



## **Willingdon Community School**

### **Policy for the**

## **Induction of Early Career Teachers**

### **(ECTs) 2023-24**

#### **The Induction of Early Career Teachers:**

- Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest.
- Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert.
- During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.
- The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development.

Date adopted by the Governing Body:  
To be reviewed: September 2024  
Staff Responsible: Jake Lambert  
Link Governor: Jane Branson

### The Early Career Framework

The ECF has been designed to support early career teacher development in 5 core areas –

- behaviour management,
- pedagogy,
- curriculum,
- assessment
- professional behaviours.

The DfE recognises that in order for the ECF to have a positive impact on early career teachers, it must be firmly and exclusively about an entitlement to additional support and training.

Therefore, for national roll-out they have committed to:

- Funding and guaranteeing 5% off-timetable in the second year of teaching for all early career teachers; early career teachers will continue to have a 10% timetable reduction in their first year of induction.
- Creating high quality, freely available ECF curricula and training materials;
- Establishing full, high quality ECF training programmes;
- Funding time for mentors to support early career teachers; and
- Fully funded mentor training.

As a school we have registered our ECTs for the Full Induction Programme with STEPAHEAD TEACHING SCHOOL HUB as our appropriate body: [stepaheadtsh@stepacademytrust.org](mailto:stepaheadtsh@stepacademytrust.org).

We will work with them and use the 'Ambition Institute' resources to ensure the success of our ECT induction. A robust CPD provision for both ECT's and their mentors are in place to support them through the induction process and they have to have a protected mentor session together weekly as a non-negotiable.

### Overview

The school's Induction Programme ensures an effective transition from Initial Teacher Training into the teaching profession, enabling ECTs to establish a secure foundation upon which to build a successful teaching career.

During the induction period, ECTs benefit from a supportive start to their teaching career through appropriate challenge and development opportunities.

The ECT Induction Programme has been designed to meet statutory requirements and support the professional development of ECTs.

The programme provides:

- a high quality transition from teacher training, continuing to support ECTs in meeting their development needs in their Induction year
- effective and timely support to the ECT
- an individualised development and support programme



- high quality mentoring, including providing ECTs with examples of good classroom practice
- support for the ECT in forming effective professional relationships with all members of the school community
- opportunities to recognise and celebrate success
- the development of reflective skills in their practice
- support in addressing development needs and if necessary, areas of progress concern
- longer-term professional development.

### **Roles and responsibilities**

#### **The Governing Body**

The governing body must be satisfied that the school has the capacity to support the ECT and that the head teacher is fulfilling their responsibilities.

Careful consideration should be given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all of its obligations during the induction period.

#### **The Head Teacher**

The Head Teacher ensures the process for the induction of ECTs to the school.

They will:

- ensure a high quality Induction programme and support are in place, including all pre-employment requirements are carried out
- ensure the ECT has the opportunity to meet with key staff prior to the start of their Induction year
- ensure that the ECT is formally observed within four weeks of commencing Induction
- ensure observe and, if needed, give support and advice to an ECT at risk of failing to meet the Teachers' Standards
- Make recommendations to the Appropriate Body of successful completion of the Induction period
- Keep the Governing Body aware and up to date about Induction arrangements and ECT progress.

#### **Induction Tutor**

The Induction Tutor is responsible for:

- the management and supervision of the ECT's development during their Induction period
- support and guidance, providing additional support where needed
- a fair and consistent assessment of the ECT's progress
- ensuring the Teachers' Standards are being met
- keeping progress records and monitoring the quality of provision
- the completion, with the ECT, of six assessment forms over the Induction period.

### **The ECT's Induction Programme**

The Induction Programme ensures that ECTs are provided with individualised support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction.

It builds on prior knowledge and skills in their Initial Teacher Training in meeting the Teachers' Standards in their Induction period.

The programme will include the following.

- Prior to the start of the Induction year, the ECT receives documentation which will help them become familiar with the school's systems and expectations.
- Have the opportunity to visit the school and meet key staff with whom they will be working, and have an introductory meeting with their Induction Tutor.
- Receive information about the class or classes they will be teaching to be able to begin planning.
- Access to an Induction Programme that will commence upon appointment, with review at the required assessment points and a final review after two full-time years in post.
- An individualised programme of monitoring and support, adapted to their needs as the year progresses and based on an instructional coaching model.
- A 10% reduced timetable in their first induction year. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. The additional 10% for ECTs to be used for CPD activities.
- A 5% reduced timetable in their second induction year. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. The additional 5% for ECTs to be used for CPD activities.
- Support from a designated Induction Tutor. This could be a team leader or a suitably experienced teacher.
- They will receive regular updates from the safeguarding team and support in ensuring that they meet their safeguarding duties effectively.
- Focused observation of teaching and a follow-up discussion. ECTs should be observed at least once in every term (in a six-term year). The first observation should be within the first four weeks in school. They should have the opportunity for a follow-up discussion and should receive a written record of each observation.
- At least one professional review meeting with their Induction Tutor every term (in a six-term year) to discuss their progress, set new targets and identify any support they may need.

- Three formal assessment meetings of their performance measured against the Teachers' Standards.
- The opportunity to observe experienced teachers in their own school, and in another school, where particular areas of good practice have been identified.
- A planned programme of CPD, to be organised by the school and to take place within their 10% timetabled allocation. The programme of CPD should be based on their strengths and areas for development, identified in their self-review against the Teachers' Standards.

Part of the programme of CPD may also involve attending training sessions and courses organised by Sussex Teaching Schools or other providers.

- Opportunities to work with the school SENCO or another teacher with significant expertise in teaching SEN pupils.
- Support for parents' meetings.
- A named contact with whom they can get in touch to discuss any difficulties with induction that they have not been able to resolve in school. The contact is for schools using [stepaheadtsh@stepacademytrust.org](mailto:stepaheadtsh@stepacademytrust.org) as its Appropriate Body.

### **Assessment and Quality Assurance**

The assessment of an ECT's progress will be rigorous, fair and objective and the responsibility of the Induction tutor, working closely with the mentors.

- The criteria and timings used for formal assessments will be shared and agreed in advance.
- Using both formative assessment (e.g. lesson observations and target setting) and summative assessment (assessment forms).
- Assessment will draw on views from teaching staff who are supporting the ECT's progress.
- Assessment forms should include details of:
  - evidence of strengths and areas requiring development
  - evidence used to inform judgements
  - targets for the next assessment period and, for the final assessment, beyond Induction
  - support and development opportunities provided by the school.
- As well as formal observations of teaching, assessments should include evidence from planning, pupils' work, progress data and the ECT's relationships with staff, students and parents.
- The Induction mentor will ensure that assessment procedures are consistently applied.
- Copies of records and assessment forms will be forwarded to the ECT for their comment.



- Each year, the school will undertake Quality Assurance of their ECT procedures using the STEPAHEAD TSH ECT audit (available in Resources on ECT Manager), ensuring that suitably experienced mentors are supporting the ECT's progress.

### **Progress concerns**

From time to time ECTs may experience progress concerns.

For ECTs not meeting particular Teachers' Standards, the following procedures will be put into place.

- Additional support provided to include a Support plan with milestones and targets set against the relevant Teachers' Standards.
- A Support plan provided with specific steps outlined for securing an improvement in practice.
- A record kept of weekly meetings.
- Experienced colleagues modelling good practice to address particular areas of teaching.
- The Appropriate Body kept informed of the ECT's progress concerns and support provided.
- Where an ECT advises there are mitigating reasons for the progress concerns, consideration will be given and any reasonable adjustments to their teaching will be made where possible to support the ECT's development needs.
- If an ECT has a declared disability that may be affecting their performance this will be discussed with the Appropriate Body to support the ECT and any reasonable adjustments to their teaching will be made where possible.
- In the weeks prior to the assessment form submission, the ECT be advised of the likely progress grading to be given. If necessary, where concerns continue, prior to the commencement of their final assessment period, the ECT is advised of the risk of failure to successfully complete Induction.
- Where there are mitigating reasons, an extension to Induction may be considered.

Where an ECT has continuing progress concerns, further support and advice will be given.

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. The ECT to be advised they can discuss concerns with the named contact.

If an ECT has concerns about their induction mentoring and support, these should be raised with their school mentor in the first instance. Where the school is not able to resolve the concern the ECT should raise concerns with the named Appropriate Body contact: [stepaheadtsh@stepacademytrust.org](mailto:stepaheadtsh@stepacademytrust.org)



**Willingdon**  
COMMUNITY SCHOOL



**STEP Ahead**  
TEACHING SCHOOL HUB

For **Appropriate Body** enquiries contact [matt.swain@stepacademytrust.org](mailto:matt.swain@stepacademytrust.org)

For any **other enquiries**, contact us on: [STEPAheadTSH@stepacademytrust.org](mailto:STEPAheadTSH@stepacademytrust.org)

### The Early Career Framework

Two Years PD	Expert Mentors	Consistent Curriculum	Increased Retention	Evidence Led	Golden Thread
Recognises Complexity Blended High Quality PD Funded 5% Release (Y2)	Instructional Coaching Full Training and Support Funded Release (Y2)	High Leverage Ongoing Development Lasting Change	Professional Development Work Smarter Better Behaviour	A National Standard A Common Language EEF Endorsed	Key Initial Concepts Built Upon NPQLT NPQLB NPQLTD

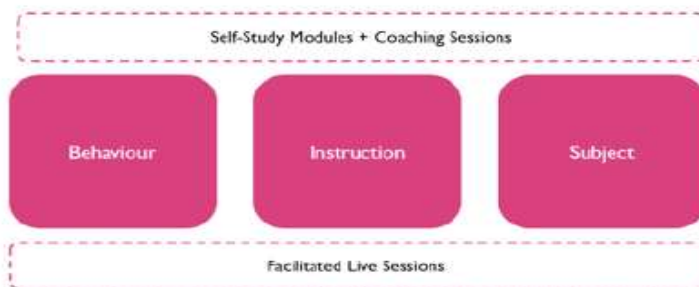
Option	Full Induction Programme
Option	Core Induction Programme
Option	School Based Induction Programme



- ✓ DFE Designated Hub
- ✓ Teacher Education Expertise
- ✓ Instructional Coaching
- ✓ Research Evidence Based
- ✓ Strong Partnership
- ✓ NQT+ I Trial



- ✓ DFE Designated Provider
- ✓ Teacher Education Expertise
- ✓ Instructional Coaching
- ✓ Research Evidence Based
- ✓ Strong Partnership
- ✓ ECF Early Roll-Out



### Lockdown Amendments

In the event of a national lockdown, to ensure ECT's can competently deliver live lessons to ensure engagement and progress of students:

- The school will provide tailored CPD to ensure ECT's can confidently deliver live lessons utilising a variety of AfL techniques.
- CPD programme adjusted due to the loss of ECT's second placement last lockdown.
- The CPD programme will remain 'fluid' to be led by the specific needs of the ECT's to enable them to be successful during this most challenging of years.
- In a lockdown situation, ECT's should still have less teaching time than a full time teacher and this should be reflected in their responsibilities. 10%