



Staploe Education Trust

ECT Induction Policy

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Rationale:

At Staploe Education Trust, we encourage a trust-wide philosophy towards induction and continued professional development and believe that it is important that new teachers are welcomed into the whole school team as soon as possible after appointment. The aim of induction is to help new staff establish their role and position within the team and to enable them to grow and develop as individuals as well as team members. We believe that it is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school works.

Aims and Objectives:

Throughout the Early Career Teacher (ECT) induction process, we aim to;

- make ECTs feel welcome and at ease in their new environment.
- enable ECTs to understand the philosophy and ethos of the school.
- recognise that the appointment of an ECT is a serious responsibility and ensure that systems are in place to provide support throughout the ECT induction period.
- ensure that a full development programme is in place to develop the effectiveness of teaching practice established during initial teacher training.
- enable ECTs to observe good practice so that it can be reflected in their own work.
- support ECTs to give meaning to school documentation, policies and procedures in order to support efficient work and manage workload.
- provide a systematic and fair assessment process based on the development of the ECTs professional practice.
- ensure that in the case of unsatisfactory progress, sufficient support is given to encourage and achieve the necessary improvements.

Roles:

The *Headteacher* and *Trust Board* are responsible for the overall induction and professional development of new teachers.

The school will ensure that all ECTs are registered with an Appropriate Body (AB) and Early Career Framework (ECF) provider prior to the start of induction.

The *Induction Tutor and Mentor* is responsible for the day-to-day supervision of the ECT, ensuring that appropriate support is in place and that reporting, and assessment takes place. The school will confirm that the induction tutor is fully prepared for their role by ensuring that the member of staff selected to be the Induction Tutor has attended a training course prior to starting the role. *Mentors* will also be fully prepared for their role as they will attend the training offered by the ECF provider throughout the school year.

The Induction Tutor will;

- meet the new teacher(s) on the first day of term in order to initiate the induction process for the school year.
- assign an ECT mentor, who will provide frequent pastoral and professional support by meeting regularly, both formally and informally, with the ECT, following the ECF Provider's programme.

- will ensure that regular observations are carried out either by the induction tutor, a senior leader or the ECT mentor, which will provide constructive written and verbal feedback, copies of which will be given to the ECT and retained by the Mentor and Induction Tutor.
- be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments.
- in consultation with senior managers, make arrangements for additional support, experience and professional development from outside the school if required.

ECF Mentors will:

- Lead regular Mentor Meetings guided by ECF schedule.
- Contribute to ECT assessment at the end of each year.
- Attend all ECF training events and undertake self study as required.
- Undertake regular observations of the ECT which will provide constructive written and verbal feedback, copies of which will be given to the ECT and retained by the Mentor and Induction Tutor.

Guidelines for the ECT:

Throughout the ECT induction period, ECTs will;

- receive 10% non-contact time in the first year and 5% in the second year (in addition to the 10% PPA time) to give him/her time to work on objectives, attend training and visit other schools.
- meet once a week with their ECT Mentor to discuss progress with the objectives and update monitoring using the ECF programme as guidance.
- be given the opportunity to observe experienced teachers at work within the school and in other schools.
- be given support in understanding the school policies on major school issues such as SEND, EHCPs, assessment, record keeping, reporting to parents, behaviour management, child protection procedures and reporting racist incidents.
- be given support by the ECT mentor and / or induction tutor in the event that a racist incident, child protection issue, health and safety or other major issue arises to ensure that they have all necessary resources to deal with the issue.
- be given the opportunity to attend suitable training organised by the LA, ECF provider and other bodies.
- receive the relevant information, support and advice from subject leaders to enable them to be fully prepared for their role.
- have a formal assessment at the end of each year, when the ECT Mentor with the Induction Tutor completes an assessment form which is submitted to the Appropriate Body.

All ECTs will be required to complete an induction period of two school years, unless a reduction is agreed in conjunction with the county council, in line with their reduction policy. During this time, ECTs are assessed against the Teachers' Standards that the Secretary of State has set out for the satisfactory completion of the induction period. The Appropriate Body, in conjunction with the Headteacher's recommendation, decides if the ECT has satisfactorily completed the induction period. Should problems arise with the progress of an ECT, which could affect the completion of

induction, advice from the Appropriate Body will be sought and followed as soon as possible.

Once the induction is successfully completed the teacher (if remaining on the school staff) will be included in the school's appraisal process.

Review of the Policy:

The Trust Board, through its Infrastructure committee, will monitor the effectiveness of this policy and the success of each school's ECT induction programme for its teachers.

Policies will normally be reviewed on a 3-year cycle unless otherwise stated. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.