



## **Colley Lane Primary Trust - Early Career Teacher Induction Protocol Policy**

### **Rationale**

The Early Career Teacher (ECT) induction period plays a fundamental part in supporting and nurturing new entrants to the profession to become highly effective, confident and happy teachers. As a Windsor Academy Trust (WAT) school, Colley Lane Primary Academy (CLPA) deploys the WAT ECT Induction Protocol. This ECT induction ensures that the appropriate guidance, support, training which includes the development of skills, knowledge, expectations and observations are provided through a structured but flexible, individualised programme.

This programme will enable an ECT to form a secure foundation upon which a long and successful teaching career can be built.

### **Purposes**

The 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 an individualised programme based on the Early Career Framework which identifies and meets the needs of each ECT, including negotiating objectives, which take account of any evaluations from the ECT's Initial Teacher Education;
- to ensure the ECT has access to a suitable range of expert professional support, guidance and advice, including the allocation of an Induction Tutor;
- to ensure the Induction Tutor is properly experienced and trained for their role;
- to ensure regular meetings with key induction staff, especially the Induction Tutor;
- to make clear the teacher's roles, responsibilities and expectations.
- to make adequate resources available to support the induction arrangements;
- to ensure a 10% reduction in the ECTs timetable (compared to standard scale staff) in Year One and 5% in Year Two;
- to provide ECTs with examples of good practice;
- to provide regular and timely, developmental feedback on the ECT's classroom practice and teaching;
- to provide fair and reasonable circumstances in which the ECT will be able to demonstrate her/his ability to perform well against the Teachers' Standards;
- to encourage reflection on their own and observed practice;
- to reflect the procedures and guidance, set out by National Teacher Accreditation (NTA), for monitoring, assessing and reporting on progress during the induction period;
- to help ECTs form good relationships with all members of the school community and stakeholders and to help them become aware of the school's role in the local community;
- to provide access to a range of high quality and appropriate CPD opportunities;
- to provide a period of induction which enables the ECT to take increasing responsibility for her/his professional development and career progression;
- to review the effectiveness of the school's arrangements for the induction of ECTs.

The whole staff will be kept informed of the school induction protocol and encouraged to contribute to and participate in, wherever possible, its implementation and development.



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This protocol reflects a structured and consistent approach to ECT induction across our family of schools 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**

#### **The Local Area Board (LAB - equivalent to Governing Body)**

The LAB will be fully aware of the contents of the DfE's Statutory Guidance on Induction for Early Career Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfill all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The school's Induction Lead is \_\_\_Stephen Dowling

The LAB Member with responsibility for ECTs is \_\_\_\_\_Jane Price\_\_\_\_\_

#### **The Headteacher**

The headteacher has a significant and leading role in the process of inducting new colleagues to the profession. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body (NTA) whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

The responsibility for the implementation of the Induction Programme may be delegated to an induction lead. In addition to the statutory requirements the headteacher will:

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing NTA immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

#### **School Induction Lead**

The school induction lead is responsible for the overall management of initiating ECTs into the teaching profession and into WAT's systems and structures. This entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a school induction programme, opportunities to participate in additional support, providing support and guidance, and the rigorous but fair assessment of ECT performance.

#### **ECF Induction Tutor**

In addition to the work outlined above, the Induction Tutor should work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school and across our family of schools to help ensure the ECT maximises the impact of the University of Birmingham and Capita's ECF-based induction programme.



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### **Entitlement**

We encourage ECTs to be proactive in his/her own career development and seek out CPL opportunities. However, this induction programme also ensures that ECTs are provided with support and monitoring to help them fulfill their potential to become highly effective practitioners. 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 are as follows:

- Access to an ECF-based induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from a school induction lead who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with key staff.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Observation of experienced expert colleagues teaching.
- A reduction of 10% of the average teacher's workload (5% in Year 2). This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Receiving impactful feedback and appropriate support for development from regular lesson visits.
- To receive prompt written as well as oral feedback.
- Opportunities and guidance for further professional development based on agreed targets.

### **Lesson observation, reviewing and target setting**

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

### **Assessment & Quality Assurance**

The assessment of ECTs will be rigorous but also objective:

- 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 school induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Termly progress reviews will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement,
  - targets for coming term



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- support to be provided by the school/ WAT

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

### **At risk procedures**

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

- A support plan will be written and signed by all parties which will detail the support to be provided to enable any weaknesses to be addressed.
- An ECT At Risk form will be completed and sent to NTA, which will include:
  - Details of the nature of the problem and advice on how to redress the problem.
  - Details of the specific support the ECT will be provided with.
  - Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced expert 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 further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

An NTA Quality Assurance Officer may visit the school to address any concerns and offer advice. The ECT must be made aware of any concerns throughout the induction process as soon as they arise.

### **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within school in the first instance.

Where the school does not resolve them, the ECT should contact the WAT Lead for Early Careers - Nathalie Gotting [ngotting@kingswinford.windsoracademytrust.org.uk](mailto:ngotting@kingswinford.windsoracademytrust.org.uk) .

Where the issues are still unresolved the ECT should raise concerns with the named Appropriate Body contact: – Helen Dowling [admin@nta.org.uk](mailto:admin@nta.org.uk) 01761 231818;

The postal address for the NTA is NTA, Paulton House, Old Mills, Paulton, Somerset, BS39 7SX.