

Early Career Framework Policy

September 2021

1. Introduction

The induction programme is determined by the statutory requirements and therefore this policy needs to be read in conjunction with:

- Department for Education (DfE) Early Career Framework (ECF) (England) (statutory guidance for appropriate bodies, head teachers, school staff and governing bodies) document;
- DfE Teachers' Standards (May 2012), under the headings (the Teachers' Standards will be used to assess an Early Career teacher's performance):

The ECF has been designed to support early career teacher (ECT) development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours;

- The appropriate body's Early Career teachers Induction Assessment Form – completed at the end of each induction period;
- The legislation Sections 135A, 135B and 141C (1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.

2 Rationale

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards. Our school's induction process ensures the appropriate guidance, support and training to include the development of skills and knowledge, expectation and observations are provided through a structured but flexible individual programme. This programme will enable an Early Career Teacher to form a secure foundation upon which a successful teaching career, fulfilling profession duties can be built.

All staff in the school have a role to play in supporting a teacher new to the profession. Subject Leaders, Year Group Leaders and members of the Senior Leadership Team have a particular part in the process of ensuring that support and guidance is given as well as monitoring Early Career teachers. This policy aims to clarify the roles and requirements necessary to all stakeholders involved in the appointment of an Early Career teacher. This policy also details other important factors and procedures.

3 Aims

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 an Early Career Framework induction programme appropriate to the individual needs of an ECT;
- To provide appropriate support through the role of a mentor and induction tutor;
- To provide ECTs with examples of good practice;
- To help ECTs form positive and effective working relationships with all members of the school community;
- To encourage reflection of their own and observed practice;
- To provide opportunities to recognise and celebrate good practice;
- To provide opportunities to identify areas for development;
- To provide constructive feedback;
- To help ECTs to develop an overview of teacher's roles and responsibilities;
- To provide a foundation for longer-term professional development;

- To help ECTs meet all the induction standards and aid the ECT to build upon the knowledge, skills and understanding developed in initial teacher training and to support the successful completion of the statutory induction period;
- To enable the ECT to make an effective contribution to the learning of children they are responsible for, to the school as a whole and to the teaching profession in general. There will be a sufficient focus on the quality of an ECT's teaching;
- Create a climate which enables the Early Career Teacher to take responsibility for their own professional development;
- To provide effective professional development opportunities based on the evidence of the ECT's progress;
- To undertake systematic reviews of the induction process through regular planned meetings.

All staff stakeholders will be informed of the school's Early Career Framework policy and be expected to participate 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 Roles and Responsibilities

All stakeholders' roles and responsibilities are set out in Section 5 of the induction document and should be referred to it in conjunction with this policy.

4.1 The Governing Body

Careful consideration is given, prior to any decision to appoint an Early Career Teacher, whether the school currently has the capacity to fulfil all its requirements. The governing body will be kept informed and up to date about induction arrangements and the results of formal assessment meetings (when they can request general reports on the progress of an Early Career Teacher) and should ensure compliance with statutory induction guidance which includes ensuring the head teacher is fulfilling their responsibility to meet the requirements of a suitable post for induction. The governing body can seek guidance from the appropriate body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process.

The governing body will investigate concerns raised by an Early Career Teacher and seek guidance from the appropriate body if necessary.

4.2 The Head Teacher

The head teacher plays a significant and leading role in the process of inducting new colleagues to the profession. The head teacher and the appropriate body are jointly responsible for the monitoring, support and assessment of an early career teacher during the induction period. While responsibility for the implementation of the Induction Programme has been delegated to the Induction Tutor.

Statutory responsibilities are:

- Before the ECT takes up post the head teacher must undertake pre-employment checks, which must be verified by the appropriate body upon registration including checking with the Teaching Agency that the individual holds QTS;
- Clarify whether the teacher needs to serve an induction period or is exempt;
- Notify the appropriate body when an Early Career teacher who is taking up a post in which they will be undertaking induction joins the school, before the appointment begins;
- Ensure the ECT's post is a suitable post in which to serve induction
- Ensure that an appropriate induction programme is in place;
- Ensure the ECT has both a reduced timetable and PPA time as necessary;
- Where relevant obtain documentation from the ECT previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the ECT induction programme and period;
- Appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations, progress reviews and formal assessments is scheduled (ideally in advance) and takes place;
- Ensure reports are completed and sent to the appropriate body;
- Ensure the induction tutor is appropriately trained and has time to carry out their role;

- Act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- Maintain accurate records of periods of employment that will count towards the induction period (including absenteeism) and when ECTs leave the school part way through a period;
- Make the governing body aware of the arrangements, which have been put in place to support the ECT's induction;
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension;
- Participate appropriately in the appropriate body's quality assurance procedures;
- Retain all relevant documentation/ evidence/ forms for six years;
- Inform appropriate body as soon as an ECT's absences total 30 days or more;
- Provide interim assessment reports for staff moving in between formal assessment periods;
- Notify the appropriate body when an ECT serving induction leaves the school.

4.3 Induction Tutor

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into Gascoigne's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of ECT performance. The induction tutor is a separate role to that of mentor.

This role includes:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the appropriate body where necessary);
- Carry out observations of an ECT's teaching. Then provide constructive feedback and targets in order to develop the ECT's practice to a higher standard (copies of written feedback should be provided). This not only includes providing direct feedback but also encouraging the ECT to reflect on their own practice in order to enhance reflection skills;
- Undertake formal assessment meetings during the induction period co-ordinating input from other colleagues as appropriate;
- As part of the formal assessment meetings track an ECT's progress towards meeting the Teachers' Standards using the Standards Tracker. As part of this, review the evidence the ECT has collected against the relevant standards and sign off when necessary;
- Inform the ECT during the assessment meetings the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- Ensure completed assessment reports/forms are sent to the appropriate body by the appropriate deadlines;
- Ensure ECTs are aware of how, both within and outside the school, they can raise any concerns about their induction programme or their personal progress;
- Ensure all stakeholders are fully aware of their roles in the induction progress and these are sufficiently implemented;
- Organise further professional development opportunities outside of school (including The Tollgate programme of induction as well as PACE and borough training sessions);
- Have initial discussions with the ECT to decide priorities for induction prior to the period commencing;
- Ensure the ECT is provided with all the necessary information and documentation prior to the induction period commencing;
- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Undertake a review of the induction progress at different points during the academic year

4.4 Mentors

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;

- provide, or broker, effective support, including phase or subject specific mentoring and coaching;
- take prompt, appropriate action if an ECT appears to be having difficulties

4.5 Early Career Teacher (ECT)

The ECT has a vital role to play in their own induction and should take responsibility for their own professional development.

4.4.1 Before the period starts:

- Provide evidence that they have QTS and are eligible to start induction;
- Undertake a Transition Day, which should include a meeting with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.

4.4.2 Once the period has started:

- Agree with their tutor how best to use their reduced timetable allowance;
- Monitor own process against the Teachers' Standards and collect evidence for each one and provide this evidence when requested including during formal assessment meetings;
- Participate fully in the agreed monitoring and development programme;
- Raise any concerns with induction tutor as soon as practicable;
- Consult appropriate body named contact at an early stage where there are or may be difficulties in resolving issues with tutor or within the school;
- Keep track of and participate effectively in scheduled classroom observation and formal assessment meetings;
- Agree with induction tutor the start and end dates of the induction periods and dates of any absences from work during the period;
- Retain copies of all assessment forms and other documentation;
- Participate in a review of the induction process at different points including at the end of the period;
- Participate in additional training opportunities.

4.5 The Appropriate Body

The appropriate body is The Boleyn Trust; the appropriate body has the main quality assurance role within the induction process and is responsible for the supervision and training of the ECT during the induction. The appropriate body should inform the Teaching Agency of any ECTs who start an induction period. The school works closely with the Appropriate Body to ensure that the statutory requirements are fully met.

5 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 standards for the award for QTS. The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms.

The key aspects of the induction programme for ECTs at Gascoigne are as follows:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements
- Help and guidance from an induction tutor and who is adequately prepared for the role and will coordinate the induction programme;
- ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6)
- Help and guidance on a daily basis from year group leaders/mentor;
- Regular meetings with induction tutor, senior leaders, subject leaders and other key staff where appropriate;
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme;
- Observe experienced colleagues teaching;

- In the first year of induction, the ECT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers. In the second year of induction, the ECT has a reduced timetable of no more than 95% of the timetable of the school's existing teachers. This time is used for participating in the school's induction programme;
- Have teaching observed by experienced colleagues half termly.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary;
- Opportunities for further professional development based on agreed targets;
- Have a termly professional review of progress (towards meeting the Teachers' Standards);
- To be provided with further training and professional development opportunities through the Boleyn Trust. This is in addition to internal training provided by the school which includes five full days of INSET plus a minimum of 30 hours of staff meetings which are scheduled weekly.

6 Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (eg lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECTs development in order to gain a reliable overall judgement.
- Opportunities will be created for ECTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- ECTs will be assessed at the end of the induction period against the Teachers' Standards. It is the responsibility of the head teacher to formally notify, using the final assessment form, the appropriate body as to whether the ECT has met the required standards.

7 Unsatisfactory progress

If it becomes apparent that an ECT is not making satisfactory progress, the following procedures will be put into place (as detailed in Section 4 of the induction document):

- The ECT is made aware of where they need to improve their practice and given an opportunity to improve their performance;
- 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 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;
- Early warning of the risk of failure will be given and the school's concerns communicated to the appropriate body without delay as well as the governing body;
- Details of support and guidance will be made explicit with the completion of an action plan to be completed and agreed in conjunction with the ECT.

However, where concerns continue the head teacher should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT (as detailed in para 4.7 of induction document):

- The identified weaknesses;
- The agrees objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- Details of additional monitoring and support put in place;
- The evidence used to inform the judgement;
- Details of the improvement plan for the next assessment period.

In the event of serious capability issues capability procedures should be instigated leading to possible dismissal (as detailed in para 4.7 of induction document).

8 The Appeal Body

The Teaching Agency is the Appeal Body in England (as specified in para 4.9 of the induction document). An ECT can choose to appeal against a decision that they have failed to satisfactorily complete the induction period or imposition of an extension.

Further guidance about the appeals process is available at: <https://www.gov.uk/government/publications/induction-appealsprocedures>

9 Addressing NQT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named contact at the appropriate body.

10 Prior to beginning work – Staff Induction Day/ Transition Day

A day should be agreed between the ECT and their induction tutor to take place during the term before the induction period starts.

11.1 *During the day the new member of staff should be made aware of:*

- Be introduced to all staff and be made aware of their roles and responsibilities;
- Important health and safety information;
- Be given a tour of the school (and made aware of important features such as emergency exits etc);
- Be made aware of emergency procedures (including fire drill arrangements);
- Arrangements for first aid;
- Be given a copy of the Staff Handbook and be made aware of the important points (including absence procedures);
- Accident and incident reporting;
- Child Protection procedures.

11.2 *There should be an opportunity:*

- Complete any additional paperwork relevant to employment;
- Familiarise themselves with their new role;
- Meet and teach their class a Transition lesson;
- Have a hand over meeting with children's current teacher (important information can be exchanged in this meeting including information about parents and children's attainment and levels as well as IEPs etc);
- To find out what classroom the ECT will be based in;
- To discuss priorities for induction following on from the initial teaching training targets.

11.3 *They should be given:*

- All relevant policies (including the Health and Safety document);
- Class list;
- Medical information relating to class;
- SEND information relating to class (including Care Plans, IEPs);
- Staff Handbook;
- Contact details of necessary people (including head teacher).

Commencing	September 2021
Review date	
Approved by governors	