


JFS Policies – Early Career Teacher Policy – January 2024

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| Headteacher | Chair of Governing Board |
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| Dr David Moody | Mr Andrew Moss |

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| Published Date | Staff | Review Date |
| January 2024 | Dr David Moody | January 2025 |

1. Rationale

- The Induction period is of considerable significance in the professional development of the new teacher. JFS's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.
- This programme will enable an Early Career Teacher (ECT) to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

2. Purposes

JFS's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction are:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate guidance and support through the role of an identified tutor and 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 reflection on their 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's 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.

3 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 career teachers (England)

<https://www.gov.uk/government/publications/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 or not. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Headteacher - The headteacher at JFS plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, the headteacher will also observe each ECT at least once each term. Statutory responsibilities are:

- Make arrangements with an Appropriate Body to oversee the school's induction programme for each ECT employed.
- Ensure that ECTs will receive a programme of training that enables them to understand and apply the knowledge and skills set out in each of the Early Career Framework (ECF) evidence ('learn that') statements and practice ('learn how to') statements. ECF-based training will be embedded as a central aspect of induction and not as an additional training programme.
- Appoint a suitably experienced teacher who holds QTS to the induction tutor role.
- Appoint a suitably experienced and trained teacher who holds QTS to the mentor role.
- Make a recommendation to the Appropriate Body as to whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.
- 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 Tutor - The induction tutor is responsible for initiating ECTs into the teaching profession and into our school's systems and structures and to provide regular monitoring and support, and coordination of assessment.

The role embraces many important tasks, including monitoring access to ECF-based training, the planning, implementing and evaluation of a personalised programme of support and development for each ECT, providing advice and the rigorous but fair assessment of an ECT's performance in relation to the Teachers' Standards. It also entails keeping relevant and accurate records of progress and achievement and the provision of on-going support on a daily basis. The tutor will be given the time needed to be effective in the role.

Mentor - The mentor role in coaching and mentoring an ECT is vital and can make an important difference to their development. The mentor will meet with their ECT weekly in the first year and fortnightly in the second to identify and articulate what makes a teacher's practice effective by examining their own practice, outlining their thinking process, identifying highest leverage actions, observing and modelling teaching strategies. Mentors will receive training to build their confidence in the role and they will be given the time they need to be effective.

4 Entitlements

Each ECT should be proactive in her/his 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. The key aspects of the induction programme for ECTs at JFS are as follows:

- Access to an ECF-based induction programme that will commence upon appointment.
- The development of a personalised programme of support and monitoring that will be reviewed on a termly basis (half-termly if completing the one-year programme).
- A formal assessment of performance against the Teachers' Standards at the end of each year (end of each term if completing the one-year programme).
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss the developments needed and how they will be assisted in making these.
- Help and advice from a tutor who is an experienced teacher; is knowledgeable about the phase group/year group/subject; has been trained in the induction process.
- Coaching and mentoring from a trained mentor.
- Regular meetings with the induction tutor, mentor, senior managers, subject coordinators and other key staff where appropriate.
- Opportunities to observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's time-table in the first year and 5% in the second. This time is used for participating in the ECF-based training, any additional CPD identified and agreed with the tutor, and individual meetings with the tutor and sessions with the mentor. This is in addition to the statutory 10% PPA time already allocated to teachers.
- Have teaching observed and judged against the Teachers' Standards by the induction tutor (at least half-termly) and against agreed areas of practice/behaviours by the mentor, and in general by other relevant colleagues (headteacher, subject leads, coordinators etc.) on a regular basis.
- To receive prompt written as well as oral developmental feedback on the teaching observed by the tutor against the Teachers' Standards.
- Termly (half-termly if completing the one-year programme) review of progress meetings with the tutor to review action plans, levels of support and record achievements against the Teachers' Standards and raise concerns.
- Opportunities for further professional development based on agreed objectives.
- A formal assessment meeting carried out by the tutor and/or headteacher at the end of each year (end of each term if completing the one-year programme) to judge progress against the Teachers' Standards and determine performance grade.
- A formal assessment report will be produced after the meeting by the tutor and shared with the ECT. It will be a true reflection of the discussions held during the meeting. There will be no surprises.

5 **Lesson observations**

Will be planned and conducted half-termly by the tutor and completed in accordance with the Appropriate Body's guidelines which are based on DfE's statutory guidance.

6 **Review of progress meetings**

Tutor and ECT will meet two weeks before the end of each term (half-term if completing the one-year programme) to review objectives, scrutinise lesson observations, identify and record achievements against the Teachers' Standards on the *Evidence of Progress* tracking sheet and raise any concerns.

7 **Formal assessment meetings**

Tutor and ECT will meet two weeks prior to the submission of the report to the Appropriate Body. The assessment will take the form of a professional dialogue and will be based on evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents (e.g. lesson observations, Evidence Tracking Sheet, etc.)

8 At risk procedures

Initial concern - the following procedures will be put into place:

- Tutor and ECT identify the difficulties.
- New agreed action plans will be developed with specific support outlined for securing an improvement in practice.
- Early warning of the risk of failure will be given and the school's concerns communicated to the North West London Teaching Hub and the Appropriate Body without delay.

Continued concern - the headteacher and Appropriate Body's manager will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the induction and that all steps have been taken to improve the situation.

Improvements not achieved - despite the additional support, the headteacher/tutor and Appropriate Body manager will meet with the ECT to explain their options and provide advice on next steps.

The ECT will be made aware of any concerns, at all stages, throughout the induction process.

9 Addressing ECTs' 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 Appropriate Body's 'Named contact' person.

This policy is based on and follows the guidance and statutory requirements set out in <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england> - 'Statutory guidance on induction for early career teachers (England)'.