



Nevill Road Junior School

Early Career Teacher Induction Policy 2022

Rationale

Our school recognises that the early years of teaching are both demanding and of considerable significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme aims to ensure a smooth transition from initial teacher training into the teaching profession through appropriate guidance, support, and challenge. Our early career teacher (ECT) induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built. This policy must be read in conjunction with the statutory guidance on Induction for Early Career Teachers, at; <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

Our school may continue to employ Newly Qualified Teachers (NQTs) who are those teachers who started Induction prior to September 2021 when the new ECF-based Induction arrangements were introduced. References to ECTs throughout this Policy should be read as also referring to NQTs.

Our Induction Programme

Our school's ECT induction programme 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 school. *Please See Appendix 2.*

Specifically, we will:

- register with an Appropriate Body (see Appendix 1) in a timely manner and work with them to provide high quality support to our ECTs.
- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- provide individualised support through high quality mentoring and coaching
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- support ECTs to become reflective practitioners
- 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
- ensure a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards; <https://www.gov.uk/government/publications/teachers-standards>

All staff will be kept informed of the school's ECT 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

Our school carries out its responsibilities in line with the [Statutory Guidance on induction for early career teachers](#) (or Statutory Guidance for newly qualified teachers as applicable).

The key people and organisations involved in ECT Induction at our school are the ECT, Headteacher, Induction Tutor, ECT Mentor, Governing Board and Appropriate Body. See *Roles and Responsibilities at Appendix 1*.

Support

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 ECT section of Stockport's Learning Leads portal provides a useful resource for ECTs, Induction Tutors and Mentors, who will be familiar with its contents.

Key aspects of the ECT induction programme at our school are as follows:

- Access to a high quality and personalised induction programme.
- Time planned in for the ECT to meet with the Induction Tutor in the first weeks to discuss professional development needs and ensure appropriate support is in place
- Help and guidance from an Induction Tutor who holds qualified teacher status (QTS), is well prepared for the role and co-ordinates the induction programme. Meetings take place during designated ECT/Tutor time allocated on the timetable.
- As required, meetings and support from subject, phase leads, SENDCO and other key staff.
- A programme of observations of experienced colleagues teaching.
- Regular observations of ECTs teaching by experienced colleagues.
- Prompt written and oral feedback on teaching observed, with targets and feedback/advice provided.
- Any areas of practice or behaviour that may prevent the ECT meeting Teachers' Standards are addressed in a timely, honest, and professional manner.
- Professional development opportunities based on agreed targets and identified needs are built in to the ECTs induction programme.
- ECTs at risk of not meeting the Teachers' Standards are provided with detailed success criteria for identified areas of development.
- ECTs are encouraged to develop and access professional networks to support them, including those available via their professional association.

In addition, ECTs will receive:

- Support from an ECF Mentor, including regular meetings and guidance through the ECF-based programme. Meeting should take place during designated ECT/Mentor time allocated on the timetable.
- A reduction in workload (in addition to PPA time) of 10% in the first year and 5% in the second year. This CPD time is used for participation in the school's induction programme, other professional development activities and meetings with induction tutor.
- An ECF-based Training Programme → alongside the integral offer through Stockport MBC, the school will deliver their own training using DfE accredited materials and resources. We will use freely available DfE accredited materials, which include ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the DfE and quality assured by the Education Endowment Foundation.

Assessment and 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, target setting) and summative assessment (professional review and formal assessments) will be used

- Assessments will draw on views from all staff, who have a role in the ECTs development to gain a reliable overall view
- Assessment will draw on evidence from planning, pupils' work, pupil progress, relationships with staff, pupils and parents, and formal observations of teaching
- The Headteacher will ensure that assessment procedures are consistently applied and validated.
- Copies of all records will be passed to the ECT
- Professional review meetings will cover:
 - Areas of strength
 - Areas requiring development
 - Evidence used to inform judgement
 - Targets for the next term
 - Support to be provided by the school

At risk procedures

If an ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- The Induction Tutor will ensure a formal action plan is put in place and formally write to the ECT to outline the concerns as appropriate.
- An expectation is established that the support provided will enable any weaknesses to be addressed.
- A record of the exact nature of the issues, advice given on how to address the issues and the support to be provided.
- Agreed, attainable targets for action within an agreed timescale, 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 specific areas of teaching through observation
- Early warning of the risk of failure to meet one or more of the Teachers' Standards will be given to the ECT. The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Induction Tutor, Mentor, Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact.

ECTs are encouraged to contact their Professional Association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.

Appendix 1

Roles and Responsibilities

Statutory roles and responsibilities are set out in Section 5 of the Statutory Guidance.

Headteacher	<p>The Headteacher has a significant and leading role in the process of inducting new colleagues to the profession. Although responsibility for the implementation of the ECT Induction programme may have been delegated to the school's Induction Lead, the Headteacher retains overall responsibility for the monitoring, support, and assessment of the ECT during induction, in conjunction with the Appropriate Body.</p> <p>Key functions include:</p> <ul style="list-style-type: none"> • Ensuring the ECT is registered with an Appropriate Body before they begin induction at their school. • Ensuring the ECT receives their entitlement to PPA and ECT CPD time. • Ensuring that their Induction Tutor is appropriately trained and has sufficient time to conduct their role effectively. • Ensuring that the Mentor is appropriately trained via the ECF Mentor training programme and has sufficient time to conduct their role effectively. • Keeping the Governing Body aware and up to date about induction arrangements and ECT progress. • Observing all ECTs at least once during their induction. • As appropriate, formally meeting with and writing to ECTs causing concern. • Make a recommendation to the Appropriate Body on whether the ECT has met the requirements for satisfactory completion of the induction period. • Participating in the Appropriate Body's quality assurance procedures, including procedures for the review of ECTs not meeting the relevant standards. • Retaining all relevant documentation, evidence, and forms on file for 6 years.
Induction Tutors	<p>The Induction Tutor is a statutory role and each ECT must be appointed an Induction Tutor. They must hold QTS, and their role is to help the ECT through induction, providing guidance and support.</p> <p>Key functions include:</p> <ul style="list-style-type: none"> • Providing, or coordinating, guidance for the ECTs professional development • Meeting with the ECT at least termly to review progress including discussions around strengths, areas for development and how the school will support the ECT to do this. • Carrying out formal Progress Review meetings and informing the Appropriate Body of whether the ECT is on track • Carrying out and writing up Formal Assessments, co-ordinating input from relevant colleagues. • Observing the ECT and providing feedback, and co-ordinating observations carried out by others as appropriate. • Raising any concerns with the school's Headteacher or the Appropriate Body at the earliest opportunity.
ECT Mentors	<p>The Induction Mentor is a statutory role and each ECT must be appointed a Mentor (who may be the same person as the Induction Tutor, although this is not ideal).</p> <p>Key functions include:</p> <ul style="list-style-type: none"> • Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback. • Work collaboratively with the ECT and other colleagues involved in the ECTs induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme. • Provide, or broker, effective support, including phase or subject specific mentoring and coaching. • Raising any concerns with the school's Induction Lead, Headteacher or the Appropriate Body at the earliest opportunity. •
ECTs	<p>The ECT should take a pro-active role in their induction to ensure they make the most of this key time in their career. They should be strongly involved in creating their Professional Development Plan and should raise any queries or concerns with their Induction Tutor or Mentor in the first instance.</p>
Appropriate Bodies	<p>The Appropriate Body has the main quality assurance role within the induction process. They should ensure that schools are aware of, and are capable of meeting, their responsibilities during induction.</p> <p>Stockport Appropriate Body carries out moderations to support its quality assurance processes. These are supportive visits, aimed at reviewing the quality and consistency of induction in the schools visited, identifying good practice, and providing recommendations for improvements.</p> <p>Stockport Appropriate Body will provide advice and guidance to both the school and ECT where there are concerns over the ECTs ability to satisfactorily complete induction. This will include advising the ECT in regard to their options.</p>

In the case of an ECT who has not met all the Teachers' Standards by the end of their induction period, Stockport Appropriate Body will review the ECTs induction and decide on whether the ECT has passed or failed induction, or whether an extension period should be granted, should there be sufficient and appropriate grounds to do so.

Stockport Appropriate Body will make returns to the Teaching Regulation Agency of those ECTs who have started, completed, left school partway through induction or where an extension has been granted.

Stockport Appropriate Body provides all ECTs, Induction Tutors and Mentors with training and support that can be accessed, alongside all ECT induction resources, through the Learning Leads platform.

Appendix 2



ECT Programme

Name: _____

Academic Year: _____

Dear _____,

Let me be the first to officially welcome you to Nevill Road Junior School and behalf of all the staff and children I hope this year is a very successful one for you.

This booklet is designed to guide you in some way through your first year as an early career teacher. It contains signposts to policies and procedures you must familiarise yourself with and certain tasks that will enable you to fully gain from this very important year.

Throughout all of this process it is absolutely essential that you liaise regularly with your Early Career Mentor (ECM) who will offer support, challenge and guidance*. Your ECM will not be your year group partner which will enable you to develop a close relationship with them and they can provide you with the opportunity to have a sounding board. Your ECM is _____. In addition to this, I am also available should you wish to talk things through, gain additional guidance, question and reflect.

Above all, whoever you liaise with, what is crucial is that you use this year to 'play' and to experiment; no-one is expecting you to get everything right all of the time the first time you try. However, what is expected is that you receive feedback, reflect on it and maintain or develop.

What follows below is a set of tasks/activities or questions designed to help you develop your knowledge of Nevill Road Infant School as well as ensuring you have exactly the right grounding. Make sure you tick them off when completed.

We all wish you lots of luck and happiness as you begin your journey with us at Nevill Road Junior School.

Judi Cliff
Headteacher

*Ideally this should be weekly (see Appendix 1)

Task No.	Activity	Done
Theme: Policies		
1	Get a copy of the Pupil Premium Policy, read it and file it	
2	Get a copy of the Behaviour Policy, read it and file it	
3	Get a copy of the Child Protection Policy, read it and file it	
4	Get a copy of the Teaching, Learning & Curriculum Policy, read it and file it	
5	Get a copy of the Code of Conduct, read it and file it	
6	Get a copy of the Appraisal/Performance Management Policy, read it and file it	
7	Get a copy of the GDPR Policy, read it and file it	
8	Get a copy of the Smoking Policy, read it and file it	
9	Get a copy of the Medicines Policy, read it and file it	
10	Get a copy of the Whistleblowing Policy, read it and file it	
11	Get a copy of the SEND Policy, read it and file it	

Additional Notes / Questions to ask

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Task No.	Activity	Done
Theme: Procedures		
1	Find out about the fire drill, make sure you know what to do and when	
2	Find out about attendance register, make sure you know what to do and when	
3	Find out about recording dinners, make sure you know what to do and when	
4	Find out about recording absences, make sure you know what to do and when	
5	Find out about your door fob, make sure you know what to do and when	
6	Find out about staff absence, make sure you know what to do and when	
7	Find your SEND profiles, make sure you know what to do and when	
8	Find your Pupil Premium profiles, make sure you know what to do and when	
9	Find out about PPA, make sure you know what to do and when	
10	Find out about certificates, make sure you know what to do and when	
11	Find out about playground duties, make sure you know what to do and when	
12	Find out about school trips, make sure you know what to do and when	
13	Find out about Parent Consultations, make sure you know what to do and when	
14	Find out about Annual reports, make sure you know what to do and when	
15	Find out about report cards, make sure you know what to do and when	
16	Find out about assessment, make sure you know what to do and when	
17	Find out about GDPR, make sure you know what to do and when	
18	Find out about assemblies, make sure you know what to do and when	

Additional Notes / Questions to ask

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Task No.	Activity	Done
Theme: Subject Knowledge & Subject Leaders		
1	Do you know who the Reading Leader is? Are you confident with procedures within this subject? Do you have a copy of the curriculum?	

2	Do you know who the Writing Leader is? Are you confident with procedures within this subject? Do you have a copy of the curriculum?	
3	Do you know who the Spelling / Phonics Leader is? Are you confident with procedures within this subject? Do you have a copy of the curriculum?	
4	Do you know who the Maths Leader is? Are you confident with procedures within this subject? Do you have a copy of the curriculum?	
5	Do you know who the RE Leader is? Are you confident with procedures within this subject? Do you have a copy of the curriculum?	
6	Do you know who the PE Leader is? Are you confident with procedures within this subject? Do you have a copy of the curriculum?	
7	Do you know who the Science Leader is? Are you confident with procedures within this subject? Do you have a copy of the curriculum?	
8	Do you know who the PSHE Leader is? Are you confident with procedures within this subject? Do you have a copy of the curriculum?	
9	Do you know who the SEND Coordinator is? Are you confident with procedures in this area? Do you have copies of any relevant paperwork?	

Additional Notes / Questions to ask

Task No.	Activity	Done
Theme: School Organisation		
1	Do you know what the school strapline is? Vision? Motto? Ethos?	
2	Are you confident about signing in and out of the school?	
3	Have you met all of the office / admin staff? Do you know what each of their roles is?	
4	Are you aware who the chair of governors is? Do you know who your link governor is for your yr group?	
5	Have you discussed hot drinks with your mentor?	
6	Has your school induction process been signed off by a senior member of staff?	
7	Have you met all of the Senior Management Team? Do you know their roles?	
8	Have you added of all the diary dates to your diary – they are very important and will help you plan ahead?	

Additional Notes / Questions to ask

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Task No.	Activity	Done
Theme: Observations		
1	Has the Headteacher undertaken an observation in the <u>first full week</u> in the Autumn term? Have you received feedback? Have you reflected on this with your mentor?	
2	Have you booked in all of your observations for the year?	
3	After Autumn half term, have you shared your key targets with the Headteacher and received a list of teachers to observe to help with these areas?	
4	Have you discussed outcomes from each observation you have made with your mentor? What are you going to try with your class?	

Additional Notes / Questions to ask

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Task No.	Activity	Done
Theme: NQT		
1	Do you have the contact details of the ECT leaders within Stockport?	
2	Have you signed up for all courses / cpd opportunities?	
3	Have you made sure you are familiar with your professional development log? Are you sharing your log with your ECM at each meeting?	
4	Have you undertaken the ECT self-evaluation each half term and discussed this with your mentor and the headteacher? <small>See Appendix 2.</small>	
5	Are you aware of the other ECTS locally? Have you engaged in meeting / visiting them in their school?	
6	Have you received advice and guidance about dealing with parents?	
7	Have you received advice and guidance about behaviour management techniques?	
8	Have you received advice and guidance about assessment for learning techniques?	

Additional Notes / Questions to ask

Observation Schedule

	Main Teacher Standard Focus	Subsidiary Focus
Autumn 1	TS7: A teacher must manage behaviour effectively to ensure good and safe learning environment TS6: A teacher must make accurate and productive use of assessment	Formal Observation: Literacy TS1-TS7 Specific feedback on targets from TS7/TS6
Autumn 2	TS4: A teacher must plan and teach well-structured lessons TS5: A teacher must adapt teaching to respond to strengths and needs of all pupils	Formal Observation: Numeracy TS1-TS7 Specific feedback on targets from TS4/TS5
Spring 1	TS1: A teacher must set high expectations which inspire, motivate and challenge pupils	Formal Observation: Literacy TS1-TS7 Specific feedback on targets from TS1
Spring 2	TS1-TS7	Formal Observation: Numeracy TS1-TS7
Summer 1	TS1-TS7	Formal Observation: Literacy TS1-TS7
Summer 2	TS1-TS7	Formal Observation: Numeracy

Weekly Mentor / ECT meetings

- You should aim to meet with your mentor every week so it is advisable to set these up well in advance and agree a day and time.
- Each of your meetings should be a chance to gain further knowledge, support, guidance but also to be challenged and coached to become successful.
- It is recommended that at each meeting you jointly decide the 'agenda' for the next meeting and anything needing to be worked on becomes a focus for the time in-between.
- Your professional development log is a good focus for the meeting as you will be able to share the activities undertaken and your reflections.
- In an early mentor meeting it is advisable to set dates for observations & drop ins for the year as well as asking any questions you may have and ensuring you have all the key dates for the term mapped out.
- Each of the Teacher Standards (TS1 to 8) should be discussed at a mentor meeting. It is advisable to focus on one TS per meeting and explore what you understand is required to meet this standard (or exceed it) including agreeing with your mentor any targets for you to work on between meetings.
- Your mentor meetings are also an opportunity to ensure you have key dates and tasks mapped out so you are well prepared. Your mentor will make sure that you understand what is needed from you on some of these key dates i.e. parent consultations, celebration assemblies, data submissions etc.
- You may wish to record your mentor meetings as this may help with reminding you or jogging your memory over certain things but this is not a statutory process.

Date	Agenda Items	TS Focus	Notes	Actions

Appendix 2.
NQT Self-evaluation

TS1: A teacher must set high expectations which inspire, motivate and challenge pupils

	I need more work on this		I am meeting this standard		I am exceeding this standard	
	ECT	Mentor	ECT	Mentor	ECT	Mentor

Aut						
Spr						
Sum						

TS2: A teacher must promote good progress and outcomes by pupils

	I need more work on this		I am meeting this standard		I am exceeding this standard	
	ECT	Mentor	ECT	Mentor	ECT	Mentor
Aut						
Spr						
Sum						

TS3: A teacher must demonstrate good subject and curriculum knowledge.

	I need more work on this		I am meeting this standard		I am exceeding this standard	
	ECT	Mentor	ECT	Mentor	ECT	Mentor
Aut						
Spr						
Sum						

TS4: A teacher must plan and teach well-structured lessons

	I need more work on this		I am meeting this standard		I am exceeding this standard	
	ECT	Mentor	ECT	Mentor	ECT	Mentor
Aut						
Spr						
Sum						

TS5: A teacher must adapt teaching to respond to strengths and needs of all pupils

	I need more work on this		I am meeting this standard		I am exceeding this standard	
	ECT	Mentor	ECT	Mentor	ECT	Mentor
Aut						
Spr						
Sum						

TS6: A teacher must make accurate and productive use of assessment

	I need more work on this		I am meeting this standard		I am exceeding this standard	
	ECT	Mentor	ECT	Mentor	ECT	Mentor
Aut						
Spr						
Sum						

TS7: A teacher must manage behaviour effectively to ensure good and safe learning environment

	I need more work on this		I am meeting this standard		I am exceeding this standard	
	ECT	Mentor	ECT	Mentor	ECT	Mentor
Aut						
Spr						
Sum						

TS8: A teacher must fulfil wider professional responsibilities

	I need more work on this		I am meeting this standard		I am exceeding this standard	
	ECT	Mentor	ECT	Mentor	ECT	Mentor
Aut						
Spr						
Sum						

Nevill Road Infant School

NQT TS Priorities

TS6: A teacher must make accurate and productive use of assessment

TS4: A teacher must plan and teach well-structured lessons

TS5: A teacher must adapt teaching to respond to strengths and needs of all pupils

TS1: A teacher must set high expectations which inspire, motivate and challenge pupils

TS2: A teacher must promote good progress and outcomes by pupils

TS3: A teacher must demonstrate good subject and curriculum knowledge.

TS7: A teacher must manage behaviour effectively to ensure good and safe learning environment

TS8: A teacher must fulfil wider professional responsibilities

At end of Autumn Assessment Period:

4 out of 8 Standards must be self & mentor judged as 'I am meeting this standard'

If less than 4 are judged as this, a higher level of support is needed – document this process thoroughly. Ensure Headteacher is aware.

At end of Spring Assessment Period:

6 out of 8 Standards must be self & mentor judged as 'I am meeting this standard'

If less than 6 are judged as this, an intensive programme of support is needed. ECT and ECM to meet with Headteacher – document this process thoroughly.

Thorough review needed at Summer half term to identify targets and further support, final observation may determine pass / fail.

At end of Summer Assessment Period:

8 out of 8 Standards must be self & mentor judged as 'I am meeting this standard'

If less than 8 are judged as this, consideration must be given to extenuating circumstances if an extension is to be requested. If there are no extenuating circumstances the following options must be discussed:

1. ECT fails the year and is therefore not allowed to teach and must leave immediately
2. ECT leaves before the final assessment is completed enabling a resit of 3rd term at another school but must leave immediately