



HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL

“I can do all things through Christ who strengthens me,” (Philippians 4:13) so that I can be the best that I can be, for myself, for others and for God.

Early Career Teacher (ECT) Induction Policy

January 2022

We aspire for our community to flourish as we journey together to fulfil our God given potential by encouraging a delight in the pursuit of wisdom and knowledge. We cherish each person as unique and special, and celebrate God’s creation through providing rich experiences, which enlighten, challenge, shape and enhance life’s opportunities for all.

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Lead Person(s)	Ruth Ardrey and Rachel Forward

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Rationale

The first years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital that 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 ECT Induction Programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

What is the Early Careers Framework?

As of September 2021, all schools are required to follow the Early Careers Framework (ECF) for ECTs. The support consists of a funded entitlement to a structured 2-year package of high quality professional development. The ECF sets out what all new teachers need to know and be able to do as they begin their careers. It is aimed at providing extended, evidence-based development that will produce better-trained teachers. There is a focus on learning the things that make the most difference in the classroom and the early careers teacher’s (ECT) professional practice.

The Early Careers Framework document can be found here.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

New requirements for Early Careers Teachers

1. Two years of quality training

The framework extends the support given to newly qualified teachers from one to two years, in recognition of how much there is to learn. By providing ECTs with an extra 5% non-teaching time in their second year, we can ensure that ECT’s will continue receiving the training and support they deserve.

2. Funded support for mentors

Hildenborough CE Primary School will now receive funding for mentors’ time in the second year of the programme. Mentors will also receive high-quality training to support them in their role.

3. Clear direction for training

Teachers at this stage of their development face a huge challenge of learning a great deal in a relatively short space of time. To make the most of the hours set by the DfE, the ECF prescribes a balance of face-to-face training, online training, self-study and 1:1 mentoring and coaching to bring consistency to training between schools. This will reduce the risk of cross-school variance in the quality of teacher training.

4. National training underpinned by evidence

The ECF was developed using robust evidence to provide a national standard for early career teacher training. Endorsed by the Education Endowment Foundation (EEF), the national framework aims to ensure a common induction for all teachers and provide a common language and research base for the sector. As a result, the ECF will help to standardise training so that it will be high-quality and accessible to all ECTs. There are five core areas around

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which the ECT’s training will focus: behaviour management, pedagogy, curriculum, assessment and professional behaviours.

Purposes

At Hildenborough CE Primary School, we have chosen a funded provider-led programme. We have chosen to work with Thames Gateway, accredited by the DfE, who have designed and will deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the DfE.

The 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:

- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs.
- 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.
- ensure a smooth transition from teacher training, to help ECTs meet all the teachers’ standards.

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.

Roles and Responsibilities

The Governing Body

The Governing Body at Hildenborough CE Primary School will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment 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 its obligations. 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 ECT Coordinator in school.

The Head Teacher

The Head Teacher at Hildenborough CE Primary School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an Induction Tutor, the Head Teacher will also observe each ECT, through ‘drop-ins,’ at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place.

Love. Compassion. Endurance. Courage. Hope. Honesty



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- recommending to the Appropriate Body (Kent) whether an ECT has met the requirements for satisfactory completion of the induction period.

In reality, many of the tasks associated with the above will be carried out by a coordinator but the Head Teacher will make the final recommendation to Kent. In addition to the statutory requirements the Head Teacher will:

- observe and give written warnings to any ECT at risk of failing to meet the Standards.
- keep the Governing Body aware and up to date about induction arrangements and ECT progress.

Induction Tutor

The principal requirement for the Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into Hildenborough CE Primary School's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance. At Hildenborough, the Induction Tutor is Ruth Ardrey (also Head Teacher).

Mentor

In addition to the Induction 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. The Mentor will contribute to the judgements about the ECT's progress against the Teachers' Standards. At Hildenborough, the Mentor is Rachel Forward.

Entitlement

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 Hildenborough CE Primary School are as follows:

- Access to an Induction programme that will commence upon appointment and be reviewed after two years in post.
- 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 who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings over 2 years with a Mentor who will coach and support the ECT in their professional development and, as needed, arrange meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues' teaching.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).

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- A reduction of 10% of the average teacher’s workload (in addition to PPA time) in year 1. This time is used for participating in the school’s Induction programme, other professional development activities and meetings with the mentor. In year 2, a reduction of 5% of the average teacher’s workload (in addition to PPA time).
- Prompt written, as well as oral, feedback on teaching observed, with targets and feedback/advice provided.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers’ Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Access to a sequenced two-year programme based on the Early Career Framework providing high quality, ECF curricula and training materials. As stated above, at Hildenborough CE Primary school, the ECF will be delivered through a provider-led induction programme using DfE approved resources: Thames Gateway.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers’ Standards.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective.

- The 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 Induction reports) will be used.
- Assessment will draw on views from all teachers who have a part in the ECT’s development 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, as well as formal observations of teaching.
- The Coordinator will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.

At risk procedures

If any ECT is not making satisfactory progress against the Teachers’ Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action set for a minimum of 4 weeks, with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.

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- Early warning of the risk of failure will be given to the ECT and the school’s concerns communicated to Kent Appropriate Body without delay.

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

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.

Addressing NQT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Mentor, Induction Tutor, 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 named AB contact is Grant Reeves, ECT Induction Manager for Kent.

Further Guidance

If further guidance is needed, then the Statutory Induction Guidance for Early Careers Teachers can be consulted. This can be found under this link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory Induction Guidance 2021 final 002 1 1 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf)