



RIDGEWOOD  
SCHOOL

# Early Career Teacher Induction Policy

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## **1.0 Rationale**

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Ridgewood School's induction process ensures that the appropriate range of professional guidance, support and training are provided through a structured, bespoke induction programme, meeting all the requirements set out in the Early Career Framework (ECF).

This programme will enable an Early Career Teacher (ECT) to form a secure foundation upon which a successful teaching career can be built.

ECT(1): Early Career Teachers in their first year of induction (previously called NQTs).

ECT(2): Early Career Teachers in their second year of induction (previously called RQTs).

## **2.0 Commitment to ECT Induction**

Ridgewood School is committed to the following key principles for ECT induction:

1. Identifying and meeting the needs of each ECT, including negotiating objectives, which take account of any evaluations from the ECT's Initial Teacher Training course.
2. Ensuring the ECT has access to a suitable range of professional support, guidance, and advice, including the allocation of a Mentor and an Induction Tutor.
3. Ensuring that the Mentor and Induction Tutor have the necessary skills and knowledge to work successfully in this role as well as being given adequate time to carry out the role effectively to meet the needs of the ECT.
4. Making clear the roles, responsibilities, and expectations of all parties to the induction.
5. Reflecting the procedures and guidance, set out by the appropriate body, the National Teacher Accreditation (NTA), for monitoring, assessing, and reporting on progress during the induction period.
6. Ensuring the CPD and guidance offered to ECTs meets as a minimum the content set out in the Early Career Framework.
7. Providing access to a range of CPD opportunities.
8. Ensuring regular meetings with key induction staff, especially the Mentor.
9. Providing a 10% reduction in the ECT(1)'s timetable (compared to standard scale staff).
10. Providing a 5% reduction in the ECT(2)'s timetable (compared to standard scale staff).
11. Providing regular, developmental feedback on the ECT's classroom practice and teaching.
12. Providing fair and reasonable circumstances in which the ECT will be able to demonstrate her/his ability to satisfy the induction requirements.
13. Providing a period of induction which enables the ECT to take increasing responsibility for her/his professional development and career progression.
14. Making adequate resources available to support the induction arrangements.
15. Reviewing the effectiveness of the school's arrangements for the induction of ECTs.

## **3.0 Roles and Responsibilities**

### **3.1 The Governing Body**

The Governing Body will be fully aware of the contents of the DfE's Statutory guidance on Induction for Early Career Teachers (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.

### **3.2 The Headteacher**

The Headteacher at Ridgewood School plays a significant and leading role in the process of inducting new colleagues into the profession. Whilst responsibility for the implementation of the Induction Programme has been delegated to an Induction Co-ordinator and a team of Induction Tutors, the Headteacher will work in consultation with the Induction Team to monitor the progress of all ECTs. The Headteacher will fulfil the statutory requirements of:

- ensuring an appropriate induction programme is set up.
- recommending to the Appropriate Body whether an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

### **3.3 The Induction Co-ordinator**

The Induction Co-ordinator will have day-to-day responsibility for overseeing, standardising and quality assuring the work of the Induction Tutors. They will also review the school's commitment to the key principles of ECT Induction on a regular basis. The Induction Tutor is responsible for organising a central induction programme including opportunities to participate in additional support and guidance. They will also ensure a rigorous but fair assessment of ECT performance.

### **3.4 The Induction Tutor**

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. They will have the responsibility for the formal assessment of the ECT. The Induction Tutor will make regular judgements about the performance of the ECT against the Teachers' Standards and recognise when early action is needed in the case of an ECT who is experiencing difficulties.

### **3.5 The Mentor**

Mentoring is a very important element of the induction process. The Mentor will meet regularly with the ECT for structured mentor sessions to provide effective targeted feedback, provide, or broker, effective support, including phase or subject specific mentoring and coaching, and take prompt, appropriate action if an ECT appears to be having difficulties.

### **3.6 The Early Career Teacher**

The Early Career Teacher should be proactive in his/her own career development. They should work within the Induction Programme, taking advantage of the support and guidance available to them in order to effectively fulfil their professional duties and successfully complete induction.

Before the period of induction starts the ECT should:

- provide evidence that they have QTS and are eligible to start induction.

Once the period has started the ECT should:

- at the earliest opportunity meet with their Induction Tutor to discuss and agree priorities for their Induction Programme and development, and keep these under review.
- agree with their Induction Tutor how best to use their reduced timetable allowance.
- monitor their progress against the Teachers' Standards.
- participate fully in the tasks set out in the school based Early Career Teacher Induction Programme.

- raise any concerns with their Induction Tutor/Induction Co-ordinator as soon as possible.
- consult their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their Induction Co-ordinator/within the institution.
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- agree with their Induction Co-ordinator the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.
- retain copies of all assessment forms and other documentation (this, along with tracking start and end dates for the induction period is especially important in cases where the ECT has a break/change of employer during the induction period.)

### 3.7 The Appropriate Body

The National Teacher Accreditation (NTA) are the Appropriate Body that award ECT Induction for ECTs at Ridgewood School upon successful completion of the Induction Year. The Appropriate Body, along with the Induction Co-ordinator and Headteacher is jointly responsible for the supervision and training (professional development) of the ECT during induction and has the main quality assurance role. The school works closely with the NTA to ensure that the statutory requirements are fully met.

### 3.8 School Based Induction Programme

ECT induction can be supported by a DFE approved partner or a school can create their own induction programme. We have determined that creating a school based induction programme provides the greatest level of bespoke support for ECTs. The induction programme at Ridgewood is based around the ECF and includes the following elements:

- A. Mentor support
  - i. Pedagogy discussions
  - ii. Development and wellbeing check-ins
  - iii. Instructional coaching and feedback
- B. Self-study
  - i. Pedagogy reading and reflection *Year 1*
  - ii. Extended project on termly CPD themes *Year 2*
  - iii. Portfolio of development
- C. Additional CPD
  - i. Deliberate practise sessions to understand and develop set strategies before using them in the classroom *Year 1*
  - ii. Introduction to a topic and guidance on how to use evidence to develop areas of pedagogy for use in extended project pedagogy research *Year 2*
- D. Induction Tutor Support
  - i. Set and review development plans
  - ii. Lesson observations and feedback
  - iii. Formal progress reviews and assessments

### 3.9 The Appeal Body

The Teaching Agency for England is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal
- dismiss the appeal

- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

#### **4.0 Lesson Observation, Reviewing and Target Setting**

These will be completed in accordance with the DfE guidelines on ECT Induction unless the ECT is viewed as at risk of failing to meet the necessary Teacher Standards.

#### **5.0 Assessment and Quality Assurance**

The assessment of ECTs will be rigorous and objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting on ECT Development Plans, progress reviews) and summative assessment (termly Induction Assessments) will be used.
- Responsibility for assessment will be led by the ECT's Induction Tutor, with input and quality assurance from the Induction Co-ordinator.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The Induction Co-ordinator and 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 the next term (i.e. 'smart' targets)
  - support to be provided by the school

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

#### **6.0 At Risk Procedure**

During the course of induction, an ECT might encounter difficulties in their performance against the Teachers' Standards. There are various levels of support which can be put in place to support the ECT. All concerns will be raised in relation to a specific area of the Teachers' Standards.

##### **6.1 Raising Concerns**

An informal concern can be raised about the ECT's performance in any of the following ways:

- The ECT raises a concern about their own performance.
- The Induction Tutor raises a concern following discussions in mentor meetings, an informal drop in, or the formal lesson observation.
- The Induction Coordinator raises a concern after reviewing documents the ECT has completed, or from an informal drop in.
- The ECT's Head of Department/Faculty or a member of Senior Leadership Team raises a concern about the ECT.

Following this, a meeting will be arranged with the ECT, their Induction Tutor and the Induction Coordinator. The Induction Coordinator will lead the meeting and an 'Informal Support' document completed. This will outline the area(s) of concern, current strengths, timebound actions for the ECT to complete, and the support arrangements in place to help the ECT meet the set actions. This will be reviewed at a mutually agreed time between 14 and 21 days after the initial meetings.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined, clarified, and the necessary improvements required clearly set out. So that an early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay, an "At Risk" form will be completed and sent to the NTA. This could be completed during the review meeting if no progress has been made. If some progress has been made, a further review meeting will take place. An ECT could proceed straight to 'At Risk' following a significant incident at the discretion of the Induction Coordinator.

Where necessary the Appropriate Body's adviser will support the Induction Coordinator/Induction Tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year 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.

## **7.0 Addressing ECT concerns**

If an ECT has any concerns about their induction, mentoring, or 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 the named Appropriate Body contact – Helen Dowling (Tel: 01761 231818 / e-mail: [admin@nta.org.uk](mailto:admin@nta.org.uk)).