



HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

'Be the very best you can be'

Early Career Teacher POLICY

SLT responsible:	Gemma Edgcombe - Assistant Headteacher
Last reviewed:	June 2024
Ratified by Trustees:	October 2024

Rationale

The first 24 months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Hailsham Community College Academy Trust's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations, and observations are provided through a structured but flexible individual programme.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Hailsham Community College's 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 programmes appropriate to the individual needs of the ECT.
- to provide appropriate subject knowledge and pedagogical development as well as counselling and support through the role of an identified mentor.
- to provide ECTs with examples of good practice.
- to help ECTs form good relationships with all members of the school community and stakeholders.
- to help ECTs become aware of the school's role in the local community.
- to encourage reflection on their own and observed practice.
- to provide opportunities to recognise and celebrate good practice.
- to provide opportunities to identify areas for development.
- to help ECTs to develop an overview of teacher's roles and responsibilities.
- to provide a foundation for longer-term professional development.
- to help ECTs meet all the core standards.

The whole staff will be kept informed of the college 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

The Board of Trustees

The Board of Trustees will be fully aware of the contents of Guidance to the Law DfE 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 college currently has the capacity to fulfil all its obligations. The Board of Trustees will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

Hailsham Community College's Induction Tutor is **Assistant Headteacher, Gemma Edgcombe**

Assistant Headteacher

The Assistant Headteacher for Teaching and Learning is the appointed Induction Tutor at Hailsham Community College ***Induction Tutor***

The induction tutor plays a significant and leading role in the process of inducting new colleagues to the profession. The ECT induction tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into Hailsham Community College's systems and structures. It 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 central induction programme, providing support and guidance and the rigorous but fair assessment of ECT performance.

The key responsibilities are:

- ensuring an appropriate induction programme is set up.
- recommending to the LA whether an ECT has met the requirements for satisfactory completion of the induction period.
- observe, support and give notice to an ECT at risk of failing to meet the required standards.
- keep the Board of Trustees aware and up to date about induction arrangements and the results of formal assessment meetings.

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a mentor is appointed to provide ongoing development and support on a daily basis. The mentor will contribute to the judgements about the progress against the core standards.

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 standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ECTs at Hailsham Community College Academy Trust are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after two years in post.
- Structured visits 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 an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, Senior Leadership Team, department leaders and other key staff where appropriate.

- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- In Y1 of induction, a reduction of 10% of the average f/t teacher's workload. In Y2 of induction, a reduction of 5% of the average f/t teacher's workload. This time is used for participating in the college induction programme.
- Have teaching observed by experience colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Opportunities 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 guidelines on ECT induction in conjunction with our awarding body, STEP Ahead, and programme provider, Ambition Institute.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g., learning walks and target setting) and summative assessment (progress reviews and assessments) 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-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Assessments will give details of:
 - A judgement as to whether an ECT is making satisfactory progress against the Teaching Standards within the induction period
 - Evidence demonstrating progress made towards meeting the teaching standards
 - Areas for development areas

At risk procedures

If any ECT encounters difficulties with meeting the ECT 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 diagnose of the exact nature of the problem and advice given on how to redress the problem.
- An ECT Support Plan completed outlining 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 ECTs not making satisfactory progress will be given and the college's concerns communicated to the provider STEP Ahead via the ECT management system.

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 in the ECT support plan documentation.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the college in the first instance. Where the college does not resolve them the ECT should raise concerns with the named LA contact.