



R.E.A.L. Education Limited

Early Career Teacher (ECT) Induction Policy

**(R.E.A.L. Education Ltd.)
(R.E.A.L. Independent Schools, Hinckley)
(R.E.A.L. Independent Schools, Mansfield)**



1. Aims

R.E.A.L. Education aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF).
- Provide ECTs with a supportive environment that enables them to grow personally and professionally, to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.

This policy is based on the following legislation and statutory guidance:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021.
- The Early career framework reforms.
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
The 'relevant standards' referred to below are the Teachers' Standards.

2. The ECT Induction Programme

The ECT induction programme will act as a bridge between initial teacher training and a career in teaching. It 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 Teachers' Standards.

We will be working with the Ambition Institute's Early Career Teachers programme. The programme has been designed to bring about lasting change in teachers' understanding and practice. The programme takes a recurring weekly approach to study and coaching, so teachers and the mentors supporting them can get into powerful routines for improvement.

All ECTs will receive their entitlement to a coherently structured programme of professional development and tailored support which will enable them to thrive and succeed. The induction process will positively contribute towards the personal and professional development of the ECT and form a secure foundation upon which a successful teaching career can be built.

3. Role and Responsibilities

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF based induction programme.
- Provide evidence of their progress against the National Teachers' Standards.
- Participate and engage fully in the agreed monitoring and development programme.



- Raise any concerns with their induction tutor as soon as practicable.
- Consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor / within their school.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their induction tutor the start and end dates of the induction period.
- Retain copies of all assessment reports.

The ECT mentor will:

- Act as a critical friend, mentor, and coach.
- Provide effective support.
- Meet weekly (in the first year) / fortnightly (in the second year) with the ECT for structured mentor sessions to provide effective, targeted feedback. This will be in line with the requirements of the early career framework.
- Ensure that they are fully prepared for each meeting.
- Work collaboratively with the ECT and other colleagues involved in the induction to help ensure the ECT receives a high quality ECF based induction programme which meets the training needs of the ECT in their care.
- Engage fully with the mentor training and development provided.
- Work with the ECT to identify, on a half-termly cycle, their development needs.
- Share any concerns about the ECT's progress with the ECT and the induction tutor and address these through a supportive programme.

The Induction Tutor will:

- Support mentors and ECTs to engage with the programme.
- Observe ECTs twice in the year (around formal assessment time), which will be in addition to standard QA processes.
- To check engagement with the weekly completion of modules on StepLab and the observation feedback.
- To ensure that the ECTs are getting the support and challenge they need from their mentor and the wider school community.
- To update the head teacher on ECT progression.
- To complete progress and formal reports on whether ECTs are making satisfactory progress towards meeting the National Teacher Standards or not.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Make sure that all monitoring and record keeping is done in a simple and robust way and that ECTs are not asked for any evidence that requires the creation of new work.

R.E.A.L Education/The Head of Schools will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the appropriate body.
- Notify the appropriate body when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance.
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.



- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECF-based induction programme is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.

4. Assessment of ECT performance

Our ECTs will be Judged against the Teacher Standards, engagement with weekly resources and progress in observations.

Progress reviews form part of the process and will take place each half term, except when a formal assessment is due. Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's Induction Tutor and agreed and checked by R.E.A.L. Education/Head of Schools.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. R.E.A.L. Education/Head of Schools will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards. The final assessment report will then be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

6. Under performance

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified.
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
- An effective support programme is put in place to help the ECT improve their performance, which will be approved by the Head of Schools.
- The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review. If there are still concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor and/or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.