

## Policy for the Induction of Early Career Teachers Reviewed

### Document Status

Date of creation/review	Reason for review	Date of next review	Reviewer/Approval Body
Sept 2019 – Reviewed	YEAT Policy Cycle		
September 2020	Updates to contacts		Trustees SILG FRAR LGB
November 2022 – Changes to reflect ECT not NQT			LGB-Finance CEO
Summer 2023			Headteacher
Summer 2024		Summer 2025	

### Induction of Early Career Teachers (ECTs) at Yorkshire Endeavour Academy Trust

Yorkshire Endeavour Academy Trust has identified Pathfinder TSH as the appropriate body to which all YEAT-employed Early Career Teachers (ECTs) will be registered. We therefore follow the procedures and guidance provided by Pathfinder which can be accessed via their website <https://pathfinder-tsh.co.uk/hub-offer/early-career-framework/>

As a Trust, we believe we offer ECTs a unique induction experience, drawing on the expertise across all five of our schools, in order to provide a bespoke induction package.

### Rationale

The first few years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital that new teachers get a good start to their teaching careers through appropriate transitional support. Our Trust school's Induction process 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 our schools. Specifically, we aim to:

- Provide support to meet the generic needs of all ECTs and specific needs of individual ECTs.
- Provide individualised support through high quality mentoring.
- Provide ECTs with examples of good classroom practice.
- Help ECTs form productive relationships with all members of the school community and stakeholders.

- Encourage reflection on their own and observed practice.
- Provide opportunities to recognise and celebrate success.
- Act quickly to help ECTs address any areas of concern.
- Provide a foundation for longer-term professional development through accessing the Early Career framework materials.
- Ensure a smooth transition to prepare to help ECTs meet all the core standards.

The whole staff will be kept informed of the Trust/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.

## Roles and Responsibilities

The Trust Board through its local Governance School Improvement Board (SIB)

### The SIB 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 any concerns raised by the ECT, as part of the school's grievance procedures,
- If there are any concerns or questions, seek guidance from the Appropriate Body (AB), on the quality of the induction
- arrangements and the roles and responsibilities of staff involved in the process,
- If they wish, request general reports on the progress of the ECT on a termly basis.

### Individual School – named personnel

	Co-ordinator	Mentor
Airy Hill	Sam Butters	Steve McLean
Castleton	Oliver Cooper	Oliver Cooper
Glaisdale	Oliver Cooper	Oliver Cooper
Lealholm	Beth Parkes	Beth Parkes
Oakridge	Ben Russell	Chloe Stone
West Cliff	Kirsty Hird	Leanne Evans

### The Headteacher

The headteacher plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme can be delegated to an Induction Tutor and contributed to by a Mentor, the head teacher will also observe each ECT through 'drop-ins' at least once each term. Statutory responsibilities are:

- Ensuring an appropriate induction programme and support are in place.
- Recommend to the Appropriate Body (AB), whether an ECT has met the requirements for satisfactory completion of the Induction period.

In reality, many of the tasks associated with the above will be carried out by the Induction Tutor (contributed to by the Mentor) , but the headteacher will make the final recommendation to the appropriate body.

In addition to the statutory requirements, the head teacher 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
- Ensure that the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
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- A reduction of 10% of the average teacher's workload (in addition to PPA time) in the ECT's first year and 5% in the second year. This time is used for participating in the schools Induction programme and/or meetings with mentor.
- The ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- 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
- Ensure that the governing board are 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
- 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

### Induction Tutor

The principal requirement for the ECT coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into School and Trust systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision.

It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

#### The Induction tutor will:

- 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 does not 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.

### **Mentor**

In addition to the Induction Tutor who has the responsibility for the formal assessment of ECTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The mentor will contribute to the judgements about the progress against the Teachers' Standards.

### **Entitlement**

Our 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.

The key aspects of the Induction programme for ECTs within Yorkshire Endeavour Academy Trust schools are as follows:

Access to an Induction programme that will commence upon appointment and be reviewed on a regular basis.

#### **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
- Participate in all relevant training provided by the school and teaching hub/institution selected to fulfil the ECF criteria
- 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

#### **Monitoring arrangements**

The lead members of staff through the company secretary will review this policy annually for ECTs/trainee teachers and the Headteacher. At every review, it will be approved by the Trust Board or its delegated committee.

#### **Links with other policies**

This policy should link to the following policies and procedures:

- Performance Management
- Grievance
- Pay

For more information: [www.gov.uk/government/publications/induction-for-early-career-teachers-england](http://www.gov.uk/government/publications/induction-for-early-career-teachers-england)