



## Early career teacher (ECT) induction policy

(for ECTs or 'NQTs' starting their induction before 1st September 2021)

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|---|---|
| <b>Member of Staff Responsible</b>              | Chief Executive Officer   |
| <b>Relevant guidance/advice/legal reference</b> | The Department for Education's statutory guidance Induction for Newly Qualified Teachers (England), and Induction for newly qualified teachers during the coronavirus outbreak<br><br>The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 |
| <b>Approved by</b>                              | Board of Trustees   |
| <b>Adviser</b>                                  | The Key, Teaching School Hub  |
| <b>Date of Policy</b>                           | September 2021  |
| <b>Review Cycle</b>                             | September 2022<br><br>Policy will be terminated September 2023 as all 'NQTs' will follow 'Early Career teacher induction policy' for those starting their induction after 1 <sup>st</sup> September 2021)   |
| <b>Website</b>                                  | Yes   |

## Overview and Statement of Intent

The early career framework (ECF) reforms will create a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development. The reforms are part of the government's teacher recruitment and retention strategy, which aims to improve the training and development opportunities available to teachers.

The early career framework is the evidence base which underpins this new entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about, and learn how to do, during the first 2 years of their careers.

The 318 Education Trust is committed to the highest standards of delivery and support for NQTs and ECTs. The Priory School, which is a member of the aforementioned trust, is an Appropriate Body and will deliver the programme through Best Practice. NQTs will follow the same programme as their ECT counterparts wherever appropriate so that they receive the best quality experience.

### The school aims to:

- Run an NQT induction programme that meets all the statutory requirements
- Provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

### Legislation and Statutory Guidance

From 1 September 2021, NQT induction will be replaced by ECT induction. Those starting their induction on or after 1 September 2021 are instead covered by our ECT induction policy, which can be found in the Policies folder and the school website.

NQTs who have started but not completed their induction before 1 September 2021, will have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. They'll be known as the 'pre-September 2021 cohort', and should continue to refer to previous NQT induction guidance and this NQT policy.

It is our intention that (at the discretion of the Headteacher and appropriate body) we will also provide them with:

- An early career framework (ECF) based induction for the remainder of their 1-year induction
- An induction mentor for the remainder of their 1-year induction

If they don't complete their induction by 1 September 2023, they'll be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year induction period.

### This NQT policy is based on:

The 'relevant standards' referred to below are the Teachers' Standards.

This policy complies with our funding agreement and articles of association.

### The Induction Programme

For a full-time NQT, the induction programme will typically last for a single academic year. Part-time NQTs will serve a full-time equivalent.

The programme is quality assured by STEP, and our 'appropriate body' is The Priory School.

## **Induction Posts explained**

Each NQT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

## **Support and assessment of NQTs**

We support NQTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place each half term, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

Formal assessment meetings will take place on a termly basis, carried out by either the Headteacher or the NQT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the NQT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the NQT and the appropriate body.

After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.

At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Headteacher to decide whether the NQT's

performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The NQT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

### **At-risk procedures**

If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the NQT towards satisfactory performance
- An effective support programme is put in place to help the NQT improve their performance

If there are still concerns about the NQT's progress at their next formal assessment, so long as it is not the final assessment, the Headteacher will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

### **Roles and responsibilities**

#### **Role of the NQT**

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, 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 monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their NQT induction)
- Keep copies of all assessment forms

**When the NQT has any concerns**, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school

#### **Role of the Headteacher**

The Headteacher will:

- Check that the NQT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the NQT starting, who will act as the appropriate body
- Notify the appropriate body when an NQT is taking up a post and undertaking induction
- Make sure the NQT's post is suitable according to statutory guidance
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the NQT's induction)
- Make the governing board aware of the support arrangements in place for the NQT
- Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

### **Role of the induction mentor**

The induction mentor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the NQT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the NQT to add their own comments
- Ensure that the NQT's teaching is observed and feedback is provided
- Ensure the NQT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the NQT appears to be having difficulties

### **Role of the governing board**

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post

- Investigate concerns raised by the NQT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the NQT

### **Review of Policy**

This policy will be reviewed **annually** by the CEO of The 318 Education Trust, in consultation with the Teaching School Hub leaders at The Priory School.

### **Links to other policies**

This policy links to the following policies and procedures:

- Performance Management
- Grievance
- Pay