



QUORN HALL  
SCHOOL

# ECT Induction Policy

<b>Person Responsible:</b>	Headteacher
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<b>Last reviewed on:</b>	30/10/2024
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<b>Next review due by:</b>	30/10/2025
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<b>Created:</b>	30/10/2024
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<b>Revisions:</b>	Date/s
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Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Educare / National College (online CPD)
- Data protection and GDPR guidance
- Specialist insurance cover
- Neotas (Online searches / Social Media checks)
- VWV (legal)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

*This Policy and the Procedures applies to all staff, including senior managers, paid staff, volunteers and sessional workers, agency staff, students and anyone working on behalf of Quorn Hall School, students/carers, external agencies and members of the public. It is essential that all understand that Quorn Hall School is an educational provision for students with SEMH and ASC needs.*

## **Rationale**

Statutory induction is the 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 assessment of performance against the [Teachers' Standards](#).

The first two years of teaching are not only very demanding but also provide the foundations upon which a successful teaching career can be built. Our school's induction process supplements the school's wider new staff induction process and ensures that the Early Career Teacher (ECT) is provided with appropriate guidance, support, training, development opportunities and monitoring and assessment through a structured but flexible individual programme.

## **Aims and Objectives**

- To ensure ECTs understand what they can expect from their induction.
- To run an induction programme that meets all of the statutory requirements.
- To support ECTs to build upon the knowledge, skills and understanding developed in initial teacher training, so they are equipped with the tools to be an effective and successful teacher.
- To ensure that systematic and fair assessment procedures are in place.
- To ensure all staff understand their role within the induction process.

## **Guidelines**

- The Headteacher, Governing Body and School Leadership Team are responsible for the induction and professional development of new teachers. The Induction Tutor is responsible for the day-to-day supervision of the ECT, ensuring appropriate support, reporting and assessment takes place.
- The ECT will be registered with Leicester and Leicestershire Teaching School Hub prior to the start of induction.
- ECTs will be required to complete an induction period of the equivalent of two years.
- Once the induction is successfully completed the teacher will be included in the school's appraisal process.
- The Induction Tutor will meet the new teacher(s) on the first day of term in order to initiate the induction process for the school year.
- The Induction Tutor will provide pastoral and professional support by providing frequent advice and support as necessary by meeting regularly, both formally and informally, with the ECT.
- The Induction Tutor will be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments. In consultation with the senior leadership team the Induction Tutor will make arrangements for additional support, experience and professional development from outside the school if required.
- Formal meetings between the Induction Tutor and ECT will take place regularly.
- Teaching will be observed regularly, at least half termly, by the Induction Tutor, subject leaders and appropriate senior leaders. Constructive written and verbal feedback will be given. Copies of observation and feedback notes will be given to the ECT and a copy retained by the Induction Tutor.
- Opportunity should be given to the ECT to observe experienced teachers at work within the school and in other schools.
- The ECT will be given early support on major school issues such as SEND, EHCPs, IEPs, IBPs, ASC, knowledge assessment, record keeping, reporting to parents, behaviour management, child protection procedures and reporting racist/discriminatory incidents.

- Racist/discriminatory incidents, Child Protection issues, Health and Safety and other procedures will be discussed between the ECT and a member of the Senior Leadership Team in accordance with school policies.
- The ECT will be given the opportunity to attend suitable training organised by the LA and other bodies.
- The relevant subject leaders will give the necessary information, support and advice to enable the new teacher to be properly prepared.
- Should problems arise with the progress of an ECT which could affect the completion of induction, advice from Leicester and Leicestershire Teaching School Hub will be sought as soon as possible and guidance followed.

The policy is based on the DfE's [statutory guidance for induction](#) and Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

### **The induction process**

For full-time ECTs, the induction programme will take two academic years. Part-time ECTs will serve a full-time equivalent.

All ECTs are registered with Leicester and Leicestershire Teaching School Hub, our 'Appropriate Body', who has the main quality assurance role for induction. The school will participate in any visits that the appropriate body initiates as part of its quality assurance procedures.

The school will ensure that ECTs, Induction Tutors, Mentors and the Headteacher are familiar with the ECT Induction Guidance handbook provided by the ECT Induction Service.

### **Suitable post for induction**

The Governing Body must be satisfied that the institution has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities. Before we appoint an ECT, we ensure that the post to which they will be appointed meets the requirements for 'suitable post' as defined in the statutory guidance. This states that as well as the school being able to provide the statutory entitlements of an induction tutor, mentor, ECF-based development programme and additional non-contact time, the post must:

- provide the ECT with an Early Career Framework-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a 10% reduced timetable in Year 1 and a 5% reduced timetable in Year 2 (in addition to PPA) to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);

- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged;
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

## **Support and professional development**

ECTs will be inducted into the school as per the processes for all new staff. They will take part in all necessary procedures and staff training as detailed in the school's induction policy for new staff.

In addition, ECTs will be provided with:

- regular one to one mentoring sessions from a designated mentor who holds QTS and has the time and ability to carry out the role effectively. The mentor will support the ECT with the ECF professional development programme.
- support and guidance from a designated induction tutor who holds QTS and has the time and ability to carry out the role effectively. The induction tutor will monitor the ECT's progress against the Teachers' Standards.
- regular formative feedback on their teaching with verbal and written feedback provided against the Teachers' Standards (at least once per half term).
- professional reviews of progress (once per term) conducted by the induction tutor to set and review development targets against the Teachers' Standards.
- regular opportunities to observe experienced teachers in this school or in another school where appropriate.

ECTs will take part in a statutory professional development programme that supports them to understand and apply the knowledge and skills set out in the [Early Career Framework's](#) evidence statements and practice statements. The school provides this programme via Education Development Trust.

The school recognises that ECTs are individuals and will have varying strengths and needs as they develop. The school will ensure that in addition to the statutory Early Career Framework programme, ECTs will be provided with professional development opportunities specific to their evolving needs.

## **Roles and responsibilities**

The following sections summarise the key purpose of each role within ECT induction. The ECT themselves must be proactive in their own development and take responsibility for engaging with the support that is offered throughout induction and participating fully with monitoring and assessment, in line with the statutory guidance. Our school will ensure that everyone with a formal role in the ECT induction process understands the full range of their responsibilities as set out within the statutory guidance by enabling them to attend training and ensuring that school processes and timetables enable these roles to be fulfilled.

## **Governing Board**

The Governing Board will be aware of the contents of the statutory guidance on induction for ECTs and will ensure compliance. Governors should satisfy themselves that the school currently has the processes to fulfil all its obligations to ECTs and appoints ECTs only to roles that are suitable for induction. The Governing Board can expect to be kept aware of ECT's progress. They must investigate concerns raised by an ECT as part of the school's agreed grievance procedures.

## **Headteacher**

The Headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- ensure that an appropriate ECF-based induction programme is in place;
- ensure that the mentor and the induction tutor have the ability and sufficient time to carry out their role effectively;
- in the case of an ECT considered to be not making satisfactory progress, ensure that areas for improvement have been correctly identified, appropriate objectives and support are in place and that the appropriate body is informed;
- participate in the appropriate body's quality assurance procedures;
- recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

## **Induction Lead**

Our induction lead helps ensure that our induction tutors and mentors are able to carry out their role. Where someone is taking on a role for the first time, they ensure they are aware of their responsibilities and the key milestones and processes throughout the year in good time to plan these activities efficiently. The induction lead reviews the termly progress reviews and formal assessment reports for all ECTs and carries out some paired observations to moderate judgements across the school and ensure a consistent and appropriate view of expectations in relation to the Teachers' Standards at different stages of an ECT's induction. They are the first point of contact when an induction tutor has concerns about an ECT's progress.

## **Induction tutor**

The induction tutor will attend training and update briefings provided by Leicester and Leicestershire Teaching School Hub as necessary. The induction tutor is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out half termly lesson observations and provide formative feedback (against the Teachers' Standards) with verbal and written feedback provided (at least once per half term).
- 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 review meetings in terms where a formal assessment does not occur;
- inform the ECT following progress review and formal assessment meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and appropriate body.

## **Mentor**

The mentor will attend training as part of the Early Career Framework training programme the school has enrolled in. The mentor is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback and support with the ECF professional development programme;

- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school 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;
- take prompt, appropriate action if an ECT appears to be having difficulties.

### **Monitoring arrangements**

ECTs will be kept fully up to date on their progress throughout the induction period.

The induction tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with a progress review meeting taking place in each term where a formal assessment is not scheduled. Progress reviews will be informed by existing evidence of the ECT's teaching. The progress review form will indicate whether the ECT is on track to meet the Teachers' Standards consistently by the end of induction and summarise briefly the evidence that supports the judgement. The form will be digitally signed and submitted to the Appropriate Body (via *the ECT Manager* website) by the end of the term it is due.

At the end of Year 1 and Year 2, a formal assessment meeting will be carried out by the induction tutor (and/or the Headteacher). This meeting will be informed by evidence gathered during progress reviews, existing and working documents. The formal assessment form will indicate whether the ECT is on track to meet the Teachers' Standards consistently by the end of induction. The formal assessment form will be completed with evidence provided for each of the Teachers' Standards and the ECT will also comment. This form will be digitally signed and submitted to the Appropriate Body (via the *ECT Manager* website) by the end of the term it is due.

If at any point there is a concern that the ECT is not making satisfactory progress against the Teachers' Standards, this should be stated clearly within the progress review record or formal assessment form. The induction tutor/Headteacher will clearly outline and discuss with the ECT the support that will be put in place to assist the ECT in getting back on track. The school will notify the Appropriate Body and share the support plan with them.

### **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school is not able to resolve them the ECT should raise concerns with the named Appropriate Body contact, contact details for whom will have been provided by the appropriate body. ECTs will also be reminded that their professional association is another source of advice and support.

### **Review of the policy**

This policy was agreed and adopted in November 2024. It will be reviewed:

- as part of the school's development cycle by November 2025;
- prior to this date should there be any changes to statutory requirements.