



REIGATE GRAMMAR SCHOOL

Early Career Teacher (ECT) Induction Policy

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I. Aims

This Induction Programme aims to give Early Career Teachers (ECTs) the best possible start in the profession by helping them to settle quickly and happily into the School, to enable them to tackle new experiences and responsibilities with confidence, and to develop their teaching skills. To achieve these aims, and to ensure the ECTs entitlements are met, new teachers are offered:

- An induction training day before the beginning of the September term, together with all new staff and the induction tutor;
- A reduced teaching load of 10% in the first year, 5% in the second year of the induction period;
- A job description that does not make unreasonable demands;
- Freedom from being a full Form Tutor (having a tutor group) in the first year although ECTs do co-tutor for training purposes;
- Less frequent cover of other teachers;
- A development plan discussed by the ECT and the mentor based on the Early Careers Framework;
- Targets, informed by the strengths and areas for development identified in the ADP (Action and Development Plan), to help ECTs improve so that they meet the standards for the induction period;
- Regular, frequent meetings with the mentors (usually once per week in the first year of induction);
- Provision of a tailored training programme delivered principally in the first term of the academic year;
- Opportunities to reflect critically on practice with the mentors;
- Opportunities to observe, teach and plan lessons with other colleagues;
- At least one observation each term with oral and written feedback, with a minimum of six during the induction period, including observations by a member of the Senior Leadership Team;
- Participation in INSET opportunities both within the school and outside;
- Opportunity for CPD training;
- Opportunity to shadow and co-tutor alongside an experienced form tutor within the school;
- Opportunities to shadow other teachers within school;
- Opportunities to observe teaching in other schools;
- A formal Progress Review meeting at the end of terms 1, 2, 4 & 5;
- An assessment meeting at the end of Year 1 and in term 3 of Year 2;
- Two assessment points over the two-year induction programme;
- Procedures for ECTs to air grievances about their induction provision at school and a 'named person' to contact should they wish to complain.

Please note that ECTs also receive the full Staff Induction which includes Safeguarding training and induction. Please see Staff Induction Policy for further details of this.

2. Roles and Responsibilities

The school has a key role in introducing new colleagues to the profession. The overall responsibility for the welfare of ECTs lies with the Headmaster, although in practice this responsibility is delegated to the Assistant Head in charge of Initial Teacher Training (ITT). They are directly responsible for the guidance and assistance offered to the ECT and for the organisation of a relevant induction programme, including registration with the Independent Schools Teacher Induction Panel (ISTIP).

Each ECT works with the Assistant Head i/c ITT, together with a subject mentor, who support her/him in their first year of teaching by:

- Encouraging
- Guiding
- Advising
- Demonstrating good practice
- Providing information and instruction
- Helping to reflect on good practice

3. The Assistant Head in charge of Initial Teacher Training (ITT)

The Assistant Head i/c ITT oversees and supports the professional development of all newly qualified teachers and manages the Induction Programme. This includes:

- Overseeing the implementation of School Policy;
- Explaining school rules and procedure;
- Assigning subject mentors;
- Assigning co-tutors;
- Providing ongoing support and guidance to ECTs and subject mentors;
- Advising on INSET opportunities;
- Ensuring that the Induction needs of the ECTs are met;
- Identifying the training needs of subject mentors;
- Conducting a formal lesson observation in the first and either fourth or fifth terms of Induction;
- Advising on effective classroom organisation and student management;
- Identifying areas of strength and areas for development with regards to target setting for the ECT;
- Liaising with Heads of Department and subject mentors regarding the ECT's progress;
- Compiling evidence/discussing findings and supervising any assessments and reports for the ECT;
- Monitoring the extra-curricular commitments of the ECT;
- Co-ordinating evaluation of the Induction Programme;
- Development of the ECT programme and the training and monitoring of new mentors, including attendance at selected training courses prior to and during the induction period.

4. Subject Mentor

Subject mentors play a key role in increasing the confidence and effectiveness of the ECT, thereby improving the quality of teaching and learning in the school. Mentoring is also seen as contributing to the mentor's own professional and career development. Subject mentors oversee and support the professional development of ECTs. This includes:

- In consultation with the induction tutor, organising at least one day's briefing in the term prior to the ECT taking up the post;
- Providing the teacher with appropriate subject-based information (Schemes of Work) and guidance;
- Inducting the teacher into the planning, preparation and teaching of the subject;
- Overseeing effective record-keeping and reporting, in line with school policy;
- Advising on effective classroom organisation and student management;
- Meeting weekly with the ECT, giving quality time for discussion, and encouraging reflective practice;
- Conducting at least one informal lesson observation each half term;
- Conducting at least one formal lesson observation each term of Induction;
- Arranging for the teacher to observe others in the school;
- Arranging for subject teachers in the same department to observe and give feedback to an ECT;
- Organising opportunities for team-teaching;
- Providing constructive feedback resulting in the setting of agreed Induction targets;
- Keeping the induction tutor updated on progress being made;
- Supporting any other issues pertinent to the development of the ECT;
- Being involved in on-going Induction development and attending relevant mentor courses;
- Assisting in the training of new mentors.

5. Lesson Observation

The Role of Observation

Focused classroom observation is important in the development of teaching skills because it provides opportunities for reflection on practice.

ECTs must specify, on the lesson observation sheet the standards on which they are focussing. By agreeing a focus, the observer can record what was successful and areas which need to be developed. However, they may well meet many other standards too for which they should be given credit in the lesson observation feedback.

Frequency of Observation

The subject mentor, Assistant Head i/c ITT and other Senior Leadership staff should aim to observe the new teacher informally on a regular basis, and certainly no less than twice a term. They should also carry out one specific formal observations each term. Department members should also be encouraged to observe the ECT and be observed by him or her. The inductee will carry out at least six formal observations during induction, ideally one per term.

6. The Development Plan

The ECT should make the ADP, completed at the end of initial teacher training, available to the induction tutor, and use this as a basis for setting short, medium and longer term objectives for Induction development. The ECT should participate fully in the programme of monitoring, support and assessment that is agreed with the induction tutor. The ECT should be familiar with the Induction Standards and should monitor his or her own work in relation to them. He/she should take increasing responsibility for his/her induction development as the induction period progresses.

7. Professional Code of Practice

All documentation and discussion concerning the induction development of staff is confidential. Confidentiality concerning the observation of lessons must also be respected.

8. Concerns Regarding a Teacher's Professional Performance

Line managers should discuss any concerns regarding the performance of an ECT with the teacher at an early stage. The ECT should be given every opportunity, through the setting of specific targets and the implementation of a range of support strategies, to remedy the situation. The induction tutor should be kept closely informed of both concerns and progress. Records of meetings with the ECT and recommendations made should be kept.

9. Assessment Arrangements and Reports

Formal Assessment Meetings take place between the ECT and the subject/IT mentor during the two-year induction period and will usually occur at Year 1 and in term 3 or Year 2. These meetings are important milestones in progress towards completion of induction and ECTs must feel free to express any concerns.

The First Meeting will focus on the extent to which the ECT is consistently meeting the Standards for the Award of Qualified Teacher Status (QTS) in an employment context and is beginning to meet the Induction Standards.

The Final Assessment Meeting will be used to determine whether or not the ECT has met all of the requirements for the satisfactory completion of the induction period.

An Assessment Form should be completed and sent to the ISTIP following each of the Assessment Meetings, which is signed by the ECT, Headmaster and the Assistant Head i/c ITT. These will indicate whether or not the ECT is judged to be making satisfactory progress. The Headmaster on receiving the final report from the induction tutor should, at the end of the Induction Period, recommend to the Independent Schools Teacher Induction Panel whether the ECT has met the requirements for the satisfactory completion of the Induction Period.

For teachers making unsatisfactory progress, the Assistant Head will discuss the concerns with the ECT, contact ISTIP, the Head and arrange for an Action Plan for an ECT at risk to be completed.

10. Documentation and Records

The Formal Assessment Meeting should be informed by written reports from at least three observations and ad hoc progress review meetings that have taken place during the year with the subject mentor and induction tutor. Judgements will be based on evidence that has been gathered systematically during the induction period and should relate directly to the Standards for the Award of QTS and the Induction Standards. Further sources of evidence will include:

- Formal and informal assessment records from pupils for whom the ECT has had particular responsibility, including test and or examination results;
- Information about liaison with others, such as colleagues and parents;
- The ECT's lesson plans, records and evaluations;
- The ECT's self-assessment and records of professional development.
- The ECT's extra-curricular involvement