



Hamsey Green
Primary School



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New Staff including ECT Induction Policy

Hamsey Green Primary School and Acorns Nursery are committed to ensuring all new employees receive a structured induction programme that enables them to become effective, confident and valued members of staff. The school is committed to meeting all statutory requirements for Early Career Teacher induction.

Aims

The school aims to welcome teaching staff, support staff, ECTs, temporary staff, agency workers and volunteers where appropriate and to ensure safeguarding understanding; clarify roles; support wellbeing and professional development; meet statutory ECT requirements.

Legislation and Guidance

This policy reflects current statutory ECT induction guidance, the Early Career Framework, Teachers Standards, KCSIE, Equality Act 2010 and GDPR requirements.

- 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](#)
- [Early career teacher induction: COVID-19 absence exemption](#)
- [Teachers' Standards](#).

Practice

- New employees will complete probation in accordance with Tandridge Learning Trust procedures with regular review meetings. This is a 6 month probation period overseen by their line manager. This is seen as a professional dialogue and is designed to put the new staff member at ease. The line manager will ensure that the school's probation procedures are discussed, understood and followed.
- All staff will be presented with 4 staff handbooks: 1 Welcome and house keeping, 2 Teaching and Learning, 3 Safeguarding, 4 Behaviour
- Completion of relevant paperwork with TLT HR department as per safer recruitment and DfE guidelines
- The Line Manager/TLT HR department will confirm the completion of induction and probationary procedures and will write formally to confirm the end of the probation period.

Early Career Teachers

ECTs will undertake a two year induction programme supported by an Appropriate Body, trained induction tutor and mentor.

Our Aims and Objectives

- To help ECTs to build upon the knowledge skills and understanding developed in initial teacher training.
- To make ECTs feel welcome and at ease in their new environment.
- To ensure the effectiveness and efficiency of ECTs and to give meaning to school documentation.
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To ensure there is a system of support in place.
- To ensure that systematic and fair assessment procedures are in place based on the ECTs professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements.
- To recognise that the appointment of an ECT is a serious responsibility and that appropriate funding will be given to support the ECT.

Guidelines

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

The Head Teacher and Governors are responsible for the induction and professional development of new teachers. The induction tutor is responsible for the day-to-day supervision of the ECT, ensuring appropriate support, reporting and assessment takes place.

- The ECT will be registered with an Appropriate Body (AB) prior to the start of induction.
- ECTs will be required to complete an induction period over two years.
- ECTs will get a 10% timetable reduction in the first year and a 5% timetable reduction in their second year
- Your school will be expected to deliver an **induction programme that's underpinned by the Early Career Framework**
- induction tutors will support ECTs through induction
- There will only be **termly assessment points**.

The induction tutor will meet the new teacher(s) on the first day of term in order to initiate the induction process for the school year.

The induction tutor will provide pastoral and professional support by providing frequent advice and support as necessary by meeting regularly, both formally and informally, with the ECT.

The induction tutor will be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments.

In consultation with senior leaders, the induction tutor will make arrangements for additional support, experience and professional development from outside the school if required.

Teaching will be observed regularly by the induction tutor, subject leaders and appropriate senior leaders. Constructive written and verbal feedback will be given. Copies of observation and feedback notes will be given to the ECT and a copy retained by the induction tutor.

Opportunity should be given to the ECT to observe experienced teachers at work within the school and in other schools.

The ECT will be given early support on major school issues such as SEND, Learning Plans, assessment, record keeping, reporting to parents, behaviour management, child protection procedures and issues. [hate crimes](#), Health and Safety and other procedures will be discussed between the ECT and a member of the Senior Leadership Team in accordance with school policies.

The ECT will be given the opportunity to attend suitable training organised by the LA and other bodies.

The relevant Assistant Head, Middle Leader or Subject Leaders will give the necessary information, support and advice to enable the new teacher to be properly prepared.

Should problems arise with the progress of an ECT which could affect the completion of induction, advice from the Teaching Alliance will be sought as soon as possible and forwarded.

1. The member of staff selected to be the induction tutor will have attended a training course prior to starting the role.
2. ECTs are assessed against the Teachers' Standards that the Secretary of State has set out for the satisfactory completion of the induction period.
3. At the first meeting between induction tutor and the ECT, the ECT's objectives are set and a timetable drawn up to show how, and when, these objectives will be met.
4. The induction tutor and the ECT meet regularly to discuss progress with the objectives and a formal assessment is held at the end of each term when the induction tutor completes an assessment form and sends it to the Appropriate Body.
5. The Appropriate Body, in conjunction with the Head teacher's recommendation, decides if the ECT has satisfactorily completed the induction period.
6. During the induction period the ECT has 10% non-contact time in their first year (in addition to the 10% PPA time) to give him/her time to work on objectives, attend training and visit other schools. The ECT has 5% non-contact time in their second year (in addition to the 10% PPA time)

The Head Teacher's (Assessor's) responsibilities

Overall:

- To ensure that each ECT in their school is provided with an appropriate induction programme, in line with national arrangements;
- To make a recommendation to the Appropriate Body, based on rigorous and fair assessment procedures, as to whether the ECT has met the Induction Standards.

The Head Teacher, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- Ensures that the ECT follows the induction training process
- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the Appropriate Body;
- notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the Appropriate Body on whether the ECT has met the relevant standards or requires an extension;
- participate appropriately in the Appropriate Body's quality assurance procedures;
- retain all relevant documentation/evidence/forms on file for six years;
- participate in the Appropriate Body's quality assurance procedures.
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Ensure the ECT is not be given additional non-teaching responsibilities without appropriate preparation and support
- Ensure the ECT is not have unreasonable demands made upon them
- Ensure the ECT is not normally teach outside the age range and/or subjects they have been employed to teach
- Ensure the ECT is not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

Whilst much of the statutory responsibility for induction falls to the Head Teacher, in practice much is delegated to the Assistant Head's/induction tutors. The head, however, must have in place appropriate quality assurance processes to ensure that all the necessary actions are taking place and the judgements being made are equitable and valid.

Role of 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 Induction Tutor's responsibilities

The Induction Tutor should have a clear job description outlining their duties and their lines of accountability. The induction tutor (or the Head Teacher if carrying out this role) should:

- provide, or co-ordinate, guidance and effective support including coaching and tutoring for the ECT's professional development (with the Appropriate Body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake termly formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate
- inform the ECT during the assessment meeting the judgements to be recorded in the formal assessment record and invite ECTs to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties.

The ECT's responsibilities

The ECT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;

- provide evidence of their progress against the relevant standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
 - agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period;
- retain copies of all assessment forms.

The Governing Body's responsibilities

The Governing Body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the Head Teacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
 - can seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process;
- can request general reports on the progress of an ECT.