



Early Career Teacher Induction Policy

Created by Denise Parker June 2023	Ratified by Trustees July 2023
Next Review due June 2024	

Legal Requirements

This policy has been written with due regard to the DfE's statutory guidance 'Induction for Early Career Teachers (England)' April 2023. [Induction for early career teachers \(England\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/114121/induction-for-early-career-teachers-2023.pdf)

Introduction

Across the Keystone Academy Trust, we aim to provide the highest quality education to enable every pupil to achieve and make a positive contribution to society. We understand that children need to be motivated if they are to succeed in life, and so we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination. We expect all our learners to achieve their potential, regardless of their personal circumstances, through educational provision delivered in a manner where learning is made as relevant, purposeful, coherent and enjoyable as possible.

To ensure that this aim is met, we believe that it is important to fully nurture, develop and support all staff at every stage of their career. The following policy is therefore aimed at enabling an Early Career Teacher (ECT) to form a secure foundation upon which a successful teaching career can be built.

Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. The Early Career Framework (ECF) provides an evidence base which will ensure that all ECTs receive the appropriate professional development, by clearly setting out what each ECT should learn in their first two years as a teacher. Through the ECF, our ECTs will receive the appropriate support, training and guidance necessary to develop their skills and knowledge base.

The 'provider led' and '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.

Keystone Academy Trust has chosen to provide a 'provider led' programme for our ECTs, delivered by the Education Development Trust (EDT), which is a national DfE approved provider and working in partnership with Lincolnshire's Teaching School Hub, and Appropriate Body, LEAD.

Purpose

Keystone Academy Trust will have an induction process that has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to follow the DfE's statutory guidance, in conjunction with LEAD Teaching School Hub as the Appropriate Body, to ensure compliance and to plan for a successful programme of support;
- to provide appropriate counselling and support through the role of an identified Mentor and Induction Tutor;
- to provide ECTs with examples of good practice;
- to help ECTs to form good relationships with all members of the school community and stakeholders;
- to help ECTs to become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development and guidance with career development;
- to help ECTs perform satisfactorily against the Teachers' Standards.

All Trust staff will be kept informed of the ECT induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole Trust 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

Local Governing Body

Each school's local governing body will be expected to be fully aware of the contents of the DfE's statutory guidance on 'Induction for Early Career Teachers', which sets out a school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school has the capacity to fulfil all its obligations. Each local governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings. Under normal circumstances, ECTs cannot be employed in a school with an Ofsted grading of inadequate.

The Appropriate Body

Once an ECT has been appointed, the head teacher must register the ECT with both the DfE portal and LEAD Appropriate Body in advance of the ECT taking up a post. Failure to do so may delay the start of the induction period. In order to register an ECT, please follow the 'Steps to Register an ECT for KAT Schools' (Appendix A). At registration, LEAD Appropriate

Body will provide the ECT with a named contact with whom they may raise any concerns about their induction programme. This person will not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

The Head Teacher

The Head Teacher at each school will play a significant and leading role in the process of inducting ECTs to the profession. Statutory responsibilities are:

- ensuring that an appropriate induction programme is provided;
- recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

The Head Teacher cannot delegate these responsibilities, but many of the associated tasks will be carried out by an Induction Tutor or other suitably experienced colleagues. In addition to the statutory requirements the Head Teacher will:

- observe and notify an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the local governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

Each Head Teacher should identify a person to act as the ECT's Induction Tutor, to provide regular monitoring, support and coordination of assessment. The Induction Tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process, and the Induction Tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The Induction Tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. In our small schools, it may be appropriate for the Head Teacher to be the Induction Tutor. The Induction Tutor is a separate role to that of Mentor, however in our small schools, one person may hold the role of both Induction Tutor and Mentor. An Induction Tutor will need to be given sufficient time to complete the following activities each year:

- Carry out 6 formal lesson observations (one each half term) although other members of SLT can contribute to these;
- Carry out 3 informal progress reviews each half term using the 'Progress Review Meeting Record Proforma' (Appendix E);
- Complete 3 formal progress reviews (at the end of each long term);
- Complete 2 written progress review reports and an assessment form in order to assess progress against the Teachers' Standards (at the end of each long term);

- If an ECT experiences difficulties, then the writing of a support plan and cause for concern form.

Mentor

The role of the Mentor has been significantly enhanced under the new ECT statutory guidance, and in our larger schools, should be a separate role to the Induction Tutor. The Head Teacher should identify a person to act as the ECT's Mentor, to provide regular mentoring. The Mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process, and the Mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT.

In addition to the Induction Tutor, who has the responsibility for the formal assessment of the ECT, a Mentor is appointed to provide on-going support on a regular basis. The Mentor will contribute to the judgements about the performance of the ECT against the Teachers' Standards and is responsible for keeping a record of mentor meetings. Mentors will be asked to provide a summative comment about the ECT's progress against the Teachers' Standards prior to each assessment point. The role includes leading weekly mentoring sessions with the ECT and engaging with EDT's mentoring professional development. Weekly mentor meetings need to be recorded using LEAD's 'Weekly mentor meeting record' proforma (Appendix D). Mentors will receive 36 hours of CPD across the 2 years of the programme, led by EDT. A Mentor will need to be given sufficient time to complete the following activities:

- Carry out weekly meetings with the ECT (approximately 1 hour) during Year 1;
- Carry out fortnightly meetings with the ECT (approximately 1 hour) during Year 2;
- Contribute to the 6 formal lesson observations each year to support the Induction Tutor;
- Provide information to the Induction Tutor each term which will support assessment against the Teachers' Standards;
- For new mentors, they will need to commit to engaging in the Mentor development programme, which is a commitment of 36 hours over two years.

A Suitable Post for Induction

In order for an ECT to serve induction within our Trust, each school must ensure that the post is suitable for induction. A suitable post is expected to:

- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- not make unreasonable demands of the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;

- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- ensure that the ECT regularly teaches the same class (es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

Entitlement

Keystone Academy Trust will ensure that ECTs are provided with support and monitoring to help them to fulfil their professional duties and to meet the requirements for satisfactory completion of induction. Induction builds on the knowledge, skills and achievements gained during the award for qualified teacher status (QTS). Key aspects of the induction programme are as follows:

- enrolment onto the ECF two-year programme with LEAD Teaching School Hub and the Education Development Trust (EDT). This will provide rigorous training for both ECTs and their mentors. The provider led programme provided by EDT is aligned to the ECF and provides ECTs with training in the 5 core areas;
 1. Behaviour management
 2. Pedagogy
 3. Curriculum
 4. Assessment
 5. Professional Behaviours
- weekly mentor meetings in year 1 of the provider led programme and 20 hours of mentoring in year 2 (fortnightly);
- termly progress meetings (every half term) with their Induction Tutor;
- help and guidance from an Induction Tutor who holds QTS and will oversee the induction programme;
- regular meetings with their Mentor, senior leaders, subject leaders, phase leaders and other key staff where appropriate;
- time and regular opportunities to meet with other ECTs and teachers;
- time and opportunities to observe experienced colleagues teaching;
- a reduction of 10% of the average teacher's workload in year 1 and a 5% reduction in year 2, which is in addition to their PPA time;

- have teaching observed by experienced colleagues on a regular basis (ideally every half term);
- receive prompt written, as well as verbal feedback on the teaching observed and to receive advice with regards to development and target setting as appropriate;
- opportunities for further professional development based on agreed targets.

Lesson Observation, Reviewing and Target Setting

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of their teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the Induction Tutor or another suitable person from inside or outside the institution, e.g. the SENCo, a subject lead or other senior teacher. Lesson observations need to be completed every short term (6 over the academic year) and recorded onto LEAD's 'Lesson observation proforma' (Appendix I), with swift verbal feedback given to the ECT. A hard copy of the lesson observation needs to be given to the ECT shortly after the feedback with signatures from all parties to evidence that it has been shared.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective. ECTs should have formal assessments carried out by either the Head Teacher or the Induction Tutor. Mentors will not carry out formal assessments unless they are also acting as the Induction Tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Where an ECT is part time, their induction will be adjusted accordingly to a full-time equivalent teacher.

Where a formal assessment does not take place, the Induction Tutor must carry out a progress review at the end of terms 1, 2, 4 and 5. Progress reviews and formal assessments are generated at the end of each term by ECT Manager and completed jointly by the Induction Tutor and ECT. Head Teachers should be informed of the recommendations in order to agree the final judgements.

Informal progress meetings should take place between the Induction Tutor and ECT at the end of each short term/mid-way through a long term in order to maintain progress against the Teachers' Standards.

Evidence used in assessments should be clear and transparent and copies provided to the ECT and Appropriate Body.

Each school must take due consideration of the following when gathering evidence:

- evidence for assessments must be drawn from the ECT's work as a teacher during their induction;
- ensure evidence gathering is not burdensome for the ECT;

- formal assessment meetings should be informed by evidence gathered during progress reviews and the periods leading up to the formal assessment point;
- there is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme;
- judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

It is recommended that each ECT uses LEAD's 'Tracking Progress Against Teachers' Standards' evidence grid (Appendix G), which will allow ECTs to signpost to where evidence can be found.

Mid-Year Transfers (January or April starters)

Mid-Year New Starters

Where an ECT may be employed mid-year (in January or April), and they have yet to begin induction, their two-year induction will begin from the date at which they are employed and continue in the same way as those who begin induction at the beginning of an academic year. For example, if an ECT were to begin employment in April, at the beginning of the summer term, then they would complete their induction at the end of March, in the spring term, two years later. Mid-year starters will have exactly the same entitlements and follow the same procedures as those starting induction at the beginning of an academic year.

Mid-Year ECTs who have begun induction in a previous setting

Where an ECT may be employed mid-year (in January or April), and have begun induction in a previous setting, they will continue their induction from the point at which they had reached in the previous school. For example, if an ECT had completed two terms in a previous school and joined the Keystone Academy Trust in April, at the beginning of the summer term, they would complete the relevant assessment point for the third term, which in this case would be the first formal assessment.

If an ECT has completed several terms in a previous school, they will not need to re-start their induction. As above, these new starters will have exactly the same entitlements and follow the same procedures as those starting induction at the beginning of an academic year.

Leavers

Where an ECT decides to leave one of our Trust schools or a temporary contract is not renewed mid-induction, and it is not a formal assessment point (terms 3 or 6 of induction) the Induction Tutor is required to complete an 'Interim Assessment' form. This will evidence the progress that the ECT has made against the Teachers' Standards during their time in the school and will contribute towards their induction when they move to a new setting. The interim assessment form will need to be submitted through ECT Manager so that the Appropriate Body can share this with the new school, and if applicable, the new Appropriate Body.

At Risk (Cause for Concern) Procedures

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

- support will be provided as swiftly as possible to address any identified areas of weakness;
- a support plan will be written, setting out attainable targets and how the school will support the ECT to make improvements, using the Appropriate Body's 'Additional Intervention Plan' proforma (Appendix J). LEAD Appropriate Body will provide a 'Cause for Concern' form which needs to be completed by the Induction Tutor or Head Teacher. Both will be uploaded onto ECT Manager;
- clear timeframes will be set, identifying at what point the support plan targets will be reviewed and the progress expected;
- 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 communicated with the ECT and the school's concerns communicated to LEAD Appropriate Body without delay.**

Where necessary, the Head Teacher and named contact at the Appropriate Body will support the Induction Tutor and ECT in planning an appropriate programme of support. They will also check that all steps have been taken to improve the ECT's quality of teaching against the Teachers' Standards to ensure successful completion of induction.

The ECT and LEAD Appropriate Body must be made aware of all concerns at any stage in the induction process, ensuring that there are no surprises. An ECT should not be told that they are not making satisfactory progress at the point of a formal assessment. Any concerns should be swiftly addressed to ensure the best possible outcomes for the ECT.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring or support programme provided by their school, these should be raised in the first instance with either their Mentor, Induction Tutor, Head Teacher or Chair of Governors. Where the school is not able to resolve the ECT's concerns, then they should raise them with Denise Parker, our Trust's ECT Lead and named Appropriate Body contact for LEAD Teaching School Hub.

Contact Details: denise.parker@keystonemat.org

Quality Assurance and Training

Denise Parker as the Trust's ECT Lead and also LEAD Appropriate Body's Delivery Partner's Named Contact will complete termly quality assurance checks to ensure that each school is

statutorily compliant, and that all documentation is of a high quality. This will ensure that an ECT's needs are well supported and that any concerns can be addressed swiftly.

Training will be delivered to Induction Tutors, Mentors and ECTs at the beginning of each academic year to provide clarity around this policy. Head Teachers will be supported through Head Teacher board meetings.

Funding

In year 1, there is no new funding (10% off timetable for ECTs and Mentor support time is already paid to schools, as calculated through the National Funding Formula). In year 2, an additional sum is paid to schools to fund 5% off timetable for ECTs and 20 hours of Mentor support time.

Additionally for schools signed up to a provider led programme, all the training and support for ECTs and Mentors on the provider led programme is fully funded and there is no direct cost to schools. Schools will receive additional funding for Mentors whilst they are engaging in the two-year Mentor training programme (equivalent to 36 hours of backfill time over two years per Mentor).

Appendices and Helpful Information

It is expected that the following documents and proformas are used by all ECTs, Induction Tutors and Mentors:

- A – Steps to Register an ECT for KAT Schools (compulsory)
- B - Overview of ECT Induction (for information)
- C – Induction Tutor and ECT Meeting Schedule (compulsory)
- D – Weekly Mentor Meeting Record Proforma (compulsory)
- E – Progress Review Meeting Record Proforma (compulsory)
- F – Professional Learning Log (optional)
- G – Tracking Progress against Teachers' Standards (compulsory)
- H – Possible Evidence against Teachers' Standards (for information)
- I – Formal Lesson Observation Proforma (compulsory)
- J – Additional Intervention Plan Proforma (only to be used following a conversation with Denise Parker/ECT Lead)