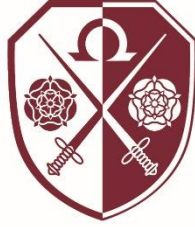


EAST BARNET SCHOOL



"I want to learn"

Early Career Teacher (ECT) Induction Policy

Version 1.1

Review by Learning Committee:	February 2022
Adopted by Governing Body:	March 2022
Review Cycle:	Annually
Next Review Date:	May 2023

Reviewer:	T. Peynado
Governor Link:	Headteacher

EARLY CAREER TEACHER (ECT) INDUCTION POLICY

East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

A. Aims

The term 'Early Career Teacher' refers to a newly qualified teacher in their first or second year of induction. Statutory induction is the link between initial teacher training and a professional career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework. Monitoring and assessment of performance against the Teachers' Standards forms the core of the programme and arrangements should support the Early Career Teacher to develop key pedagogical skills. Induction should provide the ECT with the essential training needed to ensure that they can demonstrate their performance against the Teachers' Standards satisfactorily by the end of the period. Induction should provide a solid foundation for ECTs and equip them with the tools to be an effective and successful teacher.

The school will:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2021
- Provide a supportive environment that develops ECTs and equips them with the tools necessary to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

B. Newly Qualified Teacher (NQT) Induction Transitional Arrangements

NQTs have three terms/a single academic year (as outlined in previous NQT induction guidance) to complete their induction. Under these new arrangements, the latest that anyone can complete is now 1 September 2023, for example a teacher employed on a part-time basis.

Members of staff employed as NQTs who have not completed their induction will continue to follow the school's NQT programme but will be invited to attend training offered through the newly established ECT training programme.

Where possible, at the discretion of the headteacher and the appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If an NQT does not complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

C. Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

An ECT has only one opportunity to complete 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 (although they may appeal against the decision). This means that although such an ECT retains their QTS, they cannot be employed lawfully as a qualified teacher in a relevant school. Their name will be included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

D. The ECT Induction Programme

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave). In these circumstances the induction period must be extended by the aggregate total of days absent.

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

E. Posts for Induction

Each ECT will:

- Be provided 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
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year (terms 1-3), this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year (terms 4-6), this will be no more than 95% of the timetable of our existing teachers on the main pay range. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

F. Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and coordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

G. Assessments of ECT Performance

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 the ECT's 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 by the Induction Tutor which clearly shows how the ECT is performing against the relevant standards.

Each formal assessment report is reviewed by the headteacher and will include the headteacher's recommendation 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 via their electronic submission portal. 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.

Judgements about an ECT's progress and development should be supported by evidence, this may take various forms, such as:

- Records of observations and professional review meetings
- ECT's engagement with the Induction Programme
- The use of/engagement with the school's behaviour management system and other school policies/systems
- Outcomes of the ECT's self-assessment and review e.g. weekly "reflective logs"
- Work scrutiny and analysis of pupils' work, progress and achievement including marking and feedback
- Maintenance and up-dating of pupil records, Education Healthcare Plans (EHCP), progress tracking, etc.
- Classroom environment – displays linked to learning, evidence of reward systems, layout reflects needs of class, welcoming atmosphere
- Samples of planning, records and lesson evaluations
- Information about the ECT's liaison and work with others (meeting and sharing information, working with others in planning and implementing new strategies)
- Feedback from mentor or other colleagues involved in the support programme
- Feedback from pupils, parents or carers
- Attendance at relevant training e.g. Safeguarding, Exam Boards
- Involvement and engagement with wider aspects of the school.

In the event that the ECT leaves their current post at East Barnet School 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. This will be submitted to the appropriate body via the e-submission portal. The interim assessment will then be transfer to the ECT's new school of employment by the appropriate body.

H. 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.

I. Roles and Responsibilities

Role of the ECT

The ECT will:

- Provide evidence before they take up an ECT position at East Barnet School that they have Qualified Teacher Status (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

If 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

Role of the 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
- 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 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
- 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

Role of the induction tutor

The induction tutor will:

- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Ensure that the Full Induction Programme is implemented effectively and appropriate timetabling has been put in place. In addition, the induction tutor will ensure that ECTs and mentors are supported and held to account for their responsibilities, as well as acting to continually track and improve the programme over time in their school.
- Identify additional learning, specific to the school's policies and context for example, safeguarding, enhanced support around developing writing for EAL pupils, to meet the needs of the school's cohort.
- Provide guidance and effective support to the ECT (with the appropriate body where necessary)

- Observe ECTs half termly in Year 1 and termly in Year 2
- Ensure that the ECT's teaching is also observed regularly by the mentor, as directed by the induction programme being followed
- 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
- Inform the ECT during the formal assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- Carry out progress reviews in terms where a formal assessment doesn't occur to set and review development targets against the Teachers' Standards
- 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 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

Role of the induction mentor

The induction mentor will:

- Regularly observe the ECT, as directed by the Full Induction Programme set out by the programme provider and appropriate body, providing effective targeted feedback
- Regularly meet with the ECT for structured coaching conversations where the mentor provides feedback, models good practice, provides opportunities for the ECT to practice a 'precise target', reviews targets and sets new ones
- Work collaboratively 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

Role of the governing board

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
- Request general reports on the progress of the ECT on a termly basis, or as required

J. Monitoring Arrangements

This policy will be reviewed every 2 years by the Assistant Headteacher responsible for Teaching and Learning. Policy and procedure changes will be agreed by the Learning Committee and approved by the Full Governing Board.

K. Links with Other Policies

- Teaching and Learning Policy
- Staff Grievance Policy

Early Career Teacher CPD Programme

Autumn Term
Individual meetings with Induction tutor – East Barnet School
East Barnet School culture and vision – East Barnet School
Safeguarding
Lesson planning and how to create an effective learning environment part1: EBS Behaviour framework – East Barnet School
How to create an effective learning environment part2: Low level disruption
East Barnet School lesson framework and Principles of Better Practice
Managing out of lesson behaviour at East Barnet School
Planning for learning & Questioning
Using data to help close the gap and to create effective seating plan
Removing barriers to learning- differentiation: SEND & EAL
Effective questioning
Developing independent and resilient learners
Wellbeing: work/life balance
Approaches to marking to maximise impact and reduce workload
Effective use of voice in the classroom
Spring Term
Meta cognition/ Cognitive strategies
Diversity in the curriculum
Formative Assessment/ AFL strategies
Oracy in the classroom
Teaching KS5 for the first time
Teaching SRE

Challenge for all – Teaching to the Top
Literacy in the classroom
Effective Scaffolding
MITA Maximising the impact of teaching assistants and supporting students with AEN
Using digital technology for formative assessment and project-based work
Summer Term
During the summer term CPD sessions are bespoke to the areas of development in the specific cohort of ECTs. As such this provision will vary form year to year.

EARLY CAREER TEACHER INDUCTION POLICY

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APPENDIX 2

Formal Lesson Observation Form

Name of Observer:

Focus e.g. Q&A if applicable:

Purpose:

General Class Information:						
Teacher		Support Staff	Y / N	Name of support staff present:		
Subject		No. on register		No. identified EAL:		No. with SEN
Class code		No. of students present		No. identified MA:		
Period no. (Please circle)	1 2 3 4 5	Observation time (min)		Other group:		

Context of lesson:

<p>Learning (+ve / -ve)</p>	<p>Teaching (+ve / -ve)</p>
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Judgement: Mastery, Secure, Developing, Does not meet minimum standard (please circle)

Summary of judgement:

<p>www</p>	<p>EBI</p>
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Rubric for Conducting Formal Lesson Observations

Principles of 'better practice'	Mastery	Secure	Developing	Does not meet the minimum standard
<p>1. High Expectations of Learning Behaviour</p>	<p>Excellent relationships in the classroom result in all students being highly motivated. Students are accepting and supportive of others. There is reinforcement and recognition of effort. Students can think about their learning and complete tasks free from distraction. Classroom routines are embedded. Teacher interaction reveals extensive rapport with each child.</p>	<p>Teacher gives the students confidence. Students are secure enough to take risks. Communication between students is effective and polite. Consistent application of behaviour policy. Active participation promoted, not passive compliance. Minimal lesson time is wasted dealing with low-level disruption. Teacher engages positively with all students.</p>	<p>Relationships are constructive. Well-ordered atmosphere in classroom. Routines are in place and classroom management is effective. Teacher engages positively with the majority of students.</p>	<p>Greater effort is exerted on managing behaviour than on learning. Students are uncooperative and rude to each other and/or to the teacher. Routines are not in place. Classroom management is not effective. Teacher does not engage positively with the majority of students.</p>
<p>2. Quality of Teaching</p>	<p>Teaching is stimulating and inspirational. Learning objectives are challenging and promote higher order thinking and learning. Creatively selected use of whole class, independent and collaborative tasks which meet the needs of all. All Students are consistently and appropriately challenged, provided with necessary support and inspiration to achieve their potential. Resources are extremely well chosen and used</p>	<p>Teaching methods are imaginative and motivational. Learning objectives are clear and linked effectively to previous learning. Well-chosen range of activities which provide all learners opportunity to be challenged (EAL/MA /SEND). Most students are challenged most of the time with necessary support and inspiration to achieve their potential.</p>	<p>Teacher seeks to make work interesting. Learning objectives are clear and shared with students. A variety of activities provide to allow students learn in a variety of ways. When tasks allow, students have scope to make their own choices and use their own ideas. Tasks have sufficient challenge to keep students generally working well</p>	<p>Learning objectives are unclear and thus prevent students having a clear understanding of what is to be learnt. Methods either lack purpose, are repetitive, and/or do not sustain interest. Teacher's sights are too low and they accept students' low effort level too readily. Some students cannot cope with the work and misbehave.</p>

	effectively to challenge all students' learning. Highly effective use of time allowing for all students to be challenged. Effective transitions enable students to progress seamlessly from one activity to the next. Students engrossed in work and demonstrate exceptional levels of enjoyment, motivation and growth mindset.	Resources are deployed effectively and do not inhibit the pace of the lesson and are organised to assist learning. Time is well planned to complete tasks with a clear and structured plenary. Transitions allow a range of activities to be carried out. High level of interest from most students. Students work productively and most demonstrate a growth mindset.	independently or cooperatively. Resources are organised and accessible and used to directly support learning in a safe environment. Students are challenged to complete tasks in the given time. The lesson allows adequate time for the plenary. Students understand what to do. They enjoy participating in activities and are generally involved productively.	Resources are not organised and students demonstrate little consideration for H&S endangering others. Not meeting the needs of individual students. Students are not challenged to complete tasks in the given time. Key components of the lesson framework are missing. Lesson fails to catch students' interest and enthusiasm. Many students fail to engage with the work without supervision.
If a Second adult in the room	Well directed LSA reinforces and supports learning very effectively. LSA is an integral part of the lesson with a specific role. There is evidence that the LAS has been involved in planning from the earliest stages. Seamless team teaching.	LSA makes a significant contribution to learning. LSA has a good working relationship with the teacher. LSA has good knowledge of the targeted students and has been involved in long term planning. LSA takes a teaching role.	LSA is adequately managed and is effective. LSA has knowledge of the teaching materials. LSA makes an impact for targeted students for that lesson.	LSA provides an extra pair of hands but is not used effectively to support learning.
3. Subject Knowledge	Expert knowledge of the curriculum, how to teach it and how students learn. Comprehensive understanding of where the individual lesson sits in the scheme of work and long-term curriculum plan. Expert understanding of end of year and key stage expectations. Clear understanding of progression in knowledge and skills for subject taught.	Teaching is well informed, confident & precise. Common misconceptions are planned for. Clear understanding of end of year and key stage expectations and progression of knowledge for subject taught. Explicit teaching of subject specific vocabulary.	Teaching is accurate. Teacher has a generally secure understanding of the curriculum and the teaching of key skills. Common misconceptions are not fully planned for.	Teacher has an incomplete understanding of topic or subject resulting in patchy/ inaccurate coverage. No understanding of where the knowledge being taught sits in the rest of the curriculum.

	Misconceptions are planned for in advance with activities designed to elicit those which are common place. Highest standards of literacy and numeracy promoted.			
4. Making it Stick - Remembering	Retrieval practice and deliberate practice are embedded. New knowledge is built upon existing knowledge and prior learning. RoPE tasks are routine. Retrieval practice occurs at several points during the lesson. Questioning promotes retrieval and causes students to think hard about what they are learning/have learnt.	Learning is reinforced through effective questioning, repetition techniques and opportunities for application. Lessons are innovative, with opportunities for students to apply new knowledge and skills. Questioning is effective with a mix of process, open, closed and higher order questions.	RoPE task is effective. Some good use of questioning. Deliberate practice is evident.	RoPE tasks either not present or does not provide sufficient challenge to make the task meaningful. New knowledge is stand alone and not linked to prior learning. Questioning is poor and only allows for shallow processing.
5. Adaptive Teaching	AfL strategies are embedded into the lesson. Students make considerably better progress than expected. All groups of learners are able to progress due to well communicated next step signposts and actively seek next step learning. Teacher uses a range of methods to accurately gauge students' progress and adapts teaching accordingly. Barriers to learning are planned for in advance to prevent their occurrence. All groups of pupils are supported, enabled and challenged.	AfL strategies used so most students make good progress and can confidently access next steps in learning. Teacher recognises barriers to learning as they arise and adapts teaching accordingly.	Most students make at least satisfactory progress and are aware of how they can access next steps. Teacher may recognise that not all students are making progress but is unable to effectively adapt teaching to meet their needs.	A significant number of students make limited progress. Many students make little or no progress and are unable to access next step learning.
6. Effective Feedback	Students' work receives well-focused diagnostic	Marking helps students to improve their	Work is marked regularly and students	Students work is infrequently

	<p>comments that help them to see how to improve. Information from assessment is used to directly inform planning. Students are confident in using a range of assessment opportunities to continually set targets for peer/self-development. Students are self-regulated learners. Formative assessment is embedded throughout a lesson</p>	<p>work. Students are regularly involved in helping to assess their work. This information is used to establish challenging targets for students. Consistent use of diagnostic feedback allows for students to make good progress. Evidence of self/peer assessment is visible. Formative assessment is clear, concise, relates to learning outcomes and allows students to move learning on.</p>	<p>are aware of the overall quality of what they have done. Teachers know what they have achieved recently and base their plans on this information. Teachers let students know how well they are doing and use this information to help set targets. Satisfactory use of self and peer assessment. Formative assessment is consistent and students are able to use it to move learning forward.</p>	<p>marked. Targets set for most students are too easy, too hard or too general. Marking does little to help students to improve. Mistakes are frequently unchecked. Assessment is not used to assist planning. Students do not receive formative feedback in the lesson e.g. verbal. No opportunities for self/peer assessment.</p>
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