

## Induction Policy for Early Career Teachers (ECTs)

Policy Approved:	November 2019
Last Review:	November 2021
Next Review:	November 2023
Committee:	Teaching & Learning

### Principles

1. To ensure that all ECTs appointed to JCoSS feel valued and welcomed.
2. To provide an effective induction programme for ECTs, based on the Early Career Framework (ECF) which underpins the new entitlement for a two-year programme of structured training and support for ECTs.
3. To provide effective mentoring for ECTs.
4. To monitor the progress of all ECTs against the Teachers' Standards to ensure that they complete their induction period successfully.

### Implementation

1. Appoint an Induction Tutor who is responsible for the induction process.
2. Invite ECTs to participate in an induction period of 2-3 weeks at the end of the summer term at JCoSS, prior to taking up post, allowing ECTs to experience practically key aspects of school life and practices and to prepare them to begin their teaching career with confidence.
3. Register all ECTs with an appropriate awarding body, usually the London Borough of Barnet.
4. Provide all ECTs with a 10% timetable reduction in their first year of teaching and a 5% timetable reduction in their second year.
5. Provide each ECT with a mentor who will meet the ECT weekly and who will be responsible for supporting development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours.
6. Provide training for mentors to equip them for their key role in the ECT's development.
7. Provide ECTs with opportunities to become form tutors, or to be attached to a form.
8. Protect ECTs from cover, at least in their first term.
9. Provide opportunities for ECTs to observe and interact with expert colleagues.
10. Provide access to professional development both within school and externally where appropriate.
11. Ensure that the ECT is aware of how to raise concerns about the induction programme both within school and with the awarding body.
12. At the end of the induction period, make a formal recommendation to the awarding body.

## **Monitoring**

1. To complete Induction successfully, ECTs must demonstrate that they meet the all the Teachers' Standards. While the ECF underpins an entitlement to training and support for early career teachers and is presented around the Teachers' Standards for clarity, the ECF is not, and should not be used, as an assessment tool.
2. The mentor will be responsible for gathering evidence throughout the induction period to demonstrate that the ECT is meeting the Teachers' Standards. StepLab will be used for recording the ECT's progress.
3. The mentor will conduct frequent focussed lesson observations and provide feedback to ensure that ECTs are making progress in all areas.
4. The Induction Tutor will be responsible for writing the formal reports, one midway through induction and one at the end of the induction period.
5. In the event of the ECT not making satisfactory progress, mentors will intervene promptly to support the ECT in making necessary improvements. The awarding body will be informed in order to access support for both the ECT and the school.