



Induction of Early Career Teachers (ECTs) Policy

**Reviewed and approved by Curriculum and Standards Committee: June 2021
Next review: June 2022**

Muswell Hill Primary School is a Rights Respecting School, based upon the UNICEF Convention of the Rights of the Child.

We believe that all children should grow up aware of these rights and respect these rights for themselves and for others. Being a Rights Respecting School underpins policies throughout the school. As policies are reviewed within the cycle they are adapted to demonstrate this. Reviews started in the academic year of 2019/20. The school received the Bronze Award in July 2020 and is currently working towards the Silver Award.

Vision & values

At Muswell Hill Primary we have worked hard to create a successful, high achieving, happy, inclusive community. One we are proud of and one which enables us to work in partnership with others, celebrate our successes and empower our children to be the best versions of themselves. Our community is where friendships thrive and where children are encouraged to discover a world of possibilities in a challenging yet supportive setting. Here at Muswell Hill Primary School, we embrace the joy of learning every day, through our strong, rich, broad curriculum.

5 Golden Values

Respect (for themselves and each other)

Integrity (acting with at all times)

Sense of **Resilience**

Curiosity (discovering the world around them)

Creativity (exploring their learning journey)

The following articles underpin our vision & values:

Article 28: The Right to an Education

Article 12: Respect for children's views

Article 29: Goals of Education

Article 13 and 14: Freedom of Expression/Thought

Article 42: Knowledge of Rights

Article 27: Standard of living for Physical, Emotional and Mental Health needs

Commitment to our pupils

At Muswell Hill Primary School, the staff and governors are working every day so that by the time you leave us:

- 1.You will love learning new things, feel ready for the future and want to keep on learning.
- 2.You will understand how you learn best, learn from your mistakes and how to persevere.
- 3.You will know what it feels like to be motivated to be good at something, and to have achieved your very best.
- 4.You will understand just how incredible you are! You will believe in yourself and have the confidence to follow your dreams.
- 5.You will have grown as healthy and strong as you can, and you will know how to look after your body and your mind.
- 6.You will know friendship and will have learned how to get along with other people.
- 7.You and your family will be supported and cared for if you struggle or meet obstacles during your time with us.
- 8.You will feel part of your community, proud of your school, and inspired to make a difference.
- 9.You will leave Muswell Hill with lots of good memories and be the best version of yourself.

Aims/Mission: ***Everyone belongs here, everyone has a voice, and everyone is heard.***

**Policy for the Induction of Early Career Teachers (ECTs)
at
Muswell Hill Primary School**

Rationale

The first two years of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support, training to include the development of skills, knowledge, expectations through a structured but flexible individual programme.

Our ECT Induction programme (Early Career Framework) will enable our ECTs to establish a secure foundation upon which a successful teaching career, fulfilling their professional duties can be built.

Purposes

The ECF training is a central aspect of induction.

Our school's ECT induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

The ECF sets out what ECTs should learn about and learn how to do within the first 2 years of their careers.

It covers five core areas:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

Specifically, we aim:

- to provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs;
- to provide appropriate guidance and individualised support through the role of an identified tutor/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 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 act quickly to help ECTs address any areas of concern;
- to provide a foundation for longer-term professional development;
- to ensure a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards.

The whole staff will be kept informed of the school's 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 Governing Body

The governing body 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 assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all of its obligations. The governing body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the headteacher's report and/or direct contact with the ECT coordinator in school.

The Induction Tutor for Muswell Hill Primary is Liz McMullen (Assistant Headteacher)

The Headteacher

The headteacher at Muswell Hill Primary 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 has been delegated to an induction tutor/mentor the headteacher will also observe each ECT, at least once each term. Statutory responsibilities are:

- Make arrangements with an Appropriate Body to oversee the school's induction programme for each ECT employed;
- Ensure an appropriate induction programme is set up;
- Appoint a suitably experienced teacher to the induction tutor/mentor role;
- Make a recommendation to the Appropriate Body, Haringey, Haringey Education Partnership whether or not an ECT has performed satisfactorily against the Teacher's Standards for the completion of the induction;
- Observe and give written warnings to any ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- Keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor Coordinator / Mentor

The induction tutor and mentor are responsible for initiating ECTs into the teaching profession and into Muswell Hill Primary's systems and structures. The role embraces various important tasks, including the planning, implementing and evaluation of a personalised programme of support and development for each ECT, providing advice, guidance and the rigorous but fair assessment of an ECT's performance. It also entails keeping relevant and accurate records of progress and achievement and the provision of on-going support on a daily basis.

Entitlements

Each ECT should be proactive in her/his own career development. 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 standards for the award for qualified teacher status (QTS).

The key aspects of the Induction programme for ECTs at Muswell Hill Primary are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed on a termly basis; Arrange a formal programme of school-based support.
- We will provide a full induction programme via a delivery partner through Haringey Education Partnership.
- Structured visits will be made to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor and a school mentor who is an experienced teacher; is knowledgeable about the phase/year group/subject; has been trained in the induction process, and has coaching and mentoring skills adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a tutor and mentor, senior managers, subject coordinators, SENCo and other key staff where appropriate.
- A reduction of 10% of the average teacher's workload (in addition to PPA time) in the first year and a reduction of 5% of the average teacher's workload in the second year of teaching. This time is used for participating in the CPD identified and agreed with the tutor/mentor.
- The mentor will be key in supporting the ECT during their induction period and is separate to the role of the induction tutor. The mentor is expected to have regular one to one meetings with the ECT and is expected to be given sufficient time away from their usual duties to carry out this role.
- Opportunities to observe experienced colleagues teaching.
- Have teaching observed by the tutor/mentor and by other relevant colleagues, headteacher, subject leads, coordinators etc on a regular basis.
- To receive prompt written as well as oral feedback on teaching observed against the standards and to receive feedback about strengths and areas for development as appropriate with targets and feedback/advice provided.
- Half-termly professional review meetings to focus on support plans, record achievements against the standards and raise concerns.
- Addressing any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner.
- Opportunities for further professional development based on agreed objectives.

- Detailed success criteria, individual support plan for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.

Assessment & Quality Assurance

- The assessment of ECTs will be rigorous and 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.
- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching.
- The induction coordinator tutor/mentor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period as well as result progress reviews.
- 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

The ECT will be made aware of any concerns, at all stages, throughout the induction process

Any concerns with the ECTs performance should be raised early on and nothing should come as a surprise to the ECT. Concerns will need to be raised with the appropriate body and support measures put in place.

It is important where performance concerns persist that the ECT is informed of their need to improve their practice, given every opportunity to raise their performance and warned of the implications of not successfully passing the induction period.

1. If an ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:
 - Tutor/mentor and ECT identify the difficulties.
 - New agreed support plans will be developed with specific support outlined for securing an improvement in practice.
 - Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

2. Continued concern-the headteacher and the Appropriate Body will support the induction tutor/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
3. Improvement not achieved-despite the additional support, the headteacher, tutor, mentor and Appropriate Body will meet with the ECT to explain their options and provide advice on next steps
4. As is the case currently, if an ECT fails their induction, they must be dismissed within ten working days of the ECT (a) giving notice they will not be appealing or (b) from the last day they could appeal or (c) the outcome of any appeal.

Addressing ECT's Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (tutor, mentor, coordinator, headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body's 'Haringey Education Partnership'.

This policy was agreed and adopted in May 2021. It will be reviewed:

- annually as part of the school's development cycle
- prior to this date should there be any changes to statutory requirements.

This policy is based on and follows the guidance and statutory requirements set out in

'Statutory guidance on induction for Early Career Teachers (England) '