

PINNER WOOD SCHOOL



EARLY CAREER TEACHERS POLICY

Approval Authority

Effective From: September 2024

Date Ratified by GB:

Next Review Date: September 2026

Signed by Chair of GB:

Pinner Wood Policy for the Induction of Early Career Teachers (ECTs)

This policy is based on and follows the guidance and statutory requirements set out in [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/induction-for-early-career-teachers)

Rationale

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

Purposes

Our school's ECT induction programme 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:

- ensure a smooth transition from teacher training, to support ECTs meet all the teachers' standards consistently by the end of the two-year induction period.
- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs which includes activities and training that supports the ECT's deeper understanding of the Early Career Framework
- provide individualised support through high quality mentoring
- provide ECTs with examples of good 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

The whole staff will be kept informed of the school's ECT 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.

Entitlements

Each ECT should be proactive in her/his own career development. 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 Pinner Wood School are as follows.

- Structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these
- Help and guidance from an Induction tutor and mentor who: is an experienced teacher (holds qualified teacher status); is knowledgeable about the phase group/year group/subject; has been trained in the induction process and has coaching and mentoring skills.
- Regular meetings with the mentor, induction tutor, senior managers, subject coordinators and other key staff where appropriate.
- A reduction of 10% of the average teacher's workload (in addition to PPA time) in your first year of induction and 5% in your second year. This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.
- Access to an induction programme which is based on the Early Career Framework.: Full induction Programme (FIP) through Teach West London Teaching School Hub and UCL.
- Opportunities to observe experienced colleagues teaching.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- To receive prompt written, as well as oral, feedback on the teaching observed against the standards and to receive feedback about strengths and areas for development as appropriate.
- Termly review of progress meetings to record achievements and progress against the standards, agree next steps targets and raise concerns (terms 1,2,4 and 5)
- Annual formal assessment meetings to record progress and performance against the teachers' standards (terms 3 and 6)
- Support in any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.
- Opportunities for further professional development based on agreed targets and identified needs.

Roles and Responsibilities

The Governing Body

The governing body will be fully aware of the contents of the DfE's Statutory guidance on Induction for early career teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all its obligations over a two-year period of induction. The Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the Head Teacher's report and/or direct contact with the Induction Tutor in school.

For the induction period 2021/22 the school's Induction tutor is Mrs Gemma Palmer

The Head Teacher

The Head Teacher at Pinner Wood 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
- appointment of a suitably experienced teacher to the induction tutor role

- keeping the Governing Body aware and up to date about induction arrangements and ECT progress

Many of the tasks associated with the above will be delegated to and carried out by the induction tutor and mentor; however, the Head Teacher will also:

- observe each ECT, through 'drop-ins,' at least once each term
- observe and give written warnings to any ECT at risk of failing to meet the Standards
- recommend to the appropriate body (Harrow LA) whether an ECT has met the requirements for satisfactory completion of the induction period.

Induction Coordinator (Induction Tutor)

The principal requirement for the Induction Coordinator is to be responsible for the overall management of ECTs as they join the teaching profession and into Pinner Wood Schools systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision, and embraces various tasks, such as ensuring that the ECT is accessing an induction programme based on the Early Career Framework, with additional input to support wider understanding of school systems and structures, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

This is a very important element of the induction process and the induction tutor have been given sufficient time to carry out the role effectively and to meet the needs of the ECT.

The induction tutor will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They are able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

Mentor

In addition to the tutor, who has the responsibility for the formal assessment of ECTs, a Mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot which allows time for the ECT and mentor to work through activities relating to their induction programme. Evidence gathered through these activities may contribute to the judgements about the ECT's progress against the Teachers' Standards.

The mentor will be given adequate time to carry out the role effectively and to meet the needs of the ECT. They will be required to attend regular mentoring sessions and mentor training where appropriate.

Assessment & Quality Assurance.

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with **progress reviews** taking place in each term where a formal assessment (see paras 2.52 – 2.57 of the ECT statutory guidance) is not scheduled.

Termly progress review meetings will give details of:

- areas of strength
- areas requiring development
- evidence used to inform judgement
- targets for coming term
- support to be provided by the school

ECTs will receive an **formal assessment** in the final term of the first year (term 3) and in the final term of the second year of induction (term 6), which is carried out by either the Headteacher or the induction tutor.

Evidence used in progress reviews and assessments will be clear and transparent and referenced in reports and paperwork.

Evidence for assessments is drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF (see paragraph 1.8)

The assessment of ECTs will be rigorous and objective.

- The induction tutor will ensure that assessment procedures are consistently applied.
- 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) 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.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, reflections on practice and training, as well as formal observations of teaching.
- Copies of any records will be shared with the ECT.

At risk procedures

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

1. Initial concern - the following procedures will be put into place:
 - Tutor and ECT identify and agree the difficulties.
 - An action plan will be developed with clear targets, success criteria and specific support outlined for securing an improvement in practice.
 - Early warning of the risk of failure will be given and the school's concerns communicated to Harrow LA acting as the Appropriate Body without delay.
2. Continued concern - the headteacher and Appropriate Body contact will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT induction and that all steps have been taken to improve the situation.
3. Improvements not achieved - despite the additional support, the headteacher/tutor and Appropriate Body contact will meet with the ECT to explain their options and provide advice on next steps.

The ECT will be made aware of any concerns, at all stages, throughout the induction process.

Addressing ECT Concerns

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

The first named point of contact for the AB is Debbie Cummings, ECT Induction Adviser for London Borough of Harrow LA

It will be reviewed

- as part of the school's policy review annually
- prior to this date should there be any changes to statutory requirements.