Wolverdene Special School
Induction of Early Career Teachers Policy
January 2025

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Purpose

Wolverdene recognises that the early years of teaching are not only very demanding but also of critical significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Early Career Teacher (ECT) induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built. The support given to ECTs will ensure that they have the knowledge and the skills they need to carry out their role, help them continually improve their performance and develop to their full potential, which will in turn improve outcomes for our children. Support to teachers early in their career is vital in providing highest standards of education. Wolverdene is committed to providing the culture and level of support needed to ensure that ECTs (ECT1 and ECT2, previously NQTs and RQTs) meet the needs of their pupils and contribute to the work of the school.

This policy must be read in conjunction with the statutory guidance on Induction for Early Career Teachers.

(https://www.gov.uk/government/collections/induction-training-and-support-for-early-career-teachers-ects).

Our Induction Programme

Our school's ECT induction programme 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 will:

- register with an appropriate body in a timely manner and will work with them to provide high quality support to our ECTs;
- provide support to meet the needs of all ECTs and the specific needs of individual ECTs;
- provide individualised support through high quality mentoring and coaching;
- provide ECTs with examples of good classroom practice;
- help ECTs form productive relationships with all members of the school community and stakeholders;
- support ECTs to become reflective practitioners;
- 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 from teacher training to help ECTs meet all the Teachers' Standards.

All staff will be kept informed of the school's ECT Induction Policy and be 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 school carries out its responsibilities in line with of the Statutory Guidance. See Appendix 1 for an overview of roles and responsibilities.

Support and development

The statutory monitoring and assessment period is two academic years for full-time teachers. This is the duration of the statutory entitlement to the ECF (Early Career Framework) training programme. At the end of this period ECTs will be formally assessed against the DfE Teacher Standards. Pro-rata adjustments will be made for part-time teachers.

Support for ECTs should be provided in the form of a formal ECT induction programme for ECT1 teachers (alongside other new staff), support for the engagement with the formal ECF programme, provision of a suitable mentor and regular observation and feedback with instructional coaching; this will be provided from a range of professionals within the school, such as subject leads, SLT as well as from outside agencies supporting the programme. ECT1 staff should have a teaching timetable of no more than 90% of that of a mainscale teacher and weekly instructional coaching to enable professional learning

and the application of the ECF. The timetable reduction for ECT2 staff is 5% with fortnightly coaching.

The Appropriate Body's ECT Handbook will be provided to the ECT at the start of induction, and Headteachers and Tutors will be familiar with its contents.

The staff Handbook will be provided to the ECT at the start of induction.

The key aspects of the Induction programme for ECTs at Wolverdene are as follows.

- Access to a high quality and personalised induction programme.
- Help and guidance from an Induction mentor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as detailed above, meetings with subject coordinators, the Deputy Headteacher and the Head of Pupil Support.
- A programme of observations of experienced colleagues' teaching.
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- Addressing any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest, sensitive and professional manner.
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as placing an ECT at risk of not meeting the Teachers' Standards.

In addition to the above, ECTs are encouraged to develop and access professional networks to support them, including those available via their professional association.

ECT Monitoring and Assessment

- The ECT mentor will provide weekly/fortnightly short observations to support instructional coaching. Induction mentors will observe ECTs in line with the ECF and provide written feedback that will contribute to the ECT assessment against the Teachers Standards, incorporating reference to the ECF Career Entry and Development record as a baseline at the start of ECT1
- Concerns about and ECT failing to meet professional standards will lead to provision of a formal additional support plan, and can, in exceptional circumstances, lead to the extension of the formal induction period. In these instances, clear targets and support will be identified and reviewed as soon as

concerns arise. The ECT should be made aware of the required improvements, support programme and mentor observations, and assessment judgements will be quality assured by an induction tutor.

- The ECT induction period can be extended for special circumstances such as maternity or extended absence.
- The ECT and Headteacher should remain up to date about progress against the Teachers Standards.
- The two-year induction period has no adverse impact of pay or career progression.
- Assessment will draw on views from all staff who have a part in the ECTs' development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, pupils' work and the progress they make, relationships with staff, pupils and parents, as well as formal observations of teaching.

ECT Concerns

Where ECTs have concerns about their support or assessment, these should be raised with their induction mentor in the first instance and then with the SLT if unresolved.

Where the school does not resolve the matter to the ECT's satisfaction the ECT should raise concerns with the named Appropriate Body contact.

ECTs are also encouraged to contact their Professional Association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.

EQUALITIES, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

Wolverdene, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstance, ethnic or national origin, disability (physical or mental) religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), Wolverdene school aims to:

- Provide opportunity to all

- Foster good relations, and create effective partnership with all sections of the community
- Only take actions which do not discriminate unlawfully in service delivery, commissioning and employment
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued
- Demonstrate zero tolerance to any form of bullying, harassment or abuse.

Policy Review

This policy will be reviewed annually.

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Appendix 1: Roles and responsibilities

Statutory roles and responsibilities are set out in the Statutory Guidance. The following provides further context and highlights key points but does not replace the provisions in the Statutory Guidance.

Headteacher	The Headteacher has a significant and leading role in the process of inducting new colleagues to the profession. Although responsibility for the implementation of the induction programme may have been delegated, the Headteacher retains overall responsibility for the monitoring, support and assessment of the ECT during induction, in conjunction with the Appropriate Body. Key functions include: • Ensuring the ECT is registered with an Appropriate Body before they begin induction at their school. • Ensuring the ECT receives their entitlement to PPA and NQT CPD time, and that their Tutor is appropriately trained and has sufficient time to carry out their role effectively. • Keeping the Governing Body aware and up to date about induction arrangements and ECT progress. • Observing all ECTs at least once during their induction. • As appropriate, formally meeting with and writing to ECTs causing concern. • Make a recommendation to the Appropriate Body on whether the ECT has met the requirements for satisfactory completion of the induction period. • Participating in the Appropriate Body's quality assurance procedures, including procedures for the review of ECTs not meeting the relevant standards. • Retaining all relevant documentation, evidence and forms on file for six years.
Induction Co-ordinator	Not all schools will have Induction Co-ordinators and so their duties may be undertaken by the Headteacher or individual Tutors. An Induction Co-ordinator is responsible for the implementation of the

	overall induction programme in school. This includes ensuring that the programme is of a high quality and meets the generic and individual needs of ECTs. This also includes providing support to the Induction Tutors and ensuring the quality and consistency amongst the evaluations carried out by the Tutors. They will need to keep the Appropriate Body apprised as early as possible of the progress of any ECTs who are struggling.
ECT Tutors	The Induction Tutor is a statutory role and each ECT must be appointed a Tutor. They must hold QTS and their role is to help the ECT through induction, providing guidance and support. This may also include coaching and mentoring, unless it has been agreed that the ECT will also have a designated Mentor. Key functions include: • Meeting with the ECT regularly to review progress including discussions around strengths, areas requiring development and how the school will support the ECT to do this. • Carrying out formal half-termly review meetings. • Writing end-of-term assessments, co-ordinating input from relevant colleagues. • Observing the ECT and providing feedback, and co-ordinating observations carried out by others as appropriate. • Raising any concerns with the school's Induction Co-ordinator, Headteacher or the Appropriate Body at the earliest opportunity.
ECTs	The ECT should take a pro-active role in their induction to ensure they make the most of this key time in their career. They should be strongly involved in creating their Professional Development Plan and should raise any queries or concerns with their Tutor in the first instance.
Appropriate Bodies	The Appropriate Body has the main quality assurance role within the induction process. They should ensure that schools are aware of, and are capable of meeting, their responsibilities during induction. The Appropriate Body will make returns to the Teaching Regulation Agency of those ECTs who have started, completed, left school partway through induction or where an extension has been granted.

Governing Body	The Governing Body will be ultimately accountable for the progress of ECTs and should ensure the school is compliant with the Statutory Guidance. Before the school employs an ECT, they should be satisfied that the school has the capacity to support the ECT. The Headteacher should keep the Governing Body aware of the progress of all ECTs employed at the school.
Professional Associations	The Professional Teaching Associations play an important role in ECT induction, particularly where there may be concerns raised by an ECT or by their school about the ECT's progress. Hampshire County Council Appropriate Body works closely with the Professional Associations to ensure that ECTs' views and concerns are heard and that all options are explored thoroughly before any final decisions are made on the part of the school or by the ECT.
EPS Caseworker	Education Personnel Services can provide casework support to schools where an ECT where there are performance concerns.