

Hadrian Learning Trust
Policy for the Induction of Early Career Teachers (ECTs) 2022-23

Rationale

The first two years of teaching are not only demanding but also of considerable significance in the professional development of the new teacher. Each school's induction process ensures that the appropriate guidance, support and training are provided through a structured but flexible individual programme.

Purpose

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate support through the role of an identified mentor;
- to provide appropriate support through the role of an identified induction tutor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school communities and stakeholders;
- to help ECTs become aware of each 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.

Roles and Responsibilities

The Trust Board

The Trust Board will be aware of the contents of the DfE's [statutory guidance](#) on induction for Early Career Teachers (England) which sets out each 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 each school currently has the capacity to fulfil these obligations. The Trust Board will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Trust's appropriate body is Northumberland County Council for year two ECTs and Three Rivers Trust for year one ECTs, in line with DfE changes to appropriate bodies.

The Trust's Induction Tutors are Leanne Hodgson (QEHS) and Chris Armstrong (HMS).

The year two ECT Mentors for 21-22 are Cat Wright, Will Pym and Amy Gregory. The year one ECT Mentors are Carl Appleton, Kayleigh Prescott, Fiona Hinchcliffe and Megan Downes.

The Trustee with responsibility for ECTs is Veryan Johnston.

The Heads of School

The Heads of School play a significant and leading role in the process of inducting new colleagues to the profession. Statutory responsibilities are:

- appointment of an Appropriate Body
- ensuring an appropriate induction programme is set up;

- recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

In addition to the statutory requirements the Heads of School will:

- inform the Appropriate Body immediately if the ECT displays cause for concern
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

The principal requirement for the ECT induction tutor is to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision.

Mentor

The Heads of School should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role.

The mentor and the induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the Heads of School to designate a single teacher to fulfil both roles, which may be themselves. Where this is the case the Heads of School should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

Entitlement

The ECT should be proactive in his/her 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. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Regular meetings with the mentor, and time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Meetings with senior leaders, curriculum leaders and other key staff where appropriate.
- Observe experienced colleagues teaching.
- A timetable reduction of 10% in year 1 in comparison to a main scale teacher, in addition to the noncontact time already allocated to teachers.
- A timetable reduction of 5% in year 2 in comparison to a main scale teacher, in addition to the noncontact time already allocated to teachers.
- Have teaching observed by experienced colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.

- Opportunities for further professional development based on agreed targets.

At risk procedures

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action 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.
- Early warning of the risk of failure will be given and each school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Appropriate Body will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT programme and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within each school in the first instance. Where each school does not resolve them, the ECT should raise concerns with the named Appropriate Body contact.

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).

Last updated January 2023