Early Career Teachers Policy

St Mark's CofE Primary School

Introduction

The first years of teaching are not only very demanding but also of critical significance in the professional development of the Early Career Teacher (ECT). It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

The policy should be read in conjunction with the statutory guidance:

1. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final__002_____1___1_.pdf
2. https://www.gov.uk/government/publications/early-career-framework-reforms-overview
3. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/991723/Appropriate_bodies_guidance_induction_and_the_early_career_framework.pdf

Key Points

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An Appropriate Body has the main quality assurance role within the induction process. The Appropriate Body is responsible for checking that Headteachers have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

Purposes

Our school's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of outstanding classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern

- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help ECTs meet all the Teachers' 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

The Governing Body

The governing body will be fully aware of the law 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 its obligations. The governing body will be kept aware and up to date about induction arrangements and the progress of ECTs through the headteacher's report and/or direct contact with the ECT coordinator in school.

The Headteacher

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction. Early Career Framework based training is expected to be embedded as a central aspect of induction; it is not an additional training programme. The headteacher at St Mark's CofE Primary School plays a significant and leading role in the process of inducting new colleagues to the profession.

Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the Appropriate Body (SFET Teaching School Hub) whether an ECT has met the requirements for satisfactory completion of the induction period.

In reality, many of the tasks associated with the above will be carried out by other staff but the headteacher will make the final recommendation to SFET Teaching School Hub.

In addition to the statutory requirements, the headteacher will:

- observe and give written warnings to any ECT at risk of failing to meet the Teachers' Standards
- keep the governing body aware and up to date about induction arrangements and ECT progress

The SLT induction lead (ECF in school)

The SLT induction lead is essential to the success of the Early Career Framework and inducting ECTs into the teaching profession and into St Mark's systems and structures. The SLT induction lead has responsibility for ensuring the mentor and ECT have the appropriate timetables to ensure that they can make the most of the programme. The ECT's weekly self-directed study should be scheduled before the mentor interactions if possible, as these interactions follow on from this work. The ECT will need to attend two training sessions per half-term and they will need to consider this when creating the ECT's timetable.

The Induction Tutor (Appropriate Body Assessment)

The Headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and 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.

It may, in some circumstances, be appropriate for the Headteacher to be the induction tutor.

The Mentor

The mentor has a key role in supporting the ECT during induction and is separate to the role of the induction tutor. They will work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme. A mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. This role involves providing, or coordinating guidance and effective support including instructional coaching and mentoring for the ECT's professional development.

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 the Teachers' Standards as achieved during training.

The key aspects of the induction programme for ECTs at St Mark's 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 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 a mentor and, as needed, meetings with subject coordinators, SENDCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload in the first year and 5% in the second year (in addition to PPA time). This time is used for participating in the school's induction programme.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards.

Assessment & Quality Assurance.

The assessment of ECTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Progress Reviews or Assessment Reports) will be used.

- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view. Copies of any records will be passed to the ECT.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Termly Progress Reviews and Assessment Reports will give details of:
    - areas of strength and areas requiring development
    - evidence used to inform judgement
    - targets for coming term
    - support to be provided by the school

<u>At risk procedures</u>

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to address 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 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.

The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

<u>Addressing ECT Concerns</u>

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, induction tutor, headteacher) in the first instance. Where the school does not resolve them, the ECT should raise concerns with the named Appropriate Body contact.

Policy created July 2021
Reviewed July 2022, July 2023, July 2024, May 2025, June 2026
Next review date July 2027