



# Thomson House School Early Career Teacher (ECT) induction policy (for ECTs starting their induction on or after 1 September 2021)

THIS WHOLE POLICY IS NEW DUE TO THE DFE CHANGES TO TEACHER INDUCTION WHICH  
CAME INTO EFFECT SEPTEMBER 2021

Agreed by: Governor's Education Committee

Date: October 2022

Review Cycle: Annual

Next Review Date: October 2023

All the Thomson House School policies should be read in conjunction with the Equality Policy and the Child Protection policy. If you require a copy of this document in large print, Braille or audio format, please contact the School Business Manager

# THOMSON HOUSE SCHOOL

## **Rationale**

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Thomson House School's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

THS is very aware of the duty of care to all teachers, including ECTs. It is hugely important that teachers enjoy their experiences of teaching. THS ensures that ECTs thrive in their new teaching environment by providing personalised training and informal nurturing support. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

## **Purposes**

The THS induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECT.
- to provide appropriate counselling and support through the role of 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 meet all the induction standards.

The whole staff will be kept informed of the school 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.

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## **Roles and Responsibilities**

### **The Early Careers Teacher (ECT)**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, 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
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

**When the ECT has any concerns, they will:**

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

### **Headteacher**

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory

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- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

### **The Deputy Head Teacher/Induction Tutor**

The Deputy Head Teacher at Thomson House School plays the leading role in the process of inducting new colleagues to the profession. The Deputy Head Teacher is responsible for the induction and mentoring of all ECTs and will carry out the following statutory requirements:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed, and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

### **The Induction Mentor**

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

### **The Governing Body**

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process

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- o If it wishes, request general reports on the progress of the ECT on a termly basis

For the year 2022-23 the school's Induction Tutor is Mrs Hannah Hannington, Deputy Headteacher.

### **The Wandle Teaching School Hub**

The Wandle Teaching School Hub, along with the Deputy Head Teacher, is jointly responsible for the supervision and training (professional development) of the ECT during induction and has the main quality assurance role. The school works closely with the Wandle Teaching School Hub to ensure that the statutory requirements are fully met.

### **The Appeal Body**

The Teaching Agency for England is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal;
- dismiss the appeal;
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

### **Entitlement and Continued Professional Development**

The THS 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 standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ECTs at Thomson House School are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment, with 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.
- Regular meetings with induction tutor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.

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- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's elected induction programme.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Attend meetings of ECTs arranged by the Appropriate Body
- Opportunities for further professional development based on agreed targets.

### **Lesson observation, reviewing and target setting**

These will be followed and completed in accordance with the DfE guidelines on ECT induction unless the ECT is viewed as in risk of failing to meet the necessary standards.

### **Assessment and Quality Assurance**

- Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by Mrs Letch (Headteacher) or Mrs Hannington (Induction Tutor)
- These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.
- After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.
- A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.
- In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

The assessment of ECTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g., lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECTs development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.

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- 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
  - targets for coming term
  - support to be provided by the school.

### **At risk procedures**

- If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:
  - Areas in which improvement is needed are identified
  - Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
  - An effective support programme is put in place to help the ECT improve their performance
- The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.
- If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

If any ECT encounters difficulties with meeting 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 the 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 Deputy Head Teacher will support the induction tutor 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 help a failing ECT improve.

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## **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 Wandle Teaching School Hub.

## **Useful Resources**

'Induction for early career teachers (England). Guidance for appropriate bodies, headteachers, school staff and governing bodies.' (March 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972316/Statutory\\_Induction\\_Guidance\\_2021\\_final\\_002\\_1\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf)

This policy will be reviewed as part of the school's development cycle by October 2022, or prior to this date should there be any changes to statutory requirements.

Date: October 2022

Review date: October 2023