

Frederick Bremer School



Early Career Teacher (ECT) Induction Policy

December 2023

Person Responsible	Claire Binns
Review Frequency	Annually
Policy First Issued	September 2021
Last Reviewed	December 2023
Agreed by LT on	December 2023
Does this policy need to be ratified by Governors?	No
If yes, which committee	
Ratified by Governors on	
This policy is communicated by the following means	Information Hub and Website

Frederick Bremer School – ECT Induction Policy

Contents

1. Aims.....	3
2. Newly qualified teacher (NQT) induction transitional arrangements	3
3. Legislation and statutory guidance	3
4. The ECT induction programme	3
4.1 Posts for induction	4
4.2 Support for ECTs.....	4
4.3 Assessments of ECT performance.....	4
4.4 At-risk procedures.....	5
5. Roles and responsibilities	5
5.1 Role of the ECT	5
5.2 Role of the headteacher	5
5.3 Role of the induction tutor	6
5.4 Role of the induction mentor.....	6
5.5 Role of the governing board	6
6. Monitoring arrangements.....	7
7. Links with other policies	7
Appendix 1 – Seven Kings Learning Partnership EC Framework Programme Overview	8
.....	9

Frederick Bremer School – ECT Induction Policy

1. Aims

The school aims to:

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

2. Newly qualified teacher (NQT) induction transitional arrangements

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

NQTs who have started but not completed their induction before 1 September 2021 will continue to follow our NQT induction policy, which can be found in the information hub. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the head teacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

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. Time already spent in induction will count towards the 2-year ECT induction period.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the Teachers' Standards.

4. The ECT induction programme

Prior to the ECT serving their induction, the head teacher and appropriate body (North East London Teaching School Hub –NELTSH) must agree that the post is suitable.). As the appropriate body, NELTSH are responsible for supporting and quality assuring the delivery of the induction process for ECTs that have opted to work within the boroughs that they cover.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The induction programme will be underpinned by the Early Careers Framework (ECF), enabling ECTs to understand and apply the knowledge and skills set out in the ECF. Our ECTs will undertake the Full Induction Programme provided by The Seven Kings Learning Partnership, and quality assured by the DfE. (See appendix 1). Additionally, ECTs will also follow our whole school CPD sessions and three termly sessions that are bespoke to the context of our school.

Frederick Bremer School – ECT Induction Policy

In cases where ECTs are undertaking the Full Induction Programme, through a Teaching School Hub, this layer of quality assurance is not necessary, as the programme has already been quality assured by the DfE, and the only responsibility of the appropriate body relates to compliance.

4.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- 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
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

4.3 Assessments of ECT performance

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 ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

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 head teacher 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.

The ECT will add their own comments, and the formal assessment report will be signed by the head teacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. 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.

Frederick Bremer School – ECT Induction Policy

ECTs will not be included in the school's appraisal arrangements or performance management as all assessment and monitoring is undertaken within the ECT induction programme and overseen by the appropriate body (NELTSH).

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or head teacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures

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:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

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 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 or head teacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

5. Roles and responsibilities

5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

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

5.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively

Frederick Bremer School – ECT Induction Policy

- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

5.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT(with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, head teacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- 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

5.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- 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
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

5.5 Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the head teacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

6. Monitoring arrangements

This policy will be reviewed annually by Claire Binns / Assistant Headteacher. It will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Learning and Teaching

Appendix 1 – Seven Kings Learning Partnership EC Framework Programme Overview



Seven Kings Learning Partnership - Early Career Framework Programme Overview

Theme	Year 1 - Exposure and Experience		Year 2 - Practical Fluency
Creating a purposeful and powerful learning environment?	<p>High Expectations (Standard 1 – Set high expectations)</p> <p>Managing Behaviour (Standard 7 – Manage behaviour effectively)</p> <ul style="list-style-type: none"> - CPD delivered through the alliance and within school - Opportunities to observe best practice and deconstruct - Flash observations with their mentor in the first 4 weeks to develop effective routines and high expectations - Key reading around Behaviour for Learning and creating a safe and secure learning environment 	R E S I D E	<p>Intrinsic motivation class/KS case study</p> <p>Presentation to head teachers/SLT</p> <p>Understanding the differences between extrinsic motivation in the classroom and how intrinsic motivation creates lifelong learners</p> <p>Researching how to get students interested and stay interested in their subjects, <u>trialing</u> strategies with a class or key stage to explore how to get buy in without just the reward of exam results.</p>
What makes effective classroom practice? Planning and teaching <u>well structured</u> lessons	<p>Classroom Practice (Standard 4 – Plan and teach <u>well structured</u> lessons)</p> <p>How Pupils Learn (Standard 2 – Promote good progress)</p> <p>Standard 3.2 developing subject expertise</p> <ul style="list-style-type: none"> - CPD through the alliance and within school on developing lesson planning - An exploration into the importance of learning over task - Dedicated time to discuss lesson transitions and 	N T I A L	<p>Year 2: Metacognition, Memory and Misconceptions (3Ms)</p> <p>Action research - practitioner Inquiry</p> <p>ECTs to work in Triads and present to cohort This is personal to the ECT and their areas of development or interest. The action research project is researched, trialled and evaluated and makes use of a research cycle to evaluate its impact. ECT to create a research poster to present</p>
	<p>effective group work</p> <ul style="list-style-type: none"> - Key reading around effective lesson planning and how <u>pupils learn</u> 		
Making accurate use of assessment Focus being <u>AfL</u>	<p>Assessment (Standard 6 – Make accurate and productive use of assessment)</p> <ul style="list-style-type: none"> - CPD exploring effective <u>AfL</u> - Opportunities to trial strategies and see others use <u>AfL</u> effectively - Time to explore how to feedback effectively to students 		<p>Year 2: Developing the use of <u>AfL</u>- varied repertoire complete an audit to find key areas. Understanding of assessment for key exam years/national data and how to use it to track progress effectively</p> <p>Using a Development cycle to develop the use of <u>AfL</u> as a tool to assess and intervene and over time develop a varied repertoire. The ECT will gain a greater understanding of assessment for key exam years and how to use it to track progress effectively. The ECT will research, observe practitioners, trial in their classroom, deconstruct practice and embed in their teaching through the <u>6 week</u> development cycle.</p> <p>They will also complete an audit at the start and end of the cycle.</p>

Frederick Bremer School – ECT Induction Policy

An inclusive classroom	Adaptive Teaching (Standard 5 – Adapt teaching) <ul style="list-style-type: none"> - What is effective differentiation in the classroom - CPD on inclusive classrooms with specialists support from SEND team - Exploring how we Challenge the most able - Key reading around differentiation and stretch and challenge 	Case study on SEND presented to SEND specialist panel Selecting a student or a SEND area to explore in further detail. Observing the student in other lessons, liaising with SEND team, understanding and trialling strategies to support their chosen student.
Designing a curriculum to light fires	Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge) <ul style="list-style-type: none"> - Opportunities to network with other ECTs in their subject areas - Subject knowledge audits 	Planning and showcasing a SOL The ECT develops a SOL for their department and presents to their department. This gives them an opportunity to see how <u>an</u> SOL fits into the curriculum as
	<ul style="list-style-type: none"> - Deconstructing syllabus and exam papers for exam years - Becoming aware of the links between subject skills and content in different year groups - Teaching outside your specialism (where applicable) 	a whole and how to sequence and progress on from prior learning.
People profession	(Standard 8 – Fulfil wider professional responsibilities) role of a tutor, developing relationships with parents/carers and colleagues Consolidate and review all standards	Choose a strand - Celebration of 2 years - Day Conference - Linked with Residential