

To aspire, endeavour and thrive together

ECT INDUCTION POLICY

| Revision | Date | Description of Changes |
|-----------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Version 1 | 14/09/23 | <p>Page 1 : Addition of ECF statement in rationale.</p> <p>Page 3 : SLT and faculty learning walks are conducted as part of the internal quality assurance once per cycle.</p> <p>Page 4: Change in naming of appropriate body contact as East Manchester Teaching School Hub.</p> |
| Version 2 | 10/06/24 | <p>Page 3: Register ECT's with DfE; changed reference to Derbyshire LA to East Manchester teaching School Hub (appropriate body)</p> <p>Page 5: Concerns raised with East Manchester Teaching School Hub (appropriate body) named contact.</p> |
| Version 3 | 09/05/2025 | The policy has been checked and there are no amendments to be made |

Approved by: C&W Committee

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Contents

| | |
|-------------------------------------------------------------------|---|
| Rationale | 2 |
| Purposes | 2 |
| Roles and Responsibilities - The Governing Body | 2 |
| Roles and Responsibilities - The Headteacher | 3 |
| Roles and Responsibilities - The ECT Induction Tutor | 3 |
| Roles and Responsibilities - The ECT Mentor | 3 |
| Entitlement | 3 |
| Lesson Observation, Review and Target Setting | 4 |
| Assessment & Quality Assurance | 4 |
| At Risk Procedures | 5 |
| Addressing ECT Concerns | 5 |

Rationale

The ECT induction process at Glossopdale School ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual 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. Staff wellbeing is highly valued at Glossopdale. Whilst we support ECTs to transition effectively from student to expert teacher, we acknowledge that ECTs should be able to enjoy life beyond school, benefitting from a healthy work/life balance.

The Early Career Framework states that “teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest.”

Purposes

Our 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 ECT Mentor;
- to provide ECTs with varied examples of good practice;
- to help ECTs form good relationships with all members of the school 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 help ECTs perform satisfactorily against the current Teachers’ Standards.
- to help ECTs become aware of the school’s role in the local community

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.

Roles and Responsibilities - The Governing Body

The governing body will be fully aware of the contents of the DfE Statutory Guidance on Induction for ECTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities - The Headteacher

The Headteacher plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an ECT Induction tutor, the Headteacher, Deputy Headteacher or Faculty Team Leader may also observe each ECT as required. Statutory responsibilities are:

- Selecting an ECT Induction Tutor and ensuring their training is up to date via East Manchester teaching School Hub (appropriate body) and/or the ECF provider.
- Registering the ECT with East Manchester teaching School Hub (appropriate body), DfE and the ECF provider.
- Ensuring an appropriate induction programme is in place
- Informing East Manchester Teaching School Hub (appropriate body) as to whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an ECT Induction Tutor or other suitably experienced colleagues.

In addition to the statutory requirements the Headteacher will:

- Observe and (if necessary) give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing East Manchester Teaching School Hub (appropriate body) immediately;
- Keep the governing body informed about ECT induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities - The ECT Induction Tutor

The principal requirement for the ECT Induction Tutor is to provide regular monitoring and support. The tutor will match judgements about ECT performance against the Teachers' Standards. The role also requires the ECT Tutor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in school, providing support and guidance and enabling the rigorous but fair assessment of ECT performance.

Roles and Responsibilities - The ECT Mentor

The requirement of the ECT Mentor is to offer support and guidance throughout their 2-year ECF programme. ECT mentors will regularly meet with the ECT for structured mentoring sessions to provide targeted feedback, work with the ECT and colleagues to make sure the ECT receives a high-quality ECF-based induction programme and provide, or broker, effective support, including subject or phase-specific coaching. It is the ECT mentor's responsibility to take prompt action if the ECT is having difficulties.

ECTs will gain a far larger breadth and depth of learning from two colleagues.

Entitlement

The ECT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It has been mapped to carefully reflect the content of the ECF programme of support and development centred around behaviour, instruction and subject. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

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

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis;
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported;
- Help and guidance from an ECT Induction tutor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the ECT Mentor, ECT induction tutor and other key staff as appropriate;
- Time and regular opportunities to meet with other ECTs and teachers.
- Observe experienced colleagues teaching;
- A reduction of 10% of the average teacher's workload in year 1 and 5% in year 2. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers;
- Have teaching observed by experienced colleagues on a regular basis;
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting;
- Opportunities for further professional development based on agreed targets.

Lesson Observation, Review and Target Setting

These will be followed and completed in accordance with the DfE guidelines on ECT induction.

Faculty Quality of Education reviews take place in each faculty on an annual basis. All members of each faculty will be seen by their Faculty Team Leader and/or a member of SLT. These are not lesson observations, and will not be graded however they are used to evaluate the overall quality of education in the faculty. ECTs will be seen on these drop-ins, as well as during regular SLT drop-ins. SLT and faculty learning walks are conducted as part of the internal quality assurance once per cycle. Feedback is not recorded or provided unless there are issues of concern. Work from the students taught by ECTs may also be requested as part of regular work scrutiny. Individual feedback is provided outside of the Quality of Education reviews.

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;
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used;
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view;
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation;
- The ECT Induction Tutor 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 and support to be provided by the school.

(All of the above will be clearly referenced to the Teachers' Standards 2012)

At Risk Procedures

If an ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- 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 East Manchester Teaching School Hub (appropriate body) without delay.

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Headteacher/EMTSH Adviser will support the ECT Induction Tutor and ECT in observations and in planning an appropriate programme to ensure satisfactory completion of the ECT period and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

Addressing ECT 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 a named East Manchester Teaching School Hub contact.