

GFM Policy for the Induction of Early Career Teachers

Approved by:	GFM Board	Date:	20 June 2023
Maintained by:	GFM Early Career Phase Lead	Next review due:	June 2024

Purpose

The GFM recognises that the early years of teaching are not only very demanding but also of critical significance in the professional development of new teachers. It is vital that new teachers experience a positive start to their teaching careers through appropriate transitional support. Our induction programme is aimed at ensuring a successful transition from training into the teaching profession through appropriate guidance, support and empowerment. Our ECT Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

Legislation and Statutory guidance

This policy must be read in conjunction with the statutory guidance on Induction for Early Career Teachers in England.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1151727/Statutory_Induction_Guidance_2021_final_002_1_1.pdf (until 31 August 2023)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1151553/Statutory_Induction_for_early_career_teachers_england.pdf (from 1 September 2023)

The standards refer to the [Teaching Standards](#).

Our Induction Programme

The ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to the GFM. Specifically, we will:

- Register with HISP (Teaching School Hub), which provides Appropriate Body services in a timely manner, and will work with them to provide high quality support to our ECTs
- Engage with the provider for HISP, the Education Development Trust (EDT)
- Provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs, aligning with half termly foci set by the Provider
- Provide individualised support through high quality mentoring and instructional coaching to enable reflective practice
- Provide ECTs with examples of good classroom practice by directing observations of best practice
- Help ECTs form productive relationships with all members of the GFM community and stakeholders
- Support ECTs to become reflective practitioners
- Provide opportunities to recognise and celebrate success

- Be proactive to help ECTs identify areas of development, and address any areas of concern through appropriate interventions and formal support plans where appropriate
- Provide a foundation for longer-term professional development
- Ensure a smooth transition from ITT period, to help ECTs meet all the Teachers' Standards

All staff will be kept informed of the GFM's Early Career Teacher Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured MAT-wide approach to teacher induction and recognises that the quality and commitment of a team of highly trained, effective induction tutors is a crucial factor in its continued success.

Appendix 1

Roles and responsibilities of the School, Head Teacher and Induction Tutor, as directed by the [HISP Early Career Teacher Policy](#)

Schools must verify that an ECT is fully qualified in order to:

- employ them as a qualified teacher
- begin their ECT Induction
- complete pre-employment checks required for child protection

A Teacher Reference Number or a university degree certificate is **not** evidence that an ECT is qualified. Universities do not award Qualified Teacher Status (QTS) – they make recommendations to the National College for Teaching & Leadership (NCTL) - and an ECT may not be employed as a qualified teacher, or begin induction, until they have been awarded QTS by the National College for Teaching & Leadership. Any teaching work before the QTS date must be as an **unqualified** teacher and on the **unqualified** pay scale.

Early Career teachers may only serve one paid induction period:

An ECT has only one opportunity to complete the statutory induction. An ECT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction. There is an appeal process that can be used by the ECT to challenge the decision (see paras 4.9 – 4.10 of [Induction for ECTs \(England\)](#)). While such an ECT does not lose his/her/their QTS, she/he/they cannot be employed lawfully as a teacher in a relevant school, including any post where she/he/they would carry out specified work. The ECT's name is included on the list of persons, held by the National College for Teaching and Leadership, who have failed to satisfactorily complete an induction period.

A suitable post for induction:

For an ECT to serve induction, the Early Career Phase Lead and Appropriate Body must first agree that the post is suitable for this purpose. The Early Career Phase Lead and the Appropriate Body are jointly responsible for ensuring that an ECT's supervision and training meets their development needs. The duties assigned to an ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of their conduct and efficiency as a teacher against the relevant standards.

In particular, a suitable post must:

- have the GFM Early Career Phase Lead make the recommendation about whether performance against the relevant standards is satisfactory
- have prior agreement with an Appropriate Body to act in this role to quality assure the induction process
- provide an ECT 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
- ensure the appointment of an Early Career Mentor for each ECT (typically having QTS)
- provide the ECT with a reduced timetable compared to the school's existing teachers on the main pay range to enable them to undertake activities in the induction programme; in the first year this must be no more than 90% and in the second year, no more than 95%.
- not make unreasonable demands upon the ECT
- align with the GFM expectations of a teaching colleague; and their usual duties and responsibilities as set out in their contract of employment
- not present the ECT, on a day-to-day basis, with behavioural needs 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
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support
- engage in both development of evidence portfolio (to be retained for minimum of 6 years), engagement with the ECPDP training materials and instructional coaching model

Important Information about the ECT process

- A reduced timetable of no more than 90% in the first year and 95% in the second year of the timetable of the school's existing teachers on the main pay range to enable an ECT to undertake activities in the induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.
- The length of the induction period an ECT is required to serve, whether their teaching post is part-time or full-time, is the full-time equivalent of two school years (usually six

school terms). The Appropriate Body makes the final decision about the equivalence to two school years if you serve induction in more than one setting or in non-standard settings.

- If an ECT is serving induction on a part-time basis they will need to serve the full-time equivalent (FTE) of two full academic years. For example, if they work part-time as a 0.5 FTE they will need to serve induction for four academic years.
- The Early Career Phase Lead and Appropriate Body must ensure the period served as an ECT is fair and takes full account of an ECT's working pattern. It is important that an ECT is in post long enough to enable a fair and reasonable assessment to be made of their performance.
- In exceptional circumstances, an application to reduce the period of induction may be submitted to the Appropriate Body and will be dependent on the outcome of the Quality Assurance visit.

Roles and Responsibilities of the Induction tutor

The induction tutor (or the headteacher/principal if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- 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;
- take prompt, appropriate action if an ECT appears to be having difficulties;
- 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.
- engage the triad* of support for each ECT: including mentor and line manager, drawing on support and feedback from each stakeholder and reviewing this feedback termly prior to a progress review or formal assessment
- have ongoing dialogue with the ECT's line manager; ensuring full engagement of support
- monitor the ECT's development of an evidence portfolio and their engagement with the ECPDP training materials and instructional coaching model

Support

The GFM's induction programme ensures that new teachers are provided with the 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 the Teachers' Standards as achieved during training.

ECTs and their Mentors will be provided with appropriate resources and training by the Appropriate Body and Provider throughout the induction process.

The key aspects of the Induction programme for ECTs at the GFM are as follows:

- Access to a high quality and personalised induction programme
- At an early stage, time with the ECT's Mentor to discuss developments needed and how they will be assisted in making these
- Help and guidance from an Early Career Mentor (ECM) who typically holds QTS, is adequately prepared for the role and will coordinate the induction programme
- Weekly meetings with a mentor and a triad* meeting in the first term with the ECT, mentor, and line manager. In addition, to meet with other key colleagues when the need arises
- A programme of best practice observations of experienced colleagues' teaching, directed by the IT, ECM, or LM; in the first year ECTs will complete 3 observations per half term, and in the second year ECTs will complete 2 observations per half term
- The opportunity to use the reduced timetable (and PPA time) to participate in the induction programme, other professional development activities, regular meetings with the mentor, and half-termly meetings with the induction tutor
- Regular observations of ECT's teaching by the Mentor and Induction Tutor- as directed by the Appropriate Body
- Prompt written/ electronic and oral feedback on teaching observations, with targets and feedback / advice provided
- Addressing any areas of practice or behaviour that may prevent the ECT from meeting the Teachers' Standards in a timely, professional and compassionately candid manner
- Opportunities for further professional development based on agreed targets and identified needs
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards

Raising concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised with the Early Career Phase Lead in the first instance. If the matter is not satisfactorily resolved, the ECT should notify the HISP (Teaching School Hub), namely

Gerogina Crooks, HISP Learning Partnership Lead g.crooks@hispmat.org who would, as soon as possible, investigate the issues raised.

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedure will be put into place:

- The induction tutor will instigate a 'Cause for Concern'
- Early warning of the risk of failure to meet one or more of the Teachers' Standards will be shared with the ECT
- An expectation is established that the support provided will enable any weaknesses to be addressed
- A record of the exact nature of the problem and advice given on how to address this and the support to be provided
- Agreed, attainable targets for action within an agreed timescale, 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
- The HISP will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards

Completing the induction period

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms); or
- An appropriate period (as agreed with the HISP and the Early Career Phase Lead) based on experience and working pattern; or
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the Hampshire LEARN Alliance or the Appeals Body

Interim assessments

- When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would be required, the Induction Tutor should complete an interim assessment. This should take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective:

- The criteria used for formal assessments will be shared and agreed in advance
- Both formative assessment (eg lesson observation and target setting) and summative assessment (termly induction reports) will be used
- Assessment will draw on views from all staff who have a part in the ECT's development, in order to gain a reliable overall view
- Assessment will draw on evidence from planning, pupils' work and the progress they make, relationships with staff, pupils and parents, as well as formal observations of teaching
- The Early Career Phase Lead will ensure that assessment procedures are consistently applied and validated by the Headteacher. Grading across induction tutors for all ECTs in the organisation will be moderated to ensure accuracy and fairness. All progress reviews and formal assessments will be proofread by the Early Career Phases Lead before being submitted to the Appropriate Body.
- Copies of any records will be passed to the ECT concerned
- Termly reports will give details of:
 - Areas of strength
 - Areas requiring development
 - Evidence used to inform judgement; including the feedback from Induction Tutors, mentors and line managers
 - Targets for the coming term
 - Support to be provided by the GFM

Appendix 2

Roles and Responsibilities of the ECT

This section summarises the roles and responsibilities of those involved in the induction process

- provide evidence that they have QTS and are eligible to start induction
- meet with their ECM to discuss and agree priorities for their induction programme and keep these under review
- agree with their ECM how best to use the reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- provide evidence of their progress against the relevant standards as guided by the Early Career Team
- participate fully in the agreed monitoring and development programme
- raise any concerns with their ECM 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 your induction tutor/within the employing school

- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- agree with their IT 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
- develop a portfolio of evidence including records of mentor and induction tutor meetings
- Engage in best practice observations, reflections, and feedback

Roles and Responsibilities of the ECM

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT’s induction 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; and
- take prompt, appropriate action if an ECT appears to be having difficulties.
- observe the ECT at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT’s teaching practice, conduct and efficiency against the relevant standards.
- employ an instructional coaching approach

***GFM Triad Support System**

