

Early Career Teacher Induction Policy Low Ash Primary School



Approved by:	The Governing Body	Date 21.10.21
Last reviewed on:	20.10.20	
Next review due by:	Autumn Term 2022	

Rationale:

Low Ash Primary School is continually striving to become a highly effective learning school through developing a culture of continuous school improvement. Our main purpose is learning - for both pupils and staff. Through the continuous learning of our staff and governors our school improves and develops, and brings ever greater benefits for our pupils.

Purposes:

Our Early Career Teacher induction process will:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective teamwork at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- build co-operation between all staff in our school; and
- ensure that all staff are valued and recognised as the school's most important asset.

Guidelines:

All of our induction activities are planned in the context of the school's vision, goals, values and guiding principles, and the core standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors. Resources will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school which are in line with the DfE Teachers' Standards.

Management and Organisation of Induction

The Deputy Headteacher is responsible for the overall management and organisation of Induction of Early Career Teachers (ECTs) across the whole school. This includes a whole school planning and quality assurance role.

The roles and responsibilities of Induction Coordinators and Mentors**Mentor**

Profile: An experienced, practicing classroom teacher keen and able to support the teacher to develop.

Role: Directly supports the teacher in their development.

Responsibilities on the programme: Ensuring that the ECT understands and successfully embeds their learning into their classroom practice through effective coaching and learns about effective coaching.

Induction Coordinator

Profile: A member of the school's Senior Leadership Team.

Role: Is the main point of contact for the programme.

Responsibilities on the programme: Responsible for ensuring the programme runs effectively across the school and that teachers and mentors are supported and held to account for their responsibilities. Tracking and improving the implementation of the programme over time.

The key aspects of the Induction Coordinator role

- To support the registration and onboarding of ECTs and mentors.
- Promote engagement with the programme within school.
- Monitor participant engagement with the programme through the user platform.
- Hold mentors and ECTs to account where they are not engaging with the programme or the Early Career Framework.
- Act as a liaison between school and Ambition Institute (CPD provider) to raise participant concerns and queries concerning the programme.

The Early Career Framework (ECF)

The Early Career Framework (ECF) was designed to make sure Early Career Teachers focus on learning the things that make the most difference in the classroom and their professional practice. Low Ash has chosen to follow a 'Full Induction Programme' provided by the Ambition Institute.

Assessment Points

There will be two formal assessment points; one midway through induction, and one at the end of the two-year induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled. Each assessment is made up of three academic terms equivalent. Progress reviews in terms 1, 2, 4 and 5. Formal assessments in terms 3 and 6.

Early Career Teachers

For ECTs, the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual level.

Each ECT is provided with a mentor who will be an experienced, practicing classroom teacher who is keen and able to support the ECT to develop.

The mentor provides the ECT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary) as well as through the Ambition Institute;
- carry out regular progress reviews to monitor;
- undertake two formal assessment meetings during the two-year induction period co-ordinating input from other colleagues as appropriate;

- ensure regular observations of the ECT's teaching take place and that the ECT is provided with copies of written feedback records;
- ensure ECTs are aware of how, both within and outside school, they can raise any concerns about their induction programme or their personal progress; and
- take prompt and appropriate action where an ECT appears to be experiencing difficulties.

The mentor will be supported in their role by the school's Induction Coordinator. This will involve:

- being provided with information from the Council, and school through the Ambition Institute, relevant to the induction process;
- being offered training provided by the Council, the Ambition Institute;
- having regular meetings with the Induction Coordinator;
- the monitoring and feedback of the induction provision in the school undertaken by the Induction Coordinator; and
- asking for feedback from the Council and the Ambition Institute on the quality of their work.

School Induction programme for Early Career Teachers

The induction programme for staff new to teaching is designed to induct them into the profession and into the school. At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards.

All new teachers are invited to visit the school before they take up post.

All new teachers are met on their first day by the Induction Coordinator, mentor and line manager.

All new teachers are provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them.

All new teachers will meet with at least one of the Co-Headteachers within their first week in post.

ECTs will receive feedback on their strengths and areas for development.

Mentors are responsible for the day to day management of their ECT's induction, and will meet with their ECT regularly. The mentor reviews progress, sets targets, and identifies support strategies with the ECT.

All ECTs are observed teaching during their statutory induction period and this is undertaken by the mentor, a senior member of staff or an experienced teacher as appropriate (see the ECT induction programme for details).

Two statutory assessment forms will be completed during the ECT induction period. These will be documented on the customised forms that are sent to the Council and must be signed by the ECT, mentor, Induction Coordinator and one of the Co-Headteachers.

In their first year, each ECT has 10% professional development time during their statutory induction period plus an extra 10% planning, preparation and assessment (PPA) time. This is in addition to the teaching and

professional development time that other substantive teachers would expect in the school. In their second year, each ECT has 5% professional development time plus their usual PPA time.

Each ECT will follow a planned programme to ensure that the 10% professional development is used to the maximum effect.

Each ECT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio – stored online using the Ambition Institute.

The mentor and school maintain a documented record of the ECTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken – stored online using the Ambition Institute.

ECTs who are not meeting the core standards or making satisfactory progress towards them will develop with the mentor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate, the Council will be involved to ensure the action plan is successfully implemented.

Policy Review

This policy will be reviewed every two years at the FGB Resource Meeting.

Policy reviewed:

Signed Deputy Headteacher

Signed Chair of Governors

Next Review Date: