

Model Policy for the Induction of Early Career Teachers (ECTs)
at
Crowthorne C of E School Primary School

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of an early career teacher (ECT). Our school's induction process ensures that the appropriate guidance, support and professional development to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individualised 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.

Purposes

Our school's 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 identified mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage and enable reflection on an ECTs 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 Teachers' Standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

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's Statutory Guidance on Induction for Early Careers 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, as to whether the school currently has the capacity to fulfil all of its statutory and non-statutory obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The school's Induction Tutor is Caroline Parker – Deputy Headteacher.

The Headteacher

The Headteacher at Crowthorne C of E Primary School plays a significant and leading role in the process of inducing new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an Induction Leader / Manager, the Head teacher will also observe each ECT at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up (including a 90% teaching timetable);
- recommending to the Appropriate Body* (AB) whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction (ensuring assessment reports at the end of the equivalent of three, then six full terms are committed and submitting these to the AB).

While the Head teacher may or may not delegate these responsibilities, many of the associated tasks will be carried out by an Induction Leader or other suitably experienced colleagues. In addition to the statutory requirements the Headteacher will:

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body* immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Leader

The principal requirement for the ECT Induction Leader is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. It entails not only a co-ordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of ECT performance. It is the role of the Induction Leader to ensure all Mentors are adequately trained in order to fulfil their role to a high standard, to quality assure the work of Mentors and to line manage the Mentors.

Mentor

In addition to the Induction Leader, who has the responsibility for the formal assessment of the ECTs, a Mentor is appointed to provide on-going support on a daily basis. The Mentor holds a weekly review meeting with the ECT during the first year (fortnightly during the second year) and contributes to the judgements about the ECTs performance against the Teachers' Standards.

(The two roles of Induction Leader and Mentor may sometimes be undertaken by the same person in smaller schools)

Entitlement

The Newly Qualified Teacher 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 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 at Crowthorne CE Primary School are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.

- Structured visits made to the school, prior to taking up appointment, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in meeting their targets.
- Help and guidance from an Induction Leader who is adequately prepared for the role and will co-ordinate the induction programme.
- Regular meetings with Mentors, Senior Managers, Subject Leaders and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Time to observe experienced colleagues teaching both within this school and visiting other settings.
- A reduction of 10% of the average teacher's workload in the first year and 5% in the second year. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time (PPA) already allocated to teachers.
- Have teaching observed by experience 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 as appropriate.
- Opportunities for further professional development based on agreed targets.

Lesson Observation, and Target Setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction as also outlined in the ECT Handbook provided by the LA acting as the Appropriate Body and the ECF. In summary each ECT is observed formally once each half term. Targets are reviewed during each half term at the weekly meetings. In addition, targets and progress towards meeting the Teacher Standards is reviewed formally at the end of each term at a review meeting. The review meeting is where the end of term report is shared with the ECT and the ECT is invited to add their comments to the report before it is submitted to the Appropriate Body (AB). Those in attendance at the end of term review meetings include the ECT, Mentor and Induction Leader. The HT may also attend these meetings.

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 Induction Leader will ensure that assessment procedures are consistently applied.

- Copies of any records will be passed to the ECT concerned including a copy of each of the end of term assessment reports
- Termly assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

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

At Risk Procedures

If any 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 the Appropriate Body without delay (the school will not wait until the end of term when the assessment report is submitted to the LA)

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 Head/Appropriate Body* ECT Induction Manager will support the Induction Leader 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.

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 the named Appropriate Body* contact. Details are included in The ECT Induction Handbook given to all schools by the AB.

This policy was agreed and adopted in May 2026 by the Governing Body. It will be reviewed

- as part of the school's development cycle by End of - May 2028..
- prior to this date should there be any changes to statutory requirements.

This policy is based on and follows the guidance and statutory requirements set out in the DFE 'Statutory guidance on induction for newly qualified teachers (England)'.

***Until September 2023 the Appropriate Body (AB) is Bracknell Forest Local Authority. Between September 2023 and September 2024, the AB will be the Teaching Schools Hub Berkshire (or one chosen by your organisation) for all new ECTs. For existing ECTs the AB may be Bracknell Forest Local Authority or the Teaching Schools Hub Berkshire (TSH Berkshire), as chosen by your organisation. From September 2024, Bracknell Forest Local Authority will no longer act as an Appropriate Body.**