

Early Career Teachers

Induction Policy

2024-25

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

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Consilium
Academies

Enriching Lives, Inspiring Ambitions

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions. 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. The induction programme at Consilium Academies supports Early Career Teachers (ECTs) to demonstrate that their performance against the relevant standards is satisfactory by the end of the period by equipping them with the tools to be an effective and successful teacher. The programme is structured but flexible so that it can respond to individual development needs and provides appropriate guidance, support and training, which will enable ECTs to form a secure foundation for a successful teaching career. We passionately aim to ensure that all ECTs enjoy a long and successful career in teaching and our ultimate aim is to retain teachers within the teaching profession by inspiring them to be their best through the best possible start to their career.

School Induction programme for Early Career Teachers Overview

- The induction programme at Consilium Academies trust consists of support, monitoring and assessment elements and ECTs are expected to engage in the programme.
- All ECTs are allocated an Induction Tutor and will be enrolled onto the Teach First Programme of support.
- All ECTs/mentors and induction leads will be invited to an online session in September where the information for the year ahead will be shared.
- All year 1 ECTs will be invited for an ECT induction day before September at their school and will information about the school policies and procedures, as well as expectations for the year.
- All ECTs will be entitled to a robust, dynamic and thorough CPD programme tailored towards needs.
- All ECTs will receive feedback on their strengths and areas for development on a regular basis by an experienced member of teaching staff.
- Mentors are responsible for the day to day management of their ECT's induction, and will meet with their ECT on a weekly/fortnightly basis dependant on ECT year. The mentor will regularly visit lessons, review progress, set actions, and identify support strategies with the ECT.
- All ECTs are formally observed teaching during their statutory induction period once every term. This undertaken by the induction lead or other senior member of staff and the mentor if appropriate. The trust lead will also carry out quality assurance on a regular basis.
- The formal observation described above will form part of an end of term assessment. This is done using the online platform Mosaic and is accredited by the appropriate body Bright Futures. For terms 1 and 2 of the year the induction lead will state whether or not the ECT is 'on track' to meet the teacher standards and write a brief summary of progress. ECT's will then review this report and write a reflection. If the ECT is not 'on track' to meet the standards please refer to 2.1.
- For term 3 the induction lead will state whether or not the ECT is 'on track' to meet the teacher standards and will write a brief comment about each standard as well as any future targets. The headteacher of the school will also review this assessment and write a comment where appropriate. If the ECT is not 'on track' to meet the standards please refer to 2.1.
- Each ECT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.
- Each ECT has a planned programme to ensure 10% professional development is used to the maximum effect.
- Each ECT is expected to keep a record of documentation for each standard which can be used as evidence in the termly assessments. Examples of evidence include plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.
- ECTs who are not meeting the induction standards or making satisfactory progress towards them will be encouraged to develop a detailed action plan with the Induction Tutor/mentor. The school will increase the support necessary to implement the action plan within the available resources in the school.

1. Aims

At Consilium Academies Trust, we aim to support and guide ECTs in their first two years of teaching by making a significant contribution to both the professional and personal development of individual ECTs using Teach First for support.

The programme aims to:

- be flexible and appropriate to the needs of individual ECTs
- help ECTs to become fully integrated into the school as a whole
- help ECTs to understand their responsibilities as part of the teaching profession
- provide ECTs with the opportunity to observe good practice and to reflect on their own teaching practice with their mentor/Induction Tutor
- allow opportunities for them to identify areas for development and to work to improve in these areas
- enable ECTs to perform satisfactorily against the Teachers' Standards
- provide a foundation for ECTs to develop professionally in the long-term.

2. Legislation and Statutory Guidance

This policy is informed and underpinned by the Induction for Early Career Teachers (England) Statutory Guidance for appropriate bodies, headteachers, school staff and governing bodies (Department for Education 2021). In line with the statutory guidance the school will:

- identify a person, with QTS, to act as the ECT's induction tutor, giving the person sufficient time to carry out the role effectively and meet the needs of the ECT
- ensure that ECTs have a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the planning, preparation and assessment time (PPA) that all teachers receive
- facilitate ECTs observation of experienced teachers either in this school or another school where good practice has been identified
- keep ECTs up to date on their progress – there will be 'no surprises'

ECTs at Risk of Failing ECT Induction

If an ECT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- inform the ECT of the concern and identify where they need to improve their practice
- ensure that additional monitoring and support measures are put in place immediately
- set appropriate objectives to guide the ECT towards satisfactory performance against the relevant standards
- put an effective support programme in place to help the ECT improve their performance
- give the ECT every opportunity to improve their performance
- inform the Appropriate Body that there is a concern.

Addressing ECT Concerns

If an ECT has any concerns about their ECT induction, these should be raised within the school in the first instance and then to the trust lead.

The Induction Programme

For a full-time ECT, the induction programme will typically last for two academic years.

ECTs serving induction on a part-time basis may, on completion of a period covering but not equivalent to two full years, be able to have their induction period reduced. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the headteacher/principal and must gain the agreement of the teacher concerned. A reduction should only be made on the basis that the ECT has met the Teachers' Standards

3. Roles and Responsibilities

The ECT

The ECT should:

- provide evidence that they have QTS and are eligible to start induction
- meet with their mentor to discuss and agree priorities for their induction programme and keep these under review

- agree with their induction mentor how best to use their reduced timetable allowance
- provide evidence of their progress against the relevant standards
- participate fully in the agreed monitoring and development programme
- raise any concerns with their mentor/induction tutor as soon as practicable
- consult the trust lead at an early stage if there are or may be difficulties in resolving issues with their tutor/induction lead within the school
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- agree with their induction tutor the start and end dates of the induction period and the dates of any absences from work
- retain copies of all assessment forms.

The Mentor/Induction Tutor

The Mentor/Induction tutor should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the trust where necessary)
- carry out regular progress reviews throughout the induction period
- undertake six formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff)
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- ensure that the ECT's teaching is observed, and feedback provided
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- take prompt, appropriate action if an ECT appears to be having difficulties.

The Headteacher/Trust Lead

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- check that the ECT has been awarded QTS
- clarify whether the teacher needs to serve an induction period or is exempt
- agree, in advance of the ECT starting the induction programme, which Body will act as the Appropriate Body
- notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction
- meet the requirements of a suitable post for induction as defined by the DfE statutory Induction Guidance document
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- ensure an appropriate and personalised induction programme is in place
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- ensure that termly assessments are carried out and reports completed and sent to the Appropriate Body
- maintain and retain accurate records of employment that will count towards the induction period
- make the Governing Body aware of the arrangements that have been put in place to support ECTs serving 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 and forms on file for six years There may also be circumstances where the Headteacher should
- obtain interim assessments from the ECT's previous post
- act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards

- notify the Appropriate Body as soon as absences total 30 days or more
- periodically inform the Governing Body about the school's induction arrangements
- advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed
- provide interim assessment reports for staff moving in between formal assessment periods
- notify the Appropriate Body when an ECT serving induction leaves the institution.

4. Local Governing Body

The LGB

- should ensure compliance with the Statutory Guidance for ECT Induction
- should be satisfied that the institution has the capacity to support the ECT
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- must investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures
- 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
- can request general reports on the progress of an ECT

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