



ECT INDUCTION POLICY

This policy applies to the whole school, including the EYFS

Introduction

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers' Standards.

The programme should support the early career teacher (ECT) and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period.

Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

Aims and Objectives

- To help ECTs to build upon the knowledge, skills and understanding developed in initial teacher training;
- To make ECTs feel welcome and at ease in their new environment;
- To ensure the effectiveness and efficiency of ECTs and to give meaning to school documentation;
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work;
- To ensure there is a system of support in place;
- To ensure that systematic and fair assessment procedures are in place based on the ECT's professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements;
- To recognise that the appointment of an ECT is a serious responsibility and that appropriate funding will be given to support the ECT.

Responsibilities of people involved in the induction of an ECT

The Headmaster's responsibilities (with support from the Induction Lead):

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body – at St Piran's we use the Independent Schools Teacher Induction Panel (ISTIP);
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor/mentor has the ability and sufficient time to carry out their role effectively;
- ensure that the induction tutor/mentor has received the correct training to undertake these roles;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT has a timetable that reflects the appropriate amount of non-contact time during their induction period;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the appropriate body;
- ensure that assessments (including any interim assessments) are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;

- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures;
- retain all relevant documentation/evidence/forms on file for six years.

Whilst much of the statutory responsibility for induction falls to the Headmaster, in practice much is delegated to induction tutors. The Headmaster, however, must have in place appropriate quality assurance processes to ensure that all the necessary actions are taking place and the judgements being made are equitable and valid.

The Mentor/Induction Tutor's responsibilities:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headmaster and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

The ECT's responsibilities:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme 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 programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate fully in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period;
- retain copies of all assessment reports.

The Governing Body's responsibilities:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the Headmaster is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;

- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process;
- can request general reports on the progress of an ECT.

Observations of the ECT's teaching practice

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's 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.

It is also expected that:

- the observer holds QTS;
- the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion;
- any written record will indicate where any development needs have been identified.

Making an appeal against a decision by the appropriate body

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so.

In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

Reviewing this Policy

This policy is regularly reviewed and updated when necessary. Such updating will be based on experience of recently appointed staff and the induction coordinator and will take account of their comments and ideas. The induction lead will be continuously evaluating the induction programme at all stages and may submit modifications to the Headmaster and Governing Body for approval during the year.

Reviewed By: Deputy Head Academic
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Next Review Date: September 2025