

Mentor: holds full QTS and has been teaching beyond RQT year (except in exceptional circumstances and as agreed with Principal/Headteacher)

- To be given time and have the ability to carry out effectively the role of mentoring an ECT, in a mutual non-contact period, except in exceptional circumstances
- To have the support and guidance of the induction tutor
- To provide effective targeted feedback, and support, in this weekly meeting
- To ensure the ECT understands and applies the knowledge and skills set out in the ECF ('learn that' and 'learn how to' statements) so their mentees receive a high-quality ECF-based induction programme
- To use the UCLeXtend platform to access ECF modules and to contribute to discussion forums
- To respond to the facilitator communications when required
- To ensure completion of mentor modules to be able to execute the role effectively
- To observe the ECT in the classroom
- To provide feedback to the ECT, including through coaching and modelling of strong practice
- To update the induction tutor on ECT progress and any cause for concern
- To write, or contribute towards, the formal and interim (progress reviews) assessment reports
- To take prompt action if an ECT appears to be having difficulties

ECT 1

- To provide evidence of progress against the Teachers' Standards
- To complete self-directed study on UCLeXtend (can be completed asynchronously)
- To complete pre-reading for on-line modules
- To attend, contribute, and at times lead weekly mentor meetings
- To attend ECF induction conference
- To attend face-to-face ECF training
- To attend Hub-based on-line community learning sessions
- To contribute to UCLeXtend discussion forums
- To respond to facilitator communications when required
- To communicate with the induction tutor/appropriate body if issues arise with the mentoring process

ECT 2

As above, except:

- To attend fortnightly mentor meetings
- To visit two other schools in the summer term for at least two hours per visit
- To respond to facilitator communications when required

NB there are no Hub-based on-line community learning sessions in year 2 of induction.

Facilitators – ECT/mentor: to be appointed from across the range of partner schools and to hold full QTS

- To offer additional support to the ECT/mentor with the completion of ECF documents via the on-line platform
- To deliver half termly meetings with the ECT and termly meetings with the mentor to deliver key messages, CPD and reflection opportunities
- To maintain contact with the Delivery Partner regarding the progress of the allocated cohort
- To report attendance and engagement concerns to the Delivery Partner
- To communicate to the ECT/mentor participants and follow up queries and concerns
- To use discussion forums on UCLeXtend to share ideas and field Q and A
- To communicate with ECT/mentor regarding QA visits and activities
- To contribute to the delivery of annual conferences

Principal/ Headteacher

It is essential that the principal/headteacher gives sufficient time to the induction tutor to fulfil their role in supporting mentors and ECTs which reflects the demands of the changing number of ECTs year-on-year.

- To be responsible for ensuring the ECT receives an induction based on the ECF
- To ensure the induction tutor and the mentor have the ability and sufficient time to carry out their roles effectively
- To ensure the requirements for a suitable post for induction are met
- To ensure the ECT's progress is reviewed regularly, including through observations of, and feedback, on their teaching
- To participate in the appropriate body's quality assurance procedures

Governors

- To be satisfied that the institution has the capacity to support the ECT
- To ensure the principal/headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- To request general reports on the progress of an ECT where required
- To investigate concerns raised by an ECT as part of the institution's agreed grievance procedures
- To liaise with the appropriate body on the quality of the institution's induction processes and the roles and responsibilities of staff involved