



# Early Career Teacher Induction Policy

## St Richard Reynolds Catholic High School

**Policy:** Early Career Teacher Induction Policy

**Date of publication:** February 2023

**Date of approval by Governing Body:** February 2023

**Date of next review:** As required

### 1. Aims:

The governing body, Principal and Leadership Team are actively committed to developing all staff at St Richard Reynolds College including Early Career Teachers (ECTs). This policy is concerned with the professional development, training and retention of ECTs.

This policy reflects our mission “To see the good things of the Lord” and our aim to enable our ECTs to grow and develop with us as our College continues to flourish.

### 2. Legislation and statutory guidance:

This policy is based on the Government 2021 [‘Early Career Framework’](#) reforms and changes to Teacher Induction (2021)

### 3. The induction programme:

For a full-time ECT, the induction programme will now last for two academic years. Part-time ECTs will either serve a full-time equivalent, or complete all professional development sessions and tasks across two years - despite a lower teaching load. The latter is a demanding route and thus the suitability of the ECT must be determined and agreed upon by all parties.

The induction programme follows the Early Career Framework. Teachers are explicitly taught evidence based strategies to meet the teaching standards. SRRCC has chosen a lead provider, the Xavier Catholic Education Trust (part of the [Schools Alliance for Excellence](#)) to assist in the delivery of the ECT CPD programme. Xavier acts as the College’s Appropriate Body (AB). Xavier has chosen Teach First to provide high quality professional development materials which are accredited by the DfE. The programme is quality assured by Xavier. As a delivery partner school SRRCC will deliver half-termly seminars using these materials not only to our ECTs but for a local cohort of secondary ECTs. The materials are amended to relate to College specific context and then delivered by either the College’s Induction Tutor or a member of staff who specialise in a specific area of focus.

As part of the programme, ECTs are entitled to:

- 90% timetable in the first year
- 95% timetable in the second year
- Opportunity to observe

- A mentor to support their induction
- ECT 1 - weekly mentor meetings
- ECT2 - fortnightly mentor meetings
- Opportunity to be observed and given feedback - two progress reviews and one formal assessment each year
- A structured induction programme and high quality CPD - ECT1 = 2 half termly seminar, ECT 2 = 1 half termly seminar
- Access to online self-study and CPD resources to support ECF programme

### **3.1 After appointment before taking up post**

St Richard Reynolds College will provide an induction programme for all new colleagues including ECTs before they begin their post. This will include an overview of our Catholic ethos, our Teaching and Learning framework, pastoral structures, routines for the start of term and an opportunity to spend time in departments accessing Curriculum Maps and Overviews, Schemes of Work, planning and lessons.

SRRCC will have a specific session during teacher induction in which the Induction Tutor is able to talk through the programme and provide an overview of the CPD and assessment process over the two years. ECTs will also be provided with the name of their Induction mentor and will have an opportunity to meet with them.

### **3.2 After taking up the post**

The College will meet all entitlements as outlined above (3.0 of this document).

ECT 1 will follow a structured programme that ensures professional development is linked to the Teacher Standards and also assists new teachers to become fully embedded and contribute to the life of the College. Weekly meetings and informal observations of deliberate practice will take place with their mentor each week. ECT 1 will have access to online self-study CPD materials which will require regular engagement (weekly) as this will complement their half termly ECT Seminars and also their weekly focus which will be reviewed with their mentor. Termly progress reviews will take place with the involvement of the ECT, mentor and Induction tutor; these are uploaded to AB for review and include a judgement about whether the ECT is on track to meet the standards. The first formal observation will occur in the summer term and involve the Induction tutor or a member of LT. This formal observation will be accompanied by a report which evidences how the ECT has met each of the teaching standards. The report will then be reviewed by the AB and a judgement will be made if the ECT has met each of the Teaching Standards and passed the first year of their ECT programme.

ECT 2 will follow a structured programme that is not only linked to the ECF framework teaching standards but is subject specific. ECT 2 will have fortnightly meetings with their mentor and they will follow a half termly CPD cycle. This will involve identifying an area of development in their practice, observing an 'expert', implementing a strategy that they have observed into their own practice and an observation and review with their mentor. ECT 2 will have access to online self-study CPD materials which will involve a half termly task. Termly progress reviews will take place with the involvement of the ECT, mentor and Induction tutor; these are uploaded to AB for review and include a judgement about whether the ECT is on track to meet the standards. The final formal observation will occur in the summer term and involve the Induction mentor or a member of LT. This formal observation will be accompanied by a report which evidences how the ECT has met each of the teaching standards. The report will then be reviewed by the AB and a judgement will be made if the ECT has passed the second year

All ECTs will also remain fully involved in the College wide CPD programme, including the completion of a departmental/phase Learning Inquiry (a piece of practitioner research) in year 2 of their ECT.

#### **4. Roles and responsibilities**

##### **4.1 ECT**

1. Provide evidence that they have QTS and are eligible to start induction
2. Meet with their Induction Mentor and PCM at the start of the programme to discuss and agree priorities and keep these under review
3. Complete weekly self-directed study sessions organised by AB. Upload paperwork to Brightspace (online platform for self-directed study)
4. Meet weekly with their mentor and keep a record of mentor meetings and targets
5. Agree with their mentor/Induction Tutor how best to use their reduced timetable allowance
6. Participate fully in monitoring, Professional Studies and CPD programmes through the College and College AB
7. Listen to, reflect and act on feedback from relevant colleagues
8. Participate in observations, learning walks and formal assessment meetings
9. Keep copies of the assessment forms

##### **4.2 Mentor**

1. Working with the College to make sure that their ECT receives a high-quality induction programme
2. Meet weekly (ECT 1) or fortnightly (ECT 2) with their ECT to provide support and feedback
3. Provide support and coaching around specific areas for development
4. Take prompt and appropriate action if their ECT is having difficulties
5. Participate in lesson observations and provide timely feedback
6. Participate in the termly progress reviews
7. To provide evidence and assist the induction tutor in regard to how the ECT is meeting the teaching standards for their final assessment.

##### **4.3 Induction Tutor**

1. Overall monitoring of the ECT progress
2. Standardisation of observation and report judgements against the standards
3. Delivering the induction programme through the AB
4. Supporting mentors in regard to their training and provision for their ECTs
5. Monitoring and evaluating ECTs, mentors and the programme
6. Implementing Support Plan should an ECT struggle including involving the AB in this process
7. Working alongside the Deputy Principal (responsible for timetable), constructing a 90%/95% timetable ensuring the ECT has a representative spread of classes. To ensure mentors also have allocated time on their timetable
8. Monitoring day to day progress and awareness of College and Departmental policies/focuses
9. Coaching and mentoring the ECT and ensuring weekly meeting and informal observation occurs
10. Observing the ECT and providing feedback
11. Completion of Progress reviews and final assessment (end of term) and report writing.
12. Reporting on the ECT's progress to the AB

#### **4.4 Head of Year/Head of Phase**

1. Monitoring and supporting with Form and pastoral responsibilities

#### **4.5 DSL**

1. To ensure all new staff including ECTs have had the appropriate safeguarding training during their induction and this is revisited throughout the academic year
2. To make sure all ECTs are aware and familiar with the College's Safeguarding Policy

#### **4.5 Principal**

1. Check the ECT has been awarded QTS and whether they need to serve an induction period
2. Agree who acts as the AB and work with the Induction Tutor to alert the AB as to when a ECT is taking up a post
3. Ensuring any posts offered adhere to the statutory guidelines
4. Make the governing body aware of support for ECTs
5. Participate in the ABs quality assurance procedures
6. Keep all relevant documentation, evidence and forms on file for six years
7. Review and sign off final assessments

#### **4.6 Appropriate Body (AB)**

1. Provide documentation to monitor the ECT's progress
2. Provide DfE approved training materials that reflect the Early Career Framework
3. Provide training for mentors
4. Offer additional support in case of a 'Support Plan' and guide the induction tutor on how to support the ECT to make progress to meet the standards
5. Quality assure and review the College's termly reviews of the ECT

#### **4.7 Governing Body**

1. Ensure the College complies with the statutory guidance and the Principal is fulfilling their responsibility to meet the requirements of this
2. Be satisfied the College has the capacity to support the ECT
3. Investigate concerns raised by the ECT as part of the College's grievance procedure.

### **5. Monitoring and Evaluation**

To be awarded Qualified Teacher Status (QTS) trainee teachers must have met all eight Teaching Standards and those in relation to the areas of personal and professional conduct. ECT progress will be monitored through the following:

- Weekly/fortnightly mentor meetings/professional discussions and target setting
- Weekly/half termly informal observation of deliberate practice with mentor
- Evidence that self-directed study has been engaged with across the two years
- Participation in all CPD for their ECT programme and the College's CPD
- Two termly Progress Reviews carried out by the mentor and reviewed by the Induction Tutor
- College learning walks and work scrutinies
- For Year 1, one end of year assessment with targets that will be reviewed and set for the ECT + 1 year/College's Performance Management System
- End of term final assessment in Year 2

All formal assessments will be reviewed and signed by the ECT, Induction Tutor, AB and Principal.

## **6. Unsatisfactory Progress**

In the event that an ECT is not making satisfactory progress, early action will be taken in order to support and advise the teacher to make any necessary improvements. This will initially be done in informal meetings with the Subject leader, mentor and induction tutor. The induction tutor will create a support plan in which set targets are agreed upon, actions to meet these outlined and a period of time allocated ahead of a review. If the ECT meets these targets the Support Plan will cease to exist.

However, In the event that the ECT continues to make unsatisfactory progress on an internal Support Plan, the AB will be informed. The AB will provide advice and support both to the ECT and the College. The Principal will be kept informed of any ECT making unsatisfactory progress and a member of the Leadership Team will observe the teaching of any ECT judged to be at risk of failing.

Where the College recommends that an ECT needs to extend their induction period, or who is failing to meet the standards for the induction period, the AB will be informed immediately of this and relevant forms will be completed and support implemented.

## **7. Links to other policies**

This policy links to the following policies and procedures:

1. Appraisal
2. Grievance
3. Pay