



# LOUGHBOROUGH

## High School

---

---

Policy Title:	7f Induction of New Staff including Early Career Teacher (ECT) Induction policy
Version Number:	20220704
Approved By:	The Board
Date Approved:	July 2022
Date to be reviewed:	July 2023
Point of Contact (Reviewer):	Stuart Thompson

---

---



# LOUGHBOROUGH

## High School

### INDUCTION OF NEW STAFF

#### Objectives

- To help staff new to the school to settle into the school community
- To introduce them to the administrative, IT and pastoral systems of the school

#### Procedures

New staff are invited by their Head of Department to spend a day in school during the previous term to discuss timetable, schemes of work, textbooks etc. New staff should be given a copy of the departmental handbook to familiarise themselves with the department before the start of term. If he/she is to be a form tutor, a meeting may also take place with the Assistant Head (Pastoral).

Subject specific induction is carried out by Heads of Departments throughout the year.

Before a member of staff starts at the school he/she receives his/her timetable.

Key policies and relevant parts of the staff handbook will be emailed to new staff for reading in advance of the start of term.

New staff are invited to New Staff Induction which is usually the day before the start of term. This allows an opportunity to issue staff with iPads and to provide an introduction to LHS information systems and LHS routines and procedures. This is organised and delivered by the members of staff in charge of New Staff Induction.

Weekly meetings are held during the first term (and regular meetings in the rest of the school year to discuss particular topics) for new staff with the member of staff in charge of Staff Induction. These meetings are used to distribute and discuss the rest of the staff handbook and to outline administrative systems when they are relevant and to discuss school policies and special occasions. Other staff are invited to lead discussion where relevant. Sessions are held on topics such as:

- Parents' evenings, grades and reports
- Internal and external exams
- Pastoral care
- Safeguarding
- Health & Safety
- Sanctions
- SEND
- Trips
- Staff development
- DoE
- Loughborough School Foundation services

New staff joining in September attend the LHS or LSF child protection and safeguarding training at the start of the academic year. Staff joining later attend an interim training with the Designated Safeguarding Lead (Deputy Head) and join in the full training the following September.

# EARLY CAREER TEACHER (ECT) INDUCTION POLICY

## Introduction

The first two years of teaching are not only demanding but also of considerable significance in the professional development of the Early Career Teacher (ECT). Our school induction process ensures that the appropriate guidance, support and training (which includes the development of skills, knowledge, expectations and observations) are provided through a structured two-year Early Career Framework (ECF) based training programme and Induction programme.

This programme supports the Early Career Teacher and provides them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the induction period. Our Induction should provide a foundation for our ECTs and equip them with the tools to be an effective and successful teacher.

This policy should be read in conjunction with DfE Statutory Induction Guidance 2018 (revised March 2021) and Early Career Framework (March 2021). Links to both documents can be found here;

[Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/675112/Statutory_Induction_Guidance_2018.pdf)

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/675112/Early_Career_Framework.pdf)

## Aims

The purposes of induction include:

- To provide an ECF programme appropriate to the individual needs of the ECT;
- to provide appropriate counselling and support through the role of an identified ECF mentor to support the Early Career Framework programme and a separate Induction Tutor to support the induction arrangements;
- ISTIP is the independent body we use to provide the main quality assurance role within the 2-year induction process. They are also responsible for checking that the Head (or individuals delegated by the Head) have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF;
- provide ECTs with examples of outstanding/good practice across the school and, where appropriate, making use of the wider Foundation or local hub;
- help ECTs form good relationships with all members of the school community and stakeholders;
- help ECTs become aware of the school's role in the local community;
- encourage reflection on their own and observed practice which can be supported;
- provide opportunities to recognise and celebrate good practice;
- provide opportunities to identify areas for development;
- help ECTs to develop an overview of the teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- help ECTs meet the Teacher Standards.

This policy reflects a structured 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.

## Legislation and statutory guidance

This policy is based on the Department for Education's Statutory Induction Guidance 2018 (revised March 2021). This guidance updates and replaces the statutory guidance which accompanied the

Education (Induction Arrangements for School Teachers) (England) Regulations 2012. This guidance will be kept under review and updated when necessary.

## **Roles and responsibilities**

### **1. The Governors of the LHS Board**

The LHS Governors are fully aware of their responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given by the Head, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all of its statutory obligations. The LHS governors will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The LHS governors will investigate concerns raised by the ECT and seek guidance from the appropriate body (Independent Schools Teacher Induction Panel ISTIP) if necessary.

The LHS Governors:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the School has the capacity to support the ECT;
- should ensure the Head is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the LSF grievance procedures;
- can seek guidance from ISTIP on the quality of the School's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

### **2. The Head**

The Head, along with the appropriate body (currently ISTIP), is jointly responsible for the monitoring, support and assessment of the ECT during induction and is expected to:

- check with the Teaching Regulation Agency that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- select an Appropriate Body (Currently ISTIP) to quality assure the induction process;
- notify the Appropriate Body when an ECT who is taking up a post in which they will be undertaking induction joins the school;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments are carried out and reports completed and sent to ISTIP;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;

- make a recommendation to ISTIP on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the head is expected to:

- obtain interim assessments from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

### 3. Induction Coordinator

The Induction Coordinator will assist the Head in the enrolment of ECTs, the Quality Assurance of the work of the Induction Tutors and Mentors and assist in the delivery and monitoring of the ECF-based induction programme.

The Induction Coordinator is expected to undertake the following (delegated by the Head):

- check with the Teaching Regulation Agency that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- notify ISTIP when an ECT who is taking up a post in which they will be undertaking induction joins the school and enrol new ECTs before their arrival;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments are carried out and reports completed and sent to ISTIP;
- participate appropriately in the appropriate body's quality assurance procedures;
- regularly update the Head on progress with the ECF-based induction programme;
- alert the Head immediately to any concerns:
  - where an ECT may be at risk of not completing induction satisfactorily
  - with an Induction Tutor or Mentor
  - that deadlines are being missed or paperwork is incomplete.

### 4. Induction Tutors

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into the systems and structures of LHS as well as supporting the assessment and progress of the ECT through formal reporting and regular progress reviews. 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 ECTs performance as assessed against the Teachers' Standards.

The Induction tutor is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with ISTIP where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

## 5. ECF Mentors

The ECF mentor is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the school (and where appropriate the wider Foundation) to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

## 6. The Appropriate body (ISTIP)

The appropriate body (ISTIP) has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- the Head (and governors where appropriate) are aware of, and are capable of, meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate; and
- the appropriate body should, on a regular basis, consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce.

Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body is expected to take steps to ensure that:

- the Head has put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- the Head (and governors where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- the Head is consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with an independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- ECTs' records and assessment reports are maintained;
- all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents;
- agreement is reached with the ECT and the Head is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the Head is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing.

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the Head on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

## 7. The ECT

The ECT has a vital part to play in their own induction.

The ECT is expected to:

- 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 Teachers' Standards;
- participate 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 the institution;
- 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/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

### **Unsatisfactory progress and appeals**

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they must first notify the Head and the Induction Coordinator of their concerns. They should then state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track.

The induction tutor must notify the Head and ISTIP of this determination and share both the progress review record and support plan for ISTIP to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the Head and Induction Coordinator must be informed, and the Head should ensure that additional monitoring and support measures are put in place immediately. The Head should then inform ISTIP.

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 and ISTIP should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

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 ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Head and ISTIP.

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.



As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with ISTIP alongside the corresponding support plan.

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

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. ISTIP should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

If an ECT fails induction, or has their induction extended, ISTIP must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

Further guidance about the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>

## **Useful Contacts**

### **Department for Education**

- Information about induction:

<https://www.gov.uk/government/collections/early-career-framework-reforms>

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

General enquiries:

Tel.: 0370 000 2288

Website: <http://www.education.gov.uk/help/contactus>

### **Independent Schools Teacher Induction Panel (ISTIP)**

126-128 New King's Rd

London

SW6 4LZ

Tel.: 0207 319 9191

Website: [www.istip.co.uk](http://www.istip.co.uk)

Useful contacts:

Tamazin Steele – Induction Manager [tamazin.steele@istip.co.uk](mailto:tamazin.steele@istip.co.uk) 0207 3199192

Judith Fenn – Executive Director [judith.fenn@istip.co.uk](mailto:judith.fenn@istip.co.uk)