

Benjamin Britten School



Induction of Early Career Teachers (ECTs) Policy

Purpose

The school's statutory induction processes have been developed to ensure that Early Career Teachers (ECTs) feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our students.

Our induction processes will:

- Support each ECT to successfully complete their statutory induction period
- Provide each ECT with a full ECT induction programme in line with the ITTECF and statutory induction guidance.
- Ensure each ECT receives their statutory entitlements, as follows:
 - trained Induction Tutor with Qualified Teacher Status;
 - dedicated Mentor to support progress through the ECT programme;
 - a reduced timetable in Year 1 and Year 2 (in addition to planning, preparation and assessment (PPA) time);
 - continued professional development, including observation of experienced teachers;
 - a pre-planned personalised induction programme;
 - regular progress and professional reviews;
 - formal observation of teaching at least each half-term with verbal and written feedback;
 - regular meetings with the induction tutor and half-termly reviews of progress;
 - regular meetings with the dedicated ECT Mentor;
 - rigorous and fair assessment against all of the Teachers' Standards;
 - two formal assessment meetings and reports and
 - a named contact at the Appropriate Body
 - have no unreasonable demands made of them;
- Provide appropriate advice, guidance and support to each ECT based on individual talents and needs
- Provide examples of good practice and facilitate each ECT observing effective teaching based on their developmental needs
- Support ECTs to develop positive relationships with all members of the school community for the betterment of pupil outcomes
- Encourage ECTs to become reflective practitioners to aid personal development
- Acknowledge success and celebrate good practice
- Provide opportunities for professional development
- Support an understanding of the full roles and responsibilities of a teacher
- Support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'- statutory guidance, paragraph 1.5¹.

This policy is underpinned by a whole Trust commitment to support teachers new to the profession and retain them in the education system.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696428/Statutory_Induction_Guidance_2018.pdf

Roles and responsibilities

The Governing Body

The Governing Body has a responsibility to ensure the school complies with all aspects of statutory guidance. Prior to an ECT being employed, the Governing Body will carefully consider the school's capacity to fulfil its obligations towards the ECT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

The Headteacher

The Headteacher's role in the process is as follows:

- Appoint an Induction Tutor who has QTS, the time and skills to undertake the role, and is appropriately trained
- Ensure an appropriate, personalised induction programme is drawn up
- Ensure the ECT has a suitable role to undertake induction
- Communicate with the ECT at the earliest opportunity if there is a concern that he or she is at risk of not meeting the Teachers' Standards and inform the Appropriate Body as a matter of urgency
- Make a final recommendation to the Appropriate Body as to whether the ECT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' and should pass their induction period
- Keep Governors informed about induction arrangements for ECTs in the school

The Headteacher may delegate these functions to an appropriate member of the school's leadership team.

The Induction Coordinator

Many tasks associated with the above will be undertaken by the Induction Coordinator and other suitably experienced colleagues.

The Induction Coordinator will:

- Have responsibility for the day-to-day oversight of the professional development programme and ECT provision.
- Undertake and/or arrange lessons observations as necessary
- Arrange support when necessary
- Support Mentors and ECT's throughout the ECT programme
- Complete professional reviews in line with the ECF Framework to inform the professional development programme.
- Inform the Headteacher, at the earliest opportunity, if concerns arise that the ECT is at risk of not meeting all of the Teachers' Standards, 'consistently over a sustained period'.

The Induction Tutor

The Induction Tutor will:

- Complete regular progress reviews in line with the ITTECF
- Undertake and/or arrange lesson observations as necessary.
- Ensure rigorous and fair assessment throughout the induction process
- Inform the Headteacher and Induction Coordinator, at the earliest opportunity, if concerns arise that the ECT is at risk of not meeting all of the Teachers' Standards, 'consistently over a sustained period'.

The ECT Mentor

The ECT Mentor will:

- Provide the ECT with support through regular instructional coaching sessions in line with the ITTECF.
- Have oversight of ECT's use of the timetable reduction

The ECT

The ECT must participate fully in the induction process and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'.

The ECT will:

- Provide evidence of QTS
- Agree with their ECT Mentor as to how their reduced timetable will be used
- Participate fully in the professional development programme
- Participate effectively in observations, progress and professional reviews, and formal assessment meetings
- Retain personal copies of the two formal assessments.