



The Crypt School

POLICY FOR THE INDUCTION OF EARLY CAREER TEACHERS

Lead Person:

Governing Body Committee:

ECT lead

Resources Staff & Pay

Introduction

The staff and governors of The Crypt School recognise that the appointment of an ECT (Early Career Teacher, formerly known as NQT) makes a valuable contribution to the development of the school and the ECT. Through the development of a real partnership there is an opportunity to bring new ideas, approaches and thinking to the school as well as the school influencing the beginning of a new career for the ECT. Governors and staff understand that the experiences of the early years of teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the self-confidence and self-awareness necessary for outstanding teaching.

The Early Careers Framework at The Crypt will be delivered using the Full induction programme (subject to review), which is a funded provider-led programme offering high-quality training and accompanying professional development materials for Early Career Teachers and mentors.

The Provider will be – UCL Institute of Education

The Appropriate Body – Odyssey Teaching School Hub

The staff and governors of The Crypt will ensure that the induction period:

- is underpinned by the Early Careers Framework
- helps the ECT to build upon the knowledge, skills and understanding developed in initial teacher training
- helps ECTs to become full members of the teaching profession, and provides a foundation for their longer-term professional development, within the context of their individual needs
- builds on the information provided in the ECT's Career Entry Profile (CEP) or profile of on-going professional development plan and helps the ECT to meet identified targets, particularly those relating to the requirements for the satisfactory completion of the induction period
- includes systematic, fair, and rigorous assessment procedures, based on evidence of the ECT's professional practice
- ensures that any ECT making unsatisfactory progress is given sufficient and timely support to make necessary improvements.

Responsibility to ECTs

We recognise the commitment necessary when appointing an ECT by:

- the provision of an appropriate timetable which is no more than 90% of the timetable, in addition to planning, preparation and assessment time (PPA) in the first year of teaching and no more than 95% of the timetable, in addition to planning, preparation and assessment time (PPA) in the second year
- assigning an Induction Tutor with the expertise, time, and experience to be influential in the development and support of the mentors and new teacher
- assigning subject relevant mentors with the expertise, time, and experience to be influential in the development and support of the new teacher

- recognising that the mentor and the induction tutor are two discrete roles with differing responsibilities and ensuring these roles are held by different individuals.
- providing a well-structured early careers framework induction programme that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements
- enabling the ECT to attend appropriate courses
- enabling the ECT to observe other members of teaching staff to see expert practice and to visit other schools as appropriate
- allowing them a year to settle before taking on a subject specialism or additional responsibility
- not assigning additional non-teaching responsibilities without the provision of appropriate preparation and support
- having prior agreement with an appropriate body to quality assure the induction process

Length of the induction period

ECT's will be required to complete a satisfactory induction period of the full-time equivalent of two school years, determined at the beginning of the induction.

Induction Monitoring and Support Programme

The ECT's teaching will be observed early on by the Induction Tutor to provide the evidence to confirm or amend the targets of the Career Entry Profile (CEP) or profile of on-going professional development plan.

Formal meetings between the Mentor and ECT will take place regularly once a week in year one and once a fortnight in year two as a minimum. Progress will be discussed against an agenda of professional topics based on the induction modules and the targets in the Early Careers Framework.

The Induction Tutor, Headteacher and other senior members of staff will observe teaching regularly – to be arranged at the start of each term. The school agreed model for observations against the Teaching Standards will be followed and constructive written and verbal feedback will be promptly given, clearly outlining any development needs that have been identified. Copies of the observations will be given to the ECT, Induction Tutor and Headmaster.

Based on the evidence collected by the induction tutor and mentor, a programme of support and development will be agreed with the ECT which will include observations of other teachers and possible visits to other schools.

The ECT will be given early support for those issues which concern most new teachers e.g., child protection, dealings with parents, behaviour management etc.

Professional progress reviews of the ECT

The induction tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is

not scheduled (terms 1,2, 4 and 5). These are to be informed by existing evidence of the ECT's teaching and conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

There will be no requirement for ECTs to create evidence specifically to inform a progress review, they are however, expected to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

Where the induction tutor believes the ECT is not making satisfactory progress the plan to be put in place to assist the ECT in getting back on track must be clearly outlined.

Formal Assessment Arrangements

Two formal assessment meetings will take place between the Induction Tutor and the ECT. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6).

Evidence used in assessments will be clear and transparent and copies provided to the ECT and appropriate body. Evidence will have been gathered during progress reviews and assessment periods leading up to the formal assessment and consist of existing documents and working documents. The ECT will not be asked to create anything new for the formal assessment.

Formal assessment reports will be completed for both formal assessments, clearly showing assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

Upon completion of the formal assessment reports, the ECT will add their comments and they will be signed by the induction tutor, headteacher and the ECT. The report will then be sent to the appropriate body shortly within 10 working days of the final assessment meeting.

The foci will be:

1. The extent to which ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.
2. The ECT's performance as to whether the ECT is making satisfactory progress against the Teachers' Standards.

The following are examples of documentation which may be used to support the formal assessment:

- Written feedback from observations
- Printed evidence of pupils' progress
- Written notes of discussions with pupils and teaching staff
- Written notes from professional review meetings with the Induction Tutor.

The final assessment meeting at the end of the induction period (Term 6) will determine whether the ECT has performed satisfactorily against the Teachers' Standards for the completion of induction. Further targets may be set as part of the school's Appraisal Procedure. The recommendation will be recorded on the final assessment report.

Interim assessments

When an ECT leaves after completing one term or more but before the next formal assessment will take place, the induction tutor must complete an interim assessment before the ECT leaves their post.

Measures to be taken in the event of unsatisfactory progress

If it becomes apparent that an ECT is not making satisfactory progress, the appropriate body will be informed and the Headteacher or principal will ensure that additional monitoring and support measures are put in place immediately. The ECT will be made aware of where they need to improve their practice and given every opportunity to raise their performance.

The headteacher and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified
- appropriate objectives that have been set to guide the ECT towards satisfactory performance against the relevant standards; and
- an effective support programme is in place to help improve their performance.

The headteacher will explain to the ECT the consequence of failure to complete the induction period satisfactorily.

At the end of the induction period, the school will complete a final assessment form and will make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension. The appropriate body will then make the final decision. The ECT has the right to appeal against the decision to the National College for Teaching & Leadership.

Role of the appropriate body

The appropriate body has the main quality assurance role within the induction process. ECT assessment forms are completed by the Induction Tutor and sent to the appropriate body, which makes the final decision as to whether or not an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher.

Role of the Headteacher

The Headteacher should:

- check that the ECT has been awarded QTS.
- clarify whether the teacher needs to serve an induction period or is exempt.

- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body.
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
- ensure an appropriate ECF-based induction programme is in place.
- provide the ECT with the necessary employment tasks, experience, and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period.
- not make unreasonable demands upon the ECT.
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach.
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting.
- involve the ECT regularly teaching the same class(es).
- involve similar planning, teaching, and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in.
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the appropriate body.
- ensure that assessments (including any interim assessments) are carried out and reports completed and sent to the appropriate body.
- maintain and retain accurate records of employment that will count towards the induction period.
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
- explain to the ECT the consequence of failure to complete the induction period satisfactorily if it becomes apparent that an ECT is not making satisfactory progress and ensure that additional monitoring and support measures are put in place immediately
- make the final recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.
- Ensure that sufficient time is given to the induction tutor and mentors to carry out their responsibilities effectively
- Ensure that the roles of induction tutor and mentor are completed independently of each other and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not combined with assessment of the ECT against the Teachers' Standards.
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction.
- participate appropriately in the appropriate body's quality assurance procedures.
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Headmaster will be expected to

- obtain interim assessments, any formal assessment and progress reviews from the ECT's previous post.
- act early, alerting the appropriate body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards.
- notify the appropriate body as soon as absences, within each year of induction, total 30 days or more.
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- consult with the appropriate body in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period.
- provide interim assessment reports for staff moving school in between formal assessment periods.
- notify the appropriate body when an ECT serving induction leaves the institution.

In addition, the governing body must be satisfied that the school has the capacity to support the ECT and that the Headmaster is fulfilling their responsibilities.

Role of the Induction Tutor

The Induction Tutor should:

- coordinate guidance and effective support including coaching and mentoring for the ECT's professional development (with the appropriate body where necessary)
- ensure that the ECT's teaching is observed, and written feedback is provided promptly with clear indication of any need for development
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- collect and retain attendance records of ECT and mentor meetings, learning logs and module reviews
- collect and retain written evidence of engagement with the provider-led programme, for both the ECT and mentor.
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- conduct regular progress reviews (end of terms 1, 2, 4 and 5 across the two-year induction period) which will involve
 - reviewing and revising objectives in relation to the Teachers' Standards and the needs and strengths of the individual ECT.
 - Retaining written records of each progress review and providing this to the ECT after each meeting, with the record clearly stating:
 - whether the ECT is on track to successfully complete induction,
 - progress against the Teachers' Standards
 - a brief summary of evidence collected by the induction tutor.

- agreed development targets.
 - updating the headteacher on the ECT's progress after each progress review.
 - notifying the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress.
 - Outlining any plan they have put in place to assist the ECT in getting back on track, where the induction tutor believes the ECT is not making satisfactory progress
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per year) or pro rata for part-time staff)
- inform the ECT during the assessment meeting of the judgements to be recorded on the formal assessment form and invite the ECT to add their comments
- retain the assessment reports for a minimum of six years
- take prompt, appropriate action if an ECT appears to be having difficulties

Observations of the ECT

- Observations may be undertaken by the induction tutor or another suitable person who holds QTS.
- The ECT and the observer must meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance.
- Feedback from the observation must be provided in a prompt manner and be constructive, with a brief written record made on each occasion.
- Any written record resulting from the observation will indicate where any development needs have been identified.

Role of the Mentor

The Mentor should:

- regularly meet with the ECT for structured one to one mentor sessions to provide effective targeted feedback. For Year 1 ECTs this will be once a week and for Year 2 ECTs once a fortnight.
- provide the Induction Tutor with written evidence of structured one to one mentor sessions with the ECT.
- attend online training sessions and mentor training on the training programme provided by the provider (UCL Institute of Education)
- provide the Induction Tutor with written evidence of meetings with the ECT and written evidence of regular engagement with the provider-led programme for both mentor and ECT
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
- provide, or broker, effective support, including phase or subject specific mentoring and coaching.

- agree a programme of support and development which will include observations of other teachers and possible visits to other schools, based on their meetings with the ECT.
- take prompt, appropriate action if an ECT appears to be having difficulties.

The Role of the ECT

ECT's should:

- provide evidence that they have qualified teacher status (QTS) and are eligible to start induction
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.
- provide evidence of their progress against the Teachers' Standards
- participate fully in the agreed monitoring and development programme
- observe experienced teachers whose effective practice has been identified.
- raise any concerns with their Induction Tutor as soon as practicable
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their/within the school
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- agree with their induction tutor 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.

Prior to taking up post

The time between the appointment and taking up the post is important to ensure that the ECT is well prepared for his/ her teaching appointment. The ECT will be invited to visit the school as much as possible when they will have an opportunity to meet their new class, look at the resources available, have time with their parallel teacher for planning, and have access to necessary policies etc, listed below:

- Staff Handbook – which includes plan of school, routines, staff list and health and safety
- ECT policy
- Homework policy
- Teaching and learning policy
- Marking policy
- Behaviour policy

The ECT will have access to all other policies provided but it is necessary not to overload initially!

Review of policy

The next major review will be in January 2027. However, its implementation and effectiveness will be evaluated each time an ECT joins the school, and the policy is put into practice.

Approved by Full Board of Governors: October 2024

Review cycle: 2 years

Date of next review: January 2027