



**BARKING ABBEY SCHOOL**

## **Induction of Early Career Teachers Policy**



## **Policy for the Induction of Early Career Teachers (ECTs) at Barking Abbey School**

### **Rationale**

The ECT Induction programme provided at Barking Abbey is rigorous and challenging while being incredibly supportive and meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021. This evidence-based programme has been developed to ensure we equip and empower our early career teachers to become the BEST practitioners they can be.

Our in-house training, alongside a package of fully funded professional development and mentor support provided by Ambition, aims to induct our teachers into the BA Way and empower and equip them to comfortably handle all the opportunities they will have in those first two years.

### **Legislation and statutory guidance**

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#)
- The [Early career framework reforms](#)
- The 'relevant standards' referred to below are the [Teachers' Standards](#).

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. This policy ensures that all staff understand their role in the ECT induction programme.

### **The ECT induction programme**

- The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.
- Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.
- For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve an equivalent. Up to one term of continuous employment may count towards completion of the induction period.
- The programme is quality assured by London District East Teaching School Hub, our 'appropriate body'.

## **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 an appointed induction mentor, who will have QTS.
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range,
- Regularly teach the same 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 subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

## **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.
- Their designated mentor, who will provide regular structured mentoring sessions which, through a standardised routine, provide the ECT the opportunity to shape a clear model of better, identify a bite-sized area for improvement and use deliberate practice as per Ambition Institute Early Career Teacher Full Induction Programme –weekly in year 1 and fortnightly in year 2.
- Regular, brief (15minute), focused observations of their teaching/planning/resource (as per the Ambition Institute Early Career Teacher Full Induction Programme) and follow-up discussions with prompt and constructive feedback – ideally weekly.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review 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.
- Internal CPD to integrate new teachers into school systems and BA Teaching and Learning Principles.

## **Assessments of ECT performance**

- assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by Helen Blake, the ECT induction tutor.
- These meetings will be informed by clear and transparent evidence gathered from progress reviews 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 each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.
- A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction Formal period.
- If the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

## **At-risk procedures**

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, 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 against the relevant standards.
- An effective support programme is put in place to help the ECT improve their performance.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## **Roles and Responsibilities**

### **Role of the Governing Body**

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.
- Make sure 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 procedures.
- If it has any concerns or questions, 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 on a termly basis.

The school's Induction Tutor is Ms Helen Blake

The Governor with responsibility for the Early Career Framework is \_\_\_\_\_

Commented [BH1]: Who is ?

### **Role of the Headteacher**

The head teacher at Barking Abbey 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 the Induction tutor, the head teacher will ensure that the following responsibilities are fulfilled:

- Ensure 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.
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECF-based induction programme is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure 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 sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.
- 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.

In addition to the statutory requirements the head teacher will:

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately.
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

#### **Role of the Induction Tutor**

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment doesn't occur.
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body.
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Make sure that the ECT's teaching is observed, and feedback is provided.
- Make sure 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.

- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

### **Role of the Mentor**

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide opportunity to shape a clear model of better, a bite-sized area for improvement and use of deliberate practice through the standardised routine as per Ambition Institute Early Career Teacher Full Induction Programme – ideally weekly.
- Complete recording of the agreed action steps for the ECT on the Ambition Institute online platform (Steplab) to be reviewed in future session.
- Commit to self-study utilising designated resources on Steplab and scheduled engagement at mentor clinic, coach-on-coach sessions and conferences as per Ambition Institute Early Career Teacher Full Induction Programme.
- Ensure that the ECT understands and successfully embeds their learning into their classroom practice through effective instructional coaching.
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme.
- Provide, or arrange, effective support – including subject-specific, coaching and/or mentoring.
- Act promptly and appropriately if the ECT appears to be having difficulties.

### **Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their subject mentor at the start of the programme to discuss and agree priorities and keep these under review.
- Agree with their subject mentor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction, through the online access to the Ambition Institute Early Career Teacher Full Induction Programme materials.
- Commit to weekly self-study of as per expectations of the Ambition Institute Early Career Teacher Full Induction Programme (10mins video, 15mins read of evidence summary, 15mins quiz and reflection) through the Ambition Institute platform (Steplab).
- Commit to deliberate practice within mentor feedback meetings, learning and practising aspects of the framework throughout the programme and embedding of new habits within teaching.
- 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 reports.

**When the ECT has any concerns, they will:**

- Raise these with their induction and subject 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 induction tutor or within the school.