

# The Aspire Federation

## Early Career Teachers' (ECT) Induction Policy

### Rationale

The ECT induction policy at the Aspire Federation ensures that the appropriate guidance, support and training is provided for all ECT's following the Early Careers Framework (ECF). The development of skills, knowledge and understanding are provided through a structured, accessible, individual and flexible programme. An ECT induction will provide the firm foundations for ECT's to be successful in the teaching career within and beyond their induction years. This policy reflects a whole school approach to teacher induction and recognises that the quality and commitment of the people who oversee the induction is a critical contribution to the ECT's continued success in their teaching career.

### Purpose

Our ECT induction policy has been designed to make a significant contribution to both the professional and personal development of our ECT's in combination with our chosen Early Careers Framework (ECF) induction provider and Wigan Local Authority expectations and guidance. The purpose of the induction is:

- To deliver an ECT induction programme that meets all of the statutory requirements underpinned by the Early Careers Framework (ECF) and Wigan Local Authority.
- To provide ECT's with a supportive environment in which they can acquire and develop skills to be an effective and high quality teacher.
- To outline the expectations of all staff involved in the ECT induction programme to ensure they understand their role.
- To provide personalised support through the role of an ECT Mentor and Induction Tutor.
- To provide ECT's with varied examples of good practice.
- To provide opportunities for an ECT to recognise and celebrate high quality teaching, learning and assessment.
- To develop ECT's into reflective practitioners, considering their own and observed practice; to be able to identify strengths and areas for improvement.
- To support ECT's to develop positive professional relationships with all members of the school community and stakeholders.
- To guide ECT's to develop awareness of theirs and the school's role in the local community.
- To advise ECT's to develop an overview of a teacher's professional role, expectations and responsibilities, including the Teacher and ECT Standards.
- To provide strong foundations for longer-term professional development.
- To help ECT's perform successfully against the current Teachers' Standards and ECT Framework.

## Legislation and statutory guidance

The ECT induction policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for Early Career Teachers \(England\)](#) from 1 September 2021
- The [Early Career Framework Reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- The 'relevant standards' referred to are the [Teachers' Standards](#).

## The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECT's to understand and apply the knowledge and skills set out in the ECF. Prior to the ECT starting their induction, the Head of School and appropriate body must agree that the post is suitable. For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECT's will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period. The programme is quality assured by an appropriate body, **Wigan Local Authority** and the ECF programme is provided by **Endeavour through Golborne Teaching School**.

## Induction Process

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed Induction Tutor, who will have qualified teacher status (QTS).
- Have an appointed Induction Mentor, who will have QTS.
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach.

## Support for ECTs

We support ECTs with:

- Their designated Induction Tutor, who will provide day-to-day monitoring and support and co-ordinate their assessments.
- Their designated Induction Mentor, who will provide regular structured mentoring sessions and targeted feedback.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt, constructive and responsive feedback.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held) at which their Induction Tutor/Mentor will review objectives and revise them in relation to the relevant standards and their current strengths and areas of focus.
- Opportunities to observe experienced teachers, either within the school or at another school with high quality practice.

## **Assessments for ECT's**

- Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's Induction Tutor.
- These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body (Wigan Local Authority).
- After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Head of School will also recommend to the appropriate body (Wigan Local Authority) in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- The ECT will add their own comments, and the formal assessment report will be signed by the Head of School, Induction Tutor and the ECT.
- A copy of the formal assessment report will then be sent to the appropriate body (Wigan Local Authority). The final assessment report will be sent within 10 working days of the meeting, for appropriate body (Wigan Local Authority) to make the final decision on whether the ECT has passed their induction period.
- In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the Induction Tutor or Head of School should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

## **At-risk procedures**

- If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:
  - o Areas in which improvement is needed are identified.
  - o Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
  - o An effective support programme is put in place to help the ECT improve their performance.
- The progress review record or formal assessment report will be shared with the appropriate body (Wigan Local Authority), alongside the support plan, for it to be reviewed.
- If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the Induction Tutor or Head of School will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## **Roles and Responsibilities**

### **The Governing Body**

The governing board will:

- Ensure the school complies with statutory guidance on ECT induction.
- Agree that the school has the capacity to support the ECT.
- Monitor that the Head of School is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the ECT as part of the school's grievance procedures.
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.

- Have the option to request general reports on the progress of the ECT on a termly basis following all GDPR policy and practice.

### **Head of School**

The Head of School will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the appropriate body.
- Notify the appropriate body (Wigan LA) when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance.
- Make sure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure the ECT Mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure an appropriate ECF-based induction programme is in place.
- Monitor that the ECT's progress is reviewed regularly, including through observations and feedback.
- Monitor that formal assessments are carried out and completed reports and emailed to the appropriate body (Wigan LA).
- Maintain and keep accurate records of employment that will count towards the induction period.
- Monitor that all evaluation and record keeping is timely, clear, concise and doesn't have unnecessarily work load.
- Make the governing board aware of the support arrangements in place for the ECT.
- Make a recommendation to the appropriate body (Wigan LA) on whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the appropriate body's (Wigan LA) quality assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence and forms on file for 6 years.

### **Induction Mentor**

The Induction Mentor will:

- Meet regularly and timely with the ECT for focused mentor sessions in which they will provide targeted feedback.
- Work collaboratively with the ECT and colleagues within the school who are involved in the ECT's induction, to help promote the delivering of a high-quality ECF-based programme.
- Provide or arrange personalised support including subject-specific, phase-specific, coaching and/or mentoring.
- Act promptly and appropriately if the ECT appears to not be making progress towards to the teacher standards and ECF framework.
- Attend appropriate training to further develop their own knowledge, skill and practice as an Induction Mentor.

### **Induction tutor**

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary).
- Complete regular progress reviews throughout the induction period.
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Execute progress reviews in terms where a formal assessment doesn't occur.
- Update the ECT following reviews of their progress against the relevant standards; share agreed records with the ECT, Executive Headteacher, Head of School and relevant body.

- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Monitor that the ECT's teaching is observed and feedback is provided.
- Inform the ECT of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the ECT appears to not be making progress or required increased support.
- Monitor that all evaluation and record keeping are timely, clear, concise and doesn't have unnecessarily work load.
- Check that ECT's are not asked for any evidence that intentionally requires the creation of new work.
- Complete and submit the required documentation for the appropriate body.

### **The ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their Induction Tutor at the start of the programme to discuss and agree priorities and keep these under review.
- Agree with their Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECT based induction.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in 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 during the period.
- Keep copies of all assessment reports.
- Complete the teacher standard tracker three times a year during the formal assessment period/observation.

## Appendix A



### Lesson Observation for ECTs/Trainee teachers

Name	TA Support	Period
No of Learners	Subject/Group	Observer
Date of Observation:		

Teacher standard		Comments
1 Set high expectations which inspire, motivate and	<ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>	
2 Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> <li>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	
3 Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>	
4 Plan and teach well structured lessons	<ul style="list-style-type: none"> <li>impart knowledge and develop understanding through effective use of lesson time</li> <li>promote a love of learning and children's intellectual curiosity</li> <li>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	
5 Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> <li>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with</li> </ul>	

	<p>disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	
<p><b>6 Make accurate and productive use of assessment</b></p>	<ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>	
<p><b>7 Manage behaviour effectively to ensure a good and safe learning environment</b></p>	<ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>	
<p><b>8 Fulfill wider professional responsibilities</b></p>	<ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• make responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>	
<p><b>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</b></p>	<ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> </ul> </li> <li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and</li> </ul>	

**Discussion and Feedback**

**Strengths – What went well.....**

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**Areas for development**

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Observer signed \_\_\_\_\_

Date \_\_\_\_\_

Teacher signed \_\_\_\_\_

Date \_\_\_\_\_



**ECT & Induction Mentor Meeting**

**ECT:**

**Mentor:**

**Term:**

**Date:**

**Weeks Focus:**

**Mentor Minutes (brief overview of discussions)**

**Area of Focus for the following week:**

**Mentor:**

**Date:**

**ECT:**

**Date:**



# Teachers' Standards Tracker

Name:

Review Dates

Evidence key

**W** Pupil's work    **AR** Assessment & record keeping    **F** feedback from colleagues on practice    **P** Planning  
**O** lesson observation    **CPD** CPD activities    **RP** reporting to/discussions with parents and carers  
**TE** teaching environment    **AM** Assessment meeting    **PRM** Professional review meeting    **SR** Self review

## PART ONE: TEACHING

	Not met	Developing	Met (NQT Induction Year)	Evidence/ Actions to be taken
<b>1. Set high expectations which inspire, motivate and challenge pupils</b>				
• 1.1a establish a safe and stimulating environment for pupils, rooted in mutual respect				
• 1.1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions				
• 1.1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.				
<b>2. Promote good progress and outcomes by pupils</b>				
• 1.2a be accountable for pupils' attainment, progress and outcomes				
• 1.2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these				
• 1.2c guide pupils to reflect on the progress they have made and their emerging needs				
• 1.2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching				
• 1.2e encourage pupils to take a responsible and conscientious attitude to their own work and study.				
<b>3. Demonstrate good subject and curriculum knowledge</b>				
• 1.3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings				
• 1.3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship				
• 1.3c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject				
• 1.3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics				
• 1.3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.				
<b>4. Plan and teach well structured lessons</b>				
• 1.4a impart knowledge and develop understanding through effective use of lesson time				
• 1.4b promote a love of learning and children's intellectual curiosity				
• 1.4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired				

• 1.4d reflect systematically on the effectiveness of lessons and approaches to teaching				
• 1.4e contribute to the design and provision of an engaging curriculum within the relevant subject area(s).				
<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>				
• 1.5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively				
• 1.5b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these				
• 1.5c demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development				
• 1.5d have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.				
<b>6. Make accurate and productive use of assessment</b>				
• 1.6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
• 1.6b make use of formative and summative assessment to secure pupils' progress				
• 1.6c use relevant data to monitor progress, set targets, and plan subsequent lessons				
• 1.6d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.				
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>				
• 1.7a have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy				
• 1.7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly				
• 1.7c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them				
• 1.7d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.				
<b>8. Fulfil wider professional responsibilities</b>				
• 1.8a make a positive contribution to the wider life and ethos of the school				
• 1.8b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support				
• 1.8c deploy support staff effectively				
• 1.8d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues				
• 1.8e communicate effectively with parents with regard to pupils' achievements and well-being.				

## Appendix C

<b>Date approved:</b>	<b>17.03.22</b>
<b>Review Date:</b>	<b>March 2023</b>
<b>Signed Executive Headteacher:</b>	<b>C Taylor</b>
<b>Signed Chair of Committee:</b>	<b>J Kenrick</b>