

Herne Bay High School's Early Career Teacher Policy

Policy reviewed by	Miriam Hobbs	Date of last review	July 2022	Date of next review	July 2023	Date of policy ratification by Governors	July 2022
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1. Introduction

This policy replaces all previous policies regarding ITT and NQTs. This policy is written from the Statutory policy 'Induction for Early Career teachers (England)' and is a compulsory responsibility for the school when leading Early Career Teachers through Induction. This guidance comes into force on 1 September 2021. The framework can be found here: [Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/94222/statement-induction-guidance-2018.pdf)

2. Aims and Scope of Policy

As set out in the framework Key points, (including but not limited to)

- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- The term early career teacher (ECT) replaced newly qualified teacher.
- The standard length of induction is now 2 academic years.
- There will be 2 formal assessment points, one midway through induction and one at the end of the induction period. These will be supported by regular progress reviews to monitor to monitor progress, to take place in each term where a formal assessment is not scheduled.

The purpose of induction is to 'bridge the gap between initial teacher training and a career in teaching'.

- **Awarding Body**

HBHS will use Kent-Teach as their awarding body for ECT Induction. Their details can be found here [Kent School Jobs - Teaching Jobs in Kent | School Support Jobs in Kent \(kent-teach.com\)](https://www.kent-teach.com/)

- Recommended resources

HBHS use the DFE recommended resources as part of their core Induction programme from Ambition Institute:

[Self-directed study materials – Ambition \(education.gov.uk\)](https://www.education.gov.uk/government/uploads/system/uploads/attachment_data/file/94222/statement-induction-guidance-2018.pdf)

- **Role of the Standards**

The induction programme combines a structured programme of development, support, and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the teaching Standards (Appendix 1).

The teaching standards will be used to determine if the ECTs performance is satisfactory at the end of period, and the standards will be referred to in all developmental and coaching conversations regarding the ECTs performance.

- **Link to QA of Teaching and Learning**

This policy is written in line with the Quality Assurance policy of the school in which the Teaching Standards are used as a benchmark to ensure that teacher performance continues to be rooted in successful application of all 8 standards.

3. School's Responsibilities

The school is responsible for

- Ensuring the ECT is eligible to take up post and has QTS
- Registering the ECT with an awarding body (HBHS currently use the LEA Kent-Teach as the awarding body)
- Providing an appropriate induction programme using one of the recommendations for DFE (HBHS currently use option 2: The Core Programme: an in-house programme written using resources freely available from DFE provides (ambition institute))
- Ensuring the post is suitable for induction
- Ensuring there is an Induction Tutor appointed to oversee the induction programme.
- Ensuring the ECT has access to a mentor with time for effective mentoring
- Ensuring the ECT has a timetable with the appropriate reduction (not more than 90% of a MPS teacher in year 1 and not more than 95% of a MPS teacher in year 2) in addition to PPA.
- Ensures that an appropriate monitoring, support, and assessment process is in place for the ECT including
 - A programme of training that supports the ECT to understand and apply the knowledge and skill set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements
 - That their mentor has QTS and the time to carry out the role effectively
 - Support and guidance from the induction tutor who is expected and has the time to carry out the role effectively
 - Regular observation of the ECTs teaching with written feedback
 - Professional reviews of progress conducted by the induction tutor to set and review developmental targets against the Teacher Standards
 - ECTs observations of experienced teachers either in the ECTs own institution or in another institution where effective practice has been identified
- Provide 30 hours of training in the ECF programme in addition to CPD over the 2 years

5. Role of the induction tutor

The Head Teacher will appoint an Induction Tutor who will be responsible for the well-being, training, assessment, monitoring and support of the ECTs and their mentors. The Induction tutor will

- Provide regular monitoring and support.

- Coordinate assessment
- Hold QTS
- Assess the ECT's progress against the Teachers' Standards.
- Recognise when early action is needed in the case an ECT is experiencing difficulty.
- Register any ECTs with the Gov Gateway
- Register the mentors with the Gov Gateway
- QA and upload ECT termly reports
- Provide feedback to all ECTs

The Induction tutor 'must be given sufficient time to carry out the role effectively and meet the needs of the ECT' as set out in the ECF. The Induction tutor will make 'rigorous and fair judgements about the ECTs progress in relation to the standards.

The Induction tutor will carry out observation of the ECTs in addition to the Mentors, HODs or other colleagues.

It is best practice that the observations of the ECTs are carried out by a consistent person (usually the mentor and the Induction tutor) in order that continuity is provided to the ECT and progress can be gauged in a robust way. The Induction Tutor and the mentor will observe the ECT regular intervals throughout their induction period to facilitate fair and effective assessment of the ECTs teaching practice, conduct and efficiency against the Teacher's Standards. (paras 2.41; 2.44)

The Induction Tutor will provide an Observation calendar that links to assessment to all mentors and ECTs so that all ECTs experience the same support. A Progress review will take place in each term where there is no formal assessment (paras 2.52-2.57)

Observations will be followed with a formal discussion regarding the observation and written feedback. The feedback will be prompt and a brief written record made on each occasion.

The Induction Tutor will update the Head teacher on the ECTs progress following each progress review and notify the awarding body that the ECT is making satisfactory progress.

If an ECT is not meeting the standards satisfactorily, the Induction Tutor will formulate a support plan with the aim to getting them back on track (Paras 2.51)

The induction tutor will (among other duties)

- Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where formal assessment does not occur using Observation as evidence
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6. Early Career Teacher Mentors

The mentor is expected to

- **Regularly meet (weekly) with the ECT for structured mentor sessions to provide targeted feedback**
- **Keep detailed records of meetings (minutes) and targets set**
- **Assess targets each week to monitor progress toward the targets**

- **Work collaboratively with the ECT and other colleagues involved in the ECTs induction to ensure the ECT receives an ECF-based programme**
- **Provide, or broker effective support, including phase or subject specific mentoring and coaching**
- **Take prompt action if the ECT appears to be having difficulties**
- **Engage with the statutory 36 hours of training over the 2 years**
- **Maintain their own training record and continually improve their own practice**

7. Assessment

Formal Assessments will be carried out by the Induction tutor or Head Teacher. ECTs should receive an assessment in the final term of the first year (HBHS Term 6) and in the final term of the second year (HBHS Term 12). The Induction tutor will agree the exact assessment dates with the Mentors and the ECTs so that the ECTs have agency in their assessment periods and to allow for any support plans to be met in full.

It is important that in the event an assessment will highlight issues with the ECT's practice, that this is NOT a surprise. There should be nothing unexpected. Formal assessment reports will be completed for each formal assessment. The final assessment meeting will form part of the Head teacher's recommendation to the awarding body as to whether the ECT has demonstrated performance against the Teacher's Standards to a satisfactory level.

The ECT is free to add their own comments or reflections to the final assessment. This is then signed by the induction tutor/Head Teacher and ECT

8. Unsatisfactory progress and appeals

- Where the Induction Tutor determines during the progress review that the ECT is not making satisfactory progress against the Teacher's Standards, they should state this clearly in the progress review record and clearly outline the support plan they have put in place to assist the ECT getting back on track
- The Induction Tutor will notify the appropriate body and share the review record and the support plan

If it becomes apparent that the ECT is not making progress in the formal assessment, the appropriate body will be informed, and the Head Teacher should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The Head teacher and Appropriate body should be satisfied that

- Areas in which improvement is needed have been clearly identified
- Appropriate objectives have been set to guide the ECT towards a satisfactory performance against the teacher's standards
- An effective support programme is in place to help the ECT to improve

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECTs objectives and support plan, linking these with the Teacher's Standards and sharing with the ECT, Head teacher and appropriate body.

Action if Performance is still unsatisfactory.

Where there are still concerns about the ECTs progress between formal assessments one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully

- The identified weaknesses
- The agreed objectives previously set
- Details of additional monitoring and support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period

The progress review record should capture the ECTs unsatisfactory performance against the Teaching Standards and be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues.

In the event that capability procedures are necessary to instigate which may lead to dismissal, the induction process should continue in parallel with the capability procedure and the appropriate body informed.

The ECT may appeal to the appropriate body who will advise them of their right to appeal and the time limit they have to do so.

9. Raising concerns

An ECT might have concerns that arise during their induction which could include but are not limited to

- Concerns about their own practice
- Concerns about a colleague
- Concerns about students
- Concerns about the effectiveness of the mentor
- Concerns about the effectiveness of the Induction Tutor
- Concerns about their health or mental health or wellbeing.
- Concerns about their progress and or assessment
- Other concerns not listed here.

In the event that an ECT has a concern, they should follow the Policy

- The ECT should speak to the Mentor in the first instance and raise their concern if it is about their practice or assessment
- In the event that the mentor is not able to advise the ECT how to engage with the concern as above, the ECT should raise their concern with the induction tutor
- If the concern is about the quality of mentoring, they should raise the concern with the induction tutor

- If the ECT has a concern about the quality of induction from the induction tutor, they should raise their concern with the head teacher via the Head Teacher's PA
- If the ECT has a concern about the mentor, Induction Tutor, Head Teacher, or they feel that the matter is not resolved, they can raise their concern with the governing body via the PA to the head Teacher, or through the awarding body Kent-Teach
- If the ECT has a concern about a member of staff that is not related to their own mentoring but more generally, they should raise their concern with the Head teacher directly
- If the ECT has a concern about the Head Teacher generally, they should raise their concern with the Governing Body

How to raise concerns with the Head Teacher/Governing Body

- ECTs can submit concerns about staff directly by speaking to the Principal
- ECTs can raise concerns directly with the governing body via our website:
Chair of Governing Body: Mr M Hills.
Email: clerkto gb@hernebayhigh.org

For further support in our whistleblowing procedures, please see our whistleblowing procedure: **It is in the employee handbook which is accessed via staff Teams in the Policies Channel and in the safeguarding policy**

Absence

- The induction period is automatically extended prior to completion when an ECTs absences per year of Induction (or equivalent for part time staff) total 30 days or more (with the exemption of statutory maternity leave, statutory paternity leave, shared paternity leave, statutory adoption leave or parental bereavement leave). In this event, the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

10. Confidentiality and data protection

- The ECTs data is protected under the HBHS GDPR policy
- The Induction process and assessments generated will be treated with confidentiality.

11. Early Career Teachers – training and Unqualified

Teachers engaged in ITT programmes both in school and via placement also come under the ECT programme of training. This includes any school direct students, assessment only and PGCE students. These teachers will participate in the training sessions that are provided.

ECTs in their second year will follow a separate programme of training.

12. Funding and Awarding Bodies – ITT and Induction

Funding for the programme will be identified through the school census and can be for including but not limited to

- Fund 10% and 5% timetable reduction
- Additional training for mentors and ECTs
- Support visit to other schools

13. Resources and record keeping

Records will be kept on the appropriate body's own pro-formas. Copies of these will be found in the files of the Team for mentoring and training. Please contact the Induction Tutor if you are unsure of where to find these.

ECTs can plan their lessons using planning resources either prescribed by their departments or if the department has no preference their own way of planning. Whichever method is used, the planning should be available to discuss with mentors and the Induction tutor. Lesson plans should be separate to lesson resources such as PowerPoints.

For formal lesson observations, the appropriate body's own pro-formas will be used.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

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, articulation 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 lead 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.

Assessment Schedule Proforma

Term 1		
Joint Observation (IT+M)	Joint Feedback Meeting (IT+M)	Progress Review
Term 2		
Observation (M)	Joint Feedback Meeting (M)	Progress Review
Term 3		
Observation (M)	Joint Feedback Meeting (M)	Progress Review
Term 4		
Observation (M)	Joint Feedback Meeting (M)	Progress Review
Term 5		
Observation (M)	Joint Feedback Meeting (M)	Progress Review
Term 6		
Joint Observation (IT+M)	Joint Feedback Meeting (IT+M)	Formal Review
Term 7		
Observation (M)	Joint Feedback Meeting (M)	Progress Review
Term 8		
Joint Observation (M)	Joint Feedback Meeting (IT+M)	Progress Review
Term 9		
Observation (M)	Joint Feedback Meeting (M)	Progress Review
Term 10		
Observation (M)	Joint Feedback Meeting (M)	Progress Review
Term 11		
bservation (M)	Joint Feedback Meeting (M)	Progress Review
Term 12		
Joint Observation (IT+M)	Joint Feedback Meeting (IT+M)	Formal Review