



### **Mission Statement**

*"A Caring Christian Family Where We Grow Together"*

# **INDUCTION OF EARLY CAREER TEACHERS POLICY**

**Effective Date:** 01/09/2019

**Review Date:** September 2024 Annual

<b>Review Date</b>	<b>Signed Head Teacher</b>	<b>Signed Director RCSAT</b>
02/12/2019	<i>J. L. J. J. J.</i>	<i>P. J. J. J.</i>
30/09/2020	<i>J. M. Badger</i>	<i>P. J. J. J.</i>
30/09/2022	<i>J. M. Badger</i>	<i>P. J. J. J.</i>
27/09/2023	<i>J. M. Badger</i>	<i>P. J. J. J.</i>

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	02/12/2019
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



## 1. Rationale

- 1.1. The first two years of teaching are 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.
- 1.2. RCSAT's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge.
- 1.3. RCSAT's ECT Induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

## 2. Purpose

- 2.1. RCSAT's Induction processes have 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.
- 2.2. Specifically, the aims are to:
  - 2.2.1. provide support to meet the generic needs of all ECTs and specific needs of individual ECTs;
  - 2.2.2. provide individualised support through high quality mentoring;
  - 2.2.3. provide ECTs with examples of good classroom practice;
  - 2.2.4. help ECTs form productive relationships with all members of the school community and stakeholders;
  - 2.2.5. encourage reflection on their own and observed practice;
  - 2.2.6. provide opportunities to recognise and celebrate success;
  - 2.2.7. act quickly to help ECTs address any areas of concern;
  - 2.2.8. provide a foundation for longer-term professional development;
  - 2.2.9. ensure a smooth transition to prepare to help ECTs meet all the core standards.
- 2.3. All staff shall be kept informed of the ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development.
- 2.4. 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.

## 3. Roles and Responsibilities

### 3.1. The Board of Trustees

- 3.1.1. The Board of Trustees shall be aware fully of the law which sets out RCSAT's responsibility to provide the necessary monitoring, support and assessment for ECTs.
- 3.1.2. Careful consideration shall be given, prior to any decision to appoint an ECT, whether a school has the capacity to fulfil all its obligations.
- 3.1.3. The Board of Trustees shall be kept aware and up to date about induction arrangements and the progress of ECTs through the Principal's / Executive Headteacher's reports and/or direct contact with the ECT coordinator in the schools.
- 3.1.4. For the year 2020/21 the school's ECT Induction Coordinator are:
  - 3.1.4.1. Bunbury Aldersey CE School - Nicola Badger, Principal;
  - 3.1.4.2. St Oswald's CE School – Louise McDonough, Principal;
  - 3.1.4.3. Warmingham CE School – Kate Appleby, Principal;

### 3.2. Operational Executive

- 3.2.1. The Executive Headteacher (EHT) at RCSAT shall play a significant and leading role in the process of inducting new colleagues to the profession.
- 3.2.2. While responsibility for the implementation of the ECT Induction Programme has been delegated to a coordinator, the Executive Headteacher shall also observe each ECT through 'drop-ins' at least once each term.



### 3.2.3. The EHT's Statutory responsibilities shall be:

- 3.2.3.1. ensuring an appropriate induction programme and support are in place;
- 3.2.3.2. recommending to the appropriate body whether an ECT has met the requirements for satisfactory completion of the Induction period.

3.2.4. In reality, many of the tasks associated with the above will be carried out by a coordinator, but the Executive Headteacher shall make the final recommendation to NYCC.

3.2.5. In addition to the statutory requirements the Executive Headteacher shall:

- 3.2.5.1. observe and give written warnings to any ECT at risk of failing to meet the Standards;
- 3.2.5.2. keep the Board of Trustees aware and up to date about induction arrangements and ECT progress.

### 3.3. ECT Induction Coordinator (Induction Tutor)

3.3.1. The ECT coordinator shall be responsible for the overall management of initiating ECTs into the teaching profession and into RCSAT's systems and structures.

3.3.2. The coordinator's role shall entail not only coordination, but also keeping records of activities and monitoring the quality of provision.

3.3.3. The coordinator shall also complete various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

### 3.4. Mentor

3.4.1. In addition to the coordinator, who has the responsibility for the formal assessment of ECTs, a mentor shall be appointed to provide support on an informal daily basis and through a formal weekly timetabled slot.

3.4.2. The mentor shall contribute to the judgements about the progress against the Teachers' Standards.

## 4. Entitlement

4.1. RCSAT's ECT induction programme shall ensure 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.

4.2. It shall build on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

4.3. The key aspects of the Induction programme for ECTs at RCSAT shall be:

- 4.3.1. Access to an Induction programme that will commence upon appointment and be reviewed after one year in post, a second year programme of induction will then be planned.
- 4.3.2. Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these;
- 4.3.3. Help and guidance from an Induction tutor who is adequately prepared for the role and will coordinate the induction programme;
- 4.3.4. Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc.;
- 4.3.5. A programme of observations of experienced colleagues teaching;
- 4.3.6. A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the schools Induction programme and/or meetings with mentor;
- 4.3.7. Regular observation of ECT's teaching by experienced colleagues (at least once every half term);
- 4.3.8. Prompt written as well as oral feedback on teaching observed with targets and advice as necessary;
- 4.3.9. Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner;



- 4.3.10. Opportunities for further professional development based on agreed targets and identified needs;
- 4.3.11. Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards.

## **5. Assessment & Quality Assurance**

- 5.1. The assessment of ECTs shall be rigorous and objective.
- 5.2. The criteria used for formal assessments shall be shared and agreed in advance.
- 5.3. Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) shall be used.
- 5.4. Assessment shall draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- 5.5. Assessment shall 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.
- 5.6. The coordinator shall ensure that assessment procedures are consistently applied.
- 5.7. Copies of any records shall be passed to the ECT concerned.
- 5.8. Termly reports shall give details of:
  - 5.8.1. areas of strength,
  - 5.8.2. areas requiring development,
  - 5.8.3. evidence used to inform the judgement,
  - 5.8.4. targets for the coming term,
  - 5.8.5. support to be provided by the school.

## **6. At Risk Procedures**

- 6.1. If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures shall be put into place:
- 6.2. An expectation shall be established that the support provided will enable any weaknesses to be addressed;
- 6.3. Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem shall be provided;
- 6.4. Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice shall be identified;
- 6.5. Experienced colleagues shall model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- 6.6. Early warning of the risk of failure shall be given and the school's concerns communicated without delay
- 6.7. Where an ECT has continuing difficulties further support, advice and direction shall be given.
- 6.8. Areas of concern shall be re-defined and clarified and the necessary improvements required clearly set out;
- 6.9. The named LA contact shall be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Standards.

## **7. Addressing ECT Concerns**

- 7.1. If an ECT has any concerns about the induction, mentoring and support programme, these shall be raised within the school (mentor, coordinator, Executive Headteacher) in the first instance.
- 7.2. Where the school does not resolve them satisfactorily, the ECT shall raise concerns with the named LA contact.

## **8. Key Documentation**

- 8.1. Department for Education Induction for Early Career Teachers (England) March 2021 (Statutory guidance for appropriate bodies, headteachers, school staff and bodies).



- 8.2. Teachers' Standards (Guidance for school leaders, school staff and governing bodies July 2011 (introduction updated June 2013).
- 8.3. The named LA contact is Sam Chater Cheshire Teaching School Hub.

## 9. Policy Review

- 9.1. This policy was agreed and adopted in September 2019 and formatted in November 2019.
- 9.2. It shall be reviewed annually and prior to this date should there be any changes to statutory requirements.

