

The
Sir John Brunner
Foundation

Document Control Sheet

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1. INTRODUCTION

- 1.1 The first two years of teaching are of considerable significance in the professional development of a new teacher. Nationally, approximately 15% of new teachers leave the profession within their first year of teaching. The introduction of the Early Career Framework (ECF) aims to improve the training and development opportunities available to teachers to support recruitment and retention within the sector.
- 1.2 The Sir John Brunner Foundation which wishes to recruit new teachers of the highest calibre to work with our students and to give them the foundations to build highly successful careers. We value the opportunity to work with ECTs as an essential feature of our own professionalism and the Foundation's commitment to best practice and continuous improvement.
- 1.3 The Foundation has created an Early Career Teacher's (ECT) induction programme in accordance with the statutory guidance which will:
 - afford ECTs a structured settling in period to help them fully integrate into their Academy;
 - ensure ECTs fully realise their status and responsibilities as qualified teachers and part of a professional community
 - enable ECTs to be equipped with the knowledge and skills they need to carry out their role, help them continually improve their performance and develop to their full potential.
- 1.4 Early Career Teachers follow the Early Career Framework which takes 2 years. It is expected that the Foundation Probationary Period Policy will complement the requirements of the Early Career Framework, and neither procedure are to be used in isolation

2. POLICY OBJECTIVES

- 2.1 The aim of this policy is to outline how our ECT induction programme will support and guide ECTs in their first 2 years of teaching, ensuring that:
 - the ECT's professional development needs are met
 - the ECF is embedded within the induction of ECTs at each Academy within the Foundation
 - ECTs are assessed in relation to the Teachers' Standards in accordance with the assessment schedule set out in the ECF.

3. THE EARLY CAREER FRAMEWORK

- 3.1 The early career framework is the evidence base which underpins the entitlement for ECT's professional development. It sets out what all early career teachers should learn about and learn how to do during the first two years of their careers.

- 3.2 In order to achieve Qualified Teacher Status, teacher trainees must meet the standards set out in 'Qualifying to Teach, Professional Standards for Qualified Teacher Status and Requirements for Initial Training'. During the induction process ECTs build on, and are assessed in relation to these standards.
- 3.3 All Academies within the Trust will be following a Core Induction Programme provided by Ambition Institute and accredited by the Cheshire Teaching Hub. The Foundation will deliver the induction programme in each Academy using high quality materials and resources accredited by the Department for Education.

4. APPROPRIATE BODY

- 4.1. An Appropriate Body has the main quality assurance role within the induction period. They make the final decision as to whether an ECT has met the Teachers' Standards on the recommendation of the Principal.
- 4.2. The Appropriate Body for the Foundation is the Ambition Institute.

5. SUPPORT FOR ECTS

- 5.1. The Foundation will support ECTs with:
- A designated induction tutor who will provide monitoring and support
 - A designated mentor who will provide regular structured mentoring sessions and targeted feedback
 - Observations of teaching with follow up discussions and prompt and constructive feedback
 - Regular professional reviews of progress
 - Opportunities to observe experienced teachers
- 5.2. Formal assessment meetings will take place in the final term of the ECT's first year and the final term of their second year. These will be carried out by the Induction Tutor and checked by the Principal.
- 5.3. The formal assessment meetings will be informed by clear and transparent evidence, gathered from progress reviews and drawn from the ECTs work as a teacher and their induction programme.

6. ECT ENTITLEMENTS

- 6.1. As part of the ECF ECTs are entitled to:
- be registered with an Appropriate Body
 - a 10% reduction of the normal teaching timetable in the first year and a 5% reduction in the second year

- help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the ECF induction programme in the Academy
- meet termly with their induction tutor to review progress
- meet weekly (in first year) and fortnightly (in the second year) with their mentor
- time and regular opportunities to meet with other ECTs
- observe experienced colleagues teaching
- have their teaching observed by experienced colleagues, at least once every half term, with at least three of these observations being carried out by the induction tutor or members of the SLT
- to receive prompt written as well as oral feedback on the teaching observed and to receive advice, as necessary
- access external training and CPD as appropriate

7. ROLES AND RESPONSIBILITIES

7.1. Trustees will

- ensure compliance with the statutory induction guidance
- be satisfied that Academies within the Trust have the capacity to support the ECT
- ensure the principals are fulfilling their responsibility to meet the requirements of a suitable post for induction

7.2. The Principal will

- have due regard to the requirements set out in the statutory induction guidance
- ensure that the appropriate body has been notified when an ECT is taking up a post in which they will be undertaking induction
- appoint induction tutors and mentors in line with the statutory induction guidance
- ensure that both the induction tutor and mentor have the ability and sufficient time to carry out their respective roles effectively
- ensure that an appropriate induction programme is in place
- ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching
- ensure that assessments are carried out and reports completed and sent to the appropriate body
- ensure an ECT receives the relevant entitlements
- recommend to the appropriate body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- if necessary alert the appropriate body where an ECT may be at risk of not completing induction satisfactorily and take any necessary action

7.3. Induction Tutor will

- be responsible for the overall management of initiating ECTs into the teaching profession and into the Academy's systems and structures
- co-ordinate and oversee the ECT's professional development, in line with the requirements of the appropriate body
- carry out termly progress reviews throughout the induction period
- undertake two formal assessment meetings during the total induction period
- ensure that the ECT's teaching is observed, and feedback provided on a half-termly basis
- ensure that all documentation concerning an ECT is uploaded to ECT manager in a timely manner and in line with the requirements of the appropriate body
- take prompt and appropriate action if an ECT appears to be having difficulties
- design and co-ordinate a programme of induction that complements the ECF
- support the ECT mentor team
- keep the Principal informed of the ECT's progress

7.4. The mentor will:

- provide on-going support to the ECT on a daily basis
- act as a critical friend and coach
- provide effective support
- meet weekly (in the first year) / fortnightly (in the second year) with the ECT for structured mentor sessions to provide effective, targeted feedback
- work with the ECT to identify, on a half-termly cycle, their development needs
- share any concerns about the ECT's progress with the ECT and the induction tutor and address these through a supportive programme

7.5. The ECT will:

- be expected to behave as a professional and to treat information, discussions and negotiations in strict confidence when appropriate
- thoroughly prepare lessons, assessments, evaluations and reports
- as appropriate become involved in the Academy community
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- participate and engage fully in the agreed monitoring and development programme
- raise any concerns with their induction tutor as soon as practicable
- keep track of and participate effectively in the scheduled observations, progress reviews and formal assessment meetings

8. TEACHING

8.1. Over the course of their induction ECTs will continue to develop their skills and demonstrate increasing responsibility and professional competence in their teaching and when working with adults, including parents. Specifically, they need to:

- plan effectively to meet the needs of students in their classes including those with learning needs or disabilities
- liaise effectively with parents or carers on student's progress and achievements
- learn how to work effectively as part of a team within their home department
- secure a standard of behaviour that enables students to learn and act to manage any inappropriate behaviour in the context of the behaviour policy of the Academy
- apply Academy policies appropriately

9. REVIEW AND ASSESSMENT

9.1. The monitoring and support of ECTs will be through a combination of formative reviews and summative assessments. ECTs throughout the course of their induction will collect evidence which shows they meet the Induction Standards. Assessment will include:

- evidence collated by the ECT
- classroom observations
- assessment meetings with mentor/induction tutor.

9.2. Feedback time will be arranged as soon as possible after observations and learning walks.

9.3. When it is a formal observation, the ECT will complete a self-evaluation of the lesson prior to feedback being given by the mentor/induction tutor.

9.4. The mentor/induction tutor and ECT will identify areas for development and agree targets with the ECT.

9.5. It is the ECT's responsibility to keep a record of how the Standards are being met by regularly updating their evidence tracker.

10. UNSATISFACTORY PROGRESS

10.1. The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction.

- 10.2. It is the responsibility of the induction tutor to notify the appropriate body, after each progress review, stating whether or not the ECT is making satisfactory progress.
- 10.3. Where the induction tutor believes that the ECT is not making satisfactory progress, a plan will be put in place to assist the ECT in getting back on track. This plan will be reviewed after six weeks and if necessary a further plan will be put in place.
- 10.4. If it is apparent that an ECT is not making satisfactory process in the first formal assessment, the appropriate body should be informed and additional monitoring and support measures should be put in place by the induction tutor immediately.
- 10.5. If the ECT's progress is still unsatisfactory in subsequent progress reviews, following the first formal assessment point, induction tutors should continue to undertake the progress reviews and review the ETC's objectives and support plan.
- 10.6. Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards.
- 10.7. Where there are still concerns about an ECT's progress between formal assessment point one and formal assessment point two, the induction tutor, supported by appropriate personnel support will explain the consequences of failure to complete the induction period satisfactorily.
- 10.8. In a minority of particularly serious cases, it may be necessary to instigate the Trust's Probationary Period Review Policy or Capability Procedure at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. The induction process will continue in parallel with any formal proceedings.

11. ADDRESSING ECT CONCERNS

- 11.1. ECT's are encouraged to discuss any concerns about their induction, mentoring and support programme with the Academy in which they are based, in the first instance. This is in accordance with the Foundation's Grievance policy. Should the Academy be unable to resolve the issues, the ECT should raise their concerns with the appropriate body.