



# Park Hill Junior School

## **ECT Policy**

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**PARK HILL  
JUNIOR  
SCHOOL**

**POLICY FOR THE INDUCTION OF  
EARLY CAREER TEACHERS (ECTS)**

**NOVEMBER 2021**

**REVIEW NOVEMBER 2023**

## **Rationale**

The first years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

## **Purposes**

Our school's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help ECTs meet all the core standards,

The whole staff will be kept informed of the school Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction 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**

### ***Local Governing Body***

The Local Governing Body (LGB) will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The LGB will be kept aware and up to date about induction arrangements and the progress of ECTs through the headteacher's report and/or direct contact with the ECT Induction Tutor in school.

For the years 2021-23 the school's Induction Tutor is Carrie Cooper.

### ***The Headteacher***

The head teacher at Park Hill Junior School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to the Induction Tutor and Mentors, the head teacher will also observe each ECT through 'drop-ins' at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the appropriate body (Harris City Academy Crystal Palace Teaching School Hub) whether an ECT has met the requirements for satisfactory completion of the induction period.

In reality, many of the tasks associated with the above will be carried out by the Induction Tutor but the headteacher will make the final recommendation. In addition to the statutory requirements the head teacher will:

- observe and agree with Induction Tutor/Mentors a support plan for any ECT at risk of failing to meet the Standards
- keep the LGB aware and up to date about induction arrangements and ECT progress

### ***Induction Tutor***

The principal requirement for the Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into Park Hill Junior School's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

### ***Mentor***

In addition to the Induction Tutor, who has the responsibility for the formal assessment of ECTs, a Mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The Mentor will contribute to the judgements about the progress against the Teachers' Standards and formally observe half termly.

### **Entitlement**

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for ECTs at Park Hill Junior School are as follows.

- Access to an Induction programme that will commence upon appointment and be reviewed after one year in post. If the ECT Class teacher role is still available, the Induction programme will continue for a second year in accordance with the statutory requirements. Should the post be no longer available then the ECT will be supported in applying for roles in other schools to complete the second year of Induction.
- Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an Induction Tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a Mentor and, as needed, meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's class teaching (in addition to PPA time) during the first year, and a reduction of 5% in the second year. This time is used for participating in the school's induction programme and/or meetings with Mentor.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner.
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards.
- Opportunities to meet and receive training with ECTs from other local schools via the appropriate body.

### **Appropriate Body**

Park Hill Junior School uses Harris City Academy Crystal Palace Teaching School Hub as their Appropriate Body to ensure independent quality assurance of statutory induction. This ensures that our ECTs receive adequate support, and that our assessment is fair and consistent.

[Appropriate Body Services - Harris City Academy Crystal Palace \(harriscrystalpalace.org.uk\)](http://harriscrystalpalace.org.uk)

### **Assessment & Quality Assurance.**

The assessment of ECTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used in accordance with the requirements from the appropriate body.
- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Termly reports will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement
  - targets for coming term
  - support to be provided by the school

### **At risk procedures**

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the ECT without delay.

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.

The named contacts at Harris City Academy Crystal Palace Appropriate Body will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Standards.

### **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Mentor, Induction Tutor, Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named contact at Harris City Academy Crystal Palace Appropriate Body.

The named contact is Tony Ward: [t.ward@harrischaffordhundred.org.uk](mailto:t.ward@harrischaffordhundred.org.uk)