



Huxlow Academy

Ambition • Respect • Pride

Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
K Isaksen	SLT	May 2023	18 May 2023	Annual	May 2024

EARLY CAREER TEACHER INDUCTION POLICY

Policy Approver: Full Governing Board

Version Control

Version Number	Date of Change	Changes Made
1.1	07.06.23	Update to reflect statutory guidance from Sept 2023 and AIB approval



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1. Policy Name

Early Career Teacher Induction Policy

2. Aims

The school aims to:

The initial years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Our school's ECT induction process aims to:

- Run an ECT induction programme that meets all the statutory requirements
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

All Huxlow Academy ECTs will be immersed in school life, which is built around our core values of **Ambition, Respect** and **Pride**. ECTs, along with all Huxlow staff, will engage with an **ambitious** programme of Professional Development, supported by their mentors. ECTs will take **pride** in their contributions to our school community and model **respectful** behaviours to students and their peers.

3. Purpose

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to support ECTs so that they perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the school 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.

4. Legislation and Statutory Responsibility

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\) \(publishing.service.gov.uk\)](#) (New update from September 2023)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

5. The Induction Programme

For a full-time ECT, from 2021, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent.

Huxlow Academy follows a Funded Provide-led programme of support. TeachFirst, a DfE accredited provider, designs and delivers training to ECTs and their mentors through the Northamptonshire Teaching School Hub. This is supplemented by an in school Professional Learning programme.

In school mentors support ECTs with the programme, overseen by the Induction Tutor. The full Induction programme is quality assured by Brooke Weston Teaching School Hub, our 'Appropriate Body'.

5.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range in Year 1 and 95% in Year 2.
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

5.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place on a half-termly basis at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

5.3 Assessments of ECT performance

Formal assessment meetings will take place on a termly basis carried out by the ECT's induction tutor. These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form. The ECT can add their own comments to this final form. The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

5.4 At-risk procedures

If it becomes clear the ECT is not making sufficient progress, the Appropriate Body must be informed, and additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance
- An effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the Head teacher, or Deputy Head teacher, will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

It is likely that the Appropriate Body will visit to meet with the team around the ECT to observe, monitor the support in place and provide additional guidance. This is followed up with a formal report identifying clear targets and expectations moving forward.

5.5 Extending Induction due to absence

Normally, ad-hoc absence by an ECT, totalling more than 30 days, will automatically extend induction by this number of days.

The Induction tutor will liaise with the Appropriate Body regarding periods of extended absence.

6. Roles and Responsibilities

All relevant staff with identified responsibilities in the induction process, inclusive of the ECT themselves, will familiarise themselves with the following publication:

[Induction for early career teachers \(England\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101421/induction-early-career-teachers-england-2023.pdf) - *Statutory guidance for appropriate bodies, head teachers, school staff and governing bodies Revised for September 2023.*

6.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance
- Meet with their mentor weekly in Y1 and fortnightly in Y2
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms

When the ECT has any concerns, they will:

- Raise these with their Induction Tutor as soon as they can
- Consult with their contact at the Appropriate Body at an early stage if there are difficulties in resolving issues with their tutor or within the school

6.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 3.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

6.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring
- Ensure suitable mentors are allocated to each ECT, and allocate time for mentors to provide effective support
- Carry out regular progress reviews throughout the induction period

- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties

6.4 Role of the Academy Improvement Board

The AIB will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT

7. Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective and in line with the requirements of the Statutory Guidance and ECT Entitlements.

When making a final judgement on the outcome of the ECT Induction Period the Mentor and Head Teacher must consider the following from section 1.9 of the Statutory Guidance:

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- As well as the mentor leading on this, responsibility for assessment will also involve the ITT coordinator and the Head Teacher making the final judgement based upon all evidence provided by the ECT and mentor. All teachers who have a part in the ECT's development are also eligible to contribute evidence to this process in order to gain a reliable overall view and support the demonstration of progress towards the teacher standards.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor/mentor and Head Teacher will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Termly assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,

- targets for coming term (i.e. 'smart' targets)
- support to be provided by the school
- If there is more than 1 ECT in the school, the ITT coordinator will quality assure the induction process, (inclusive of all assessments and paperwork kept by mentors and evidence kept by ECTs), to ensure that a consistent approach is upheld across the school to maintain a high quality induction process for all.

(All of the above will be clearly referenced to the Teachers' Standards)

8. Monitoring Procedures

This policy will be reviewed **annually** by the Deputy Head Teacher responsible for Teaching and Learning. At every review, it will be approved by the Academy improvement Board

9. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay



5th July 2023

Signed:
Chair of Academy Improvement Board

Date: