



BRENTFORD SCHOOL FOR GIRLS

EARLY CAREER TEACHERS POLICY

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1. Rationale

All qualified teachers employed in a state school in England must, by law, complete an induction period of two school years to a satisfactory level. This induction period is the bridge between Initial Teacher Training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers' Standards (see Appendix A). The programme should support an Early Career Teacher (ECT) in meeting the Teachers' Standards by the end of the induction period and equip them with the tools to be an effective and successful teacher. The Teachers' Standards apply to all ECTs; they form part of the framework of professional standards for teachers and are the standards which underpin all the subsequent standards.

This policy has been written in accordance with the Statutory Guidance on [Induction for Early Career Teachers in England](#) which comes into force 1st September 2021 and should be read in conjunction with this.

2. Purpose

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate support through the assignment of an identified 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 help ECTs become aware of the school's role in the local community;
- 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 provide a foundation for longer-term professional development;
- to help ECTs perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the 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.

3. Roles and Responsibilities

The Induction Tutor:

The Induction Tutor has overall responsibility for ensuring ECTs successfully complete the statutory two school year period of induction. They are responsible for:

- Facilitating a programme of support and developmental opportunities.
- Ensuring that each department allocates an individual and appropriate Mentor.
- Supporting each Mentor as to ensure each ECT enjoys consistent, high quality provision throughout the year, and ensuring that any concerns about an ECT's progress is picked up on early and appropriate support is put in place.
- Ensuring that the two formal assessments points are completed and submitted to the appropriate body by the agreed deadline.
- Making rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards.
- Conducting Progress Reviews to monitor progress in each term where a formal assessment does not take place.
- Observing ECTs routinely, either individually or with the relevant Mentor, and for arranging observations depending on the provider and SLT observations. After each observation, the observer will provide feedback and coaching to the ECT and debrief to the relevant Mentor and Induction Tutor (if they are not the observers).
- Ensuring that where an ECT is not satisfactorily meeting the Teachers' Standards appropriate support is put in place and all relevant parties have been notified of any necessary measures.
- To create a bespoke plan for ECTs.

The Mentor

The Mentor monitors the progress of and provides day to day support for an ECT. They are expected to make rigorous and fair judgements about an ECT's progress in relation to the Teachers' Standards and provide effective coaching and mentoring throughout the induction period. The Mentor is to work closely with the Induction Tutor to create a holistic team around the ECT. This is achieved through:

- A timetabled weekly 50-minute meeting with ECTs in their first induction year, and fortnightly in the second.
- Ensuring all relevant training materials provided by the Lead ECF Programme Provider have been read, understood and able to be confidently discussed with ECTs so as to provide expert support.
- Follow the bespoke plan provided by the Induction Tutor.
- Engaging with Mentor training provided within College and by the Lead ECF Programme Provider.

Meetings between Mentors and their ECTs will focus on developing knowledge and skills relating to the Teachers' Standards, namely but not exclusively:

- Subject Knowledge development (including external examination processes).
- Teaching and Learning strategies and being judicious about what to implement when as to target the needs of different groups of learners and allow them to make progress.
- Classroom and Behaviour Management.
- Effective lesson planning for both sequences of lessons and individual lessons.
- Summative and Formative assessment.
- Personalising provision to meet the needs of various cohorts of learners.
- Effective use of the learning environment.
- Targeting individual professional development needs.
- Support with data tracking, collections and analysis.
- Supporting with Parents Evening preparation.
- Discussing the content from the training provider.

In addition, the Mentor is also responsible for conducting observations of their ECT's lessons as part of the bespoke CPD plan as outlined by the Induction Tutor. These should focus on aspects of the ECT's teaching, which are agreed in advance and informed by the requirements of the Teachers' Standards and the ECT's personal professional needs. Feedback should be prompt and constructive with specific steps provided for how to address areas of development. All written records will indicate where any developmental needs have been identified. Records of observations should be scanned and saved to the trainee's folder in the confidential folder.

At the end of each year of the induction period, the Mentor is to support the Induction Tutor in completing an accurate formal assessment of the ECT's progress in relation to the Teachers' Standards and discussing this with the ECT.

Similarly, at the end of each term where a formal assessment is not scheduled, the Mentor is to support the Induction Tutor in carrying out Progress Reviews to monitor the progress their ECT is making.

Where an ECT is experiencing difficulties, it is the Mentor who is responsible for recognising this, for liaising with the ECT and the Induction Tutor, and for ensuring that an appropriate support programme is put in place and monitored.

The ECT

The ECT is responsible for both monitoring and evidencing their progress against the Teachers' Standards and participating fully in the agreed development programme provided by the Tutor ECF Programme Provider, the College and at departmental level.

Each ECT is given a reduced timetable by 10% in their first year of induction, and 5% in their second. They should agree with their Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme, for example undertaking:

- Regular scheduled meetings with their Mentor
- Attendance at training provided by College and the Tutor ECF Programme Provider
- Undertaking self-directed study
- Planned observations of other colleagues within their Department.
- Planned observations of other colleagues across the College.

The ECT is responsible for participating fully in observations, keeping track of progress against the Teachers' Standards and maintaining records of both formal and informal assessment processes. They should also ensure that formal observations and assessments are carried out in accordance with this policy, and that any concerns are raised immediately with their Mentor in the first instance.

4. Entitlement

The Early Career Teacher should be proactive in their own career development. However, our induction programme ensures that new teachers are provided with 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 are as follows:

- an embedded programme of training that enable the ECT to understand and apply knowledge and skills in each of the Early Careers Framework evidence and practice statements;
- termly structured reviews and annual formal assessments;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards;
- ECT's observation of experienced teachers; and,
- A reduced timetable of no more than 90% of the normal timetable in year one and 95% in year 2, to enable participation in the school's induction programme. This is in addition to the 10% reduction in timetable for PPA time.

5. Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction including:

- Scheduled observations at regular intervals. Observers will hold QTS.
- Meetings, planned in advance, between the ECT and observer to review observed teaching. Feedback will be constructive and a brief written record made on each occasion, which will include any development needs identified.
- Review and revision of objectives throughout the induction period. These will relate to the Teachers' Standards and the ECT's personal development needs.
- Formal assessment at the end of the first year of the induction period.
- At the end of the induction period, make a formal recommendation to the appropriate body.
- Reports after each review and formal assessment. Copies of these reports, and the evidence used to inform them, will be supplied to the ECT and the appropriate body
- Informing the appropriate body, and putting support in place, if the ECT is not making satisfactory progress
- Participation in the appropriate body's quality assurance procedures
- Notification to the school and the appropriate body if the ECT's absences total 30 days or more (except in the case of maternity or parental leave)

- Ensuring the ECT knows how to raise concerns about their induction programme or their progress, both within your school and elsewhere

6. Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- At the end of the induction period, make a formal recommendation to the appropriate body
- Copies of any records will be passed to the ECT concerned.
- Reviews and formal assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

All of the above will be clearly referenced to the Teachers' Standards

7. At risk procedures

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- Concerns will be raised promptly with the ECT and the appropriate body notified. Concerns will be recorded in review and assessment reports
- Monitoring and support measures will be put in place immediately to assist the ECT in getting back on track.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action 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 particular areas of teaching through observation.

Where an ECT has continuing difficulties, the consequences of failure to complete the induction period satisfactorily will be discussed fully with them as follows:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period

Where necessary, the Head/SLT will support the induction tutor 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.

In particularly serious cases, capability procedures may be instigated alongside the formal induction process.

8. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with Hounslow LA ECT Induction Lead and Appropriate Body: Lou.Anderson@hounslow.gov.uk

The Teachers' Standards

The Teachers' Standards can be found on the GOV.UK website:
<https://www.gov.uk/government/publications/teachers-standards>

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time

- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might Tutor them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities