

## Policy for the Induction of Early Career Teachers (ECTs) at John Whitgift Academy

### Rationale

The first twelve months of teaching are very demanding and of considerable importance in the professional development of a new teacher. Our school's induction process ensures that the teacher receives appropriate guidance, support and professional development in line with:

1. Statutory guidance on induction for newly qualified teachers (England) for appropriate bodies, headteachers, School staff and governing bodies. Revised in April 2020

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/696428/Statutory\\_Induction\\_Guidance\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696428/Statutory_Induction_Guidance_2018.pdf)

2. Teachers' standards (Effective from September 2012) DfE

<https://www.gov.uk/government/publications/teachers-standards/>

This program enables the ECT to build the successful foundations of a career in education fulfilling their professional duties.

### Purposes of induction include:

- to personalised programme of induction appropriate to the individual needs of the ECT.
- to provide appropriate support for the ECT through an appropriately trained mentor.
- to provide ECT with examples of good practice.
- to encourage the ECT to reflect on their own and observed practice.
- to provide opportunities to identify areas for development.
- to provide a foundation for longer-term professional development.
- to help ECTs perform satisfactorily against the Teachers' Standards.

### Roles and Responsibilities

**The Education Advisory Board (EAB):** The EAB will be fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (England) which sets out the School's responsibility to provide the necessary monitoring, support and assessments for ECTs as summarised in the Delta Academies Trust ECT Handbook. Careful consideration is given, prior to any decision to appoint an ECT, whether the School currently has the capacity to fulfil all its obligations. The EAB will be kept aware and up to date about induction arrangements and the progress of any ECTs currently employed by the school

**The Principal:** The Principal at John Whitgift Academy has the ultimate responsibility for the induction period of the ECT although the implementation and day to day running of the programme is devolved to the ECT co-ordinator and appropriate Mentors. The Principal's responsibilities are summarised in the Delta Academies Trust ECT Handbook.

Statutory responsibilities of the Principal are:

- 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 Principal will:

- 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 appropriate body aware and up to date about induction arrangements and the results of formal assessment meetings.

**ECT Co-ordinator (also referred to as Induction Tutor):** The main requirement for the ECT co-ordinator is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. The ECT Co-ordinator's responsibilities are summarised in the Delta Academies Trust ECT Handbook. The ECT co-ordinator will attend, or a representative of themselves, has attended a dedicated Delta Academies Trust ECT protocols session at least once every academic year.

The school's ECT co-ordinator is: Sarah Clark, AP Deep Learning

**ECT Mentor:** In addition to, and working with the ECT co-ordinator, each ECT will be provided with a trained mentor who has the responsibility for the formal assessment of the ECT and support on a daily basis. The mentor will

contribute to the judgements about the performance against the Teachers' Standards. This may be the same person as the ECT co-ordinator. The Mentor will have attended ECT mentor training at least once. The school's ECT Mentor is: Sam Bull

### **Entitlement**

The ECT should be proactive in their own career development and our induction process supports them in their fulfilment of their professional duties and satisfactorily meeting the teachers' standards.

Entitlement at John Whitgift Academy includes:

- Access to a personalised induction programme that will commence upon appointment and be formally reviewed on a half termly basis.
- Help and guidance from an ECT co-ordinator and a mentor who are adequately prepared for the role and will coordinate the induction programme.
- Opportunity to observe experienced colleagues teaching within the school and at others within Delta Academies Trust.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the personalised induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experience colleagues at least six times during the year receiving prompt and useful written and verbal feedback
- Access to the Delta Academies Trust centrally co-ordinated CPD events

### **At risk procedures**

If any ECT encounters difficulties in their performance against the Teachers' Standards, the school will refer to the guidance set out in the Delta Academies Trust ECT Handbook. Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.

Where necessary, the Principal/Appropriate Body's Lead co-ordinator will support the ECT co-ordinator, Mentor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation. This may include the use of Specialist Leaders in Education (SLEs) from within the Delta Academies Trust Teaching School Alliance. 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 the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact. Details are included in Delta Academies Trust ECT Handbook.

This policy was agreed and adopted in September 2021. It will be reviewed annually as part of the School's development September 2022 .