



# **Roman Road Primary School**

## **Early career teacher (ECT) induction policy**

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### **The Roman Road Ethos**

We are proud of the fact that our school is offering its pupils a sound education and making good provision for their spiritual and moral development. We are all firmly committed to raising achievement in line with the aims of the school.

Our pupils show consistently good attitudes towards learning in a secure and orderly working atmosphere. They know of our high expectations for their academic achievement and responsible behaviour. We aim for self-discipline but, if necessary, our code of behaviour is firmly and consistently upheld. This is crucial if our high standards of conduct are to be maintained so, whatever our job, we provide the role models for the children and we all lead by example.

If we share these aims

- our children will enjoy school
- our children will feel safe and secure at school
- our children will give us their best effort
- our children will build good relationships with staff
- our children will be praised and rewarded for their effort as well as their achievement
- our children will have a high sense of self worth
- our children will be increasingly polite and considerate towards others
- our children will create an environment conducive to learning and achievement

The partnership between staff, parents, pupils and governors, for the benefit of all, is a strong feature of the school. Everyone is important and our continued success is dependent upon equipping you to do your job to the best of your ability, and enabling you to develop your knowledge and skills.

We encourage and support your development by offering induction, job specific and additional training, performance management interviews and, where relevant, training appropriate to ECT's.

# 1. Aims

The school 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 develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

The aim of our induction programme is to effectively introduce colleagues to their role within the school. The induction programme we provide is an investment in terms of time and energy and, therefore, we aim to bring staff up to high performance level in the shortest possible time. This enables them to make the smoothest transition into the job which they have been recruited to do and to become confident and effective contributors to achieving the school's targets and objectives laid out in the School Improvement Plan.

We view induction as the beginning of the process of ongoing professional development. While the programme will be adjusted appropriately for each individual, the central aims are

- to make all staff feel welcome and at ease in their new environment
- to inform the individual what the school is all about
- to learn more about the individual and their immediate and long term needs
- to clarify the role the individual will play within the school
- to ensure the effectiveness and efficiency of all staff in their own role and within the whole school team
- to foster positive relationships between existing and newly appointed staff
- to explain what the school can and will do to help the individual make an effective contribution
- to give information relevant to the workplace
- to ensure that there is a system of support in place

## 2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2023**.

NQTs who have started but not completed their induction **before 1 September 2023** will continue to follow our NQT induction policy, which can be found on the school website. They have until 1 September 2025 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the head teacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2025, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

## 3. Legislation and statutory guidance

This policy is based on:

- 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
- Early career teacher induction: COVID-19 absence exemption

The 'relevant standards' referred to are the Teachers' Standards.

This policy complies with our funding agreement and articles of association.

## 4. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the head teacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by **Ambition Institute's Early Career Teachers programme** our 'appropriate body'.

Safeguarding arrangements will be in place before start date ie Safer Recruitment – CRB/DBS, references etc.

### 4.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support

#### ECT responsibilities

- making a commitment to their job and the success of the school aims
- working with their colleagues
- aiming always for their best and being prepared to try to achieve more
- developing yourself and their job
- discussing anything they do not understand and sharing any worries or concerns

As part of the Induction the ECT Mentor and DHT will advise ECT's on whole school expectations:

This will include:

- Keeping Children Safe in Education Guidance
- Induction Pack and Induction Policy
- Contacting school if sick or late
- Acceptable Use Policy and Agreement
- Safeguarding Policy
- Health & Safety Policy

- Dress Code
- Marking and Presentation Policy
- SEN Policy
- Behaviour Policy
- Code of Conduct policy
- Data Protection Policy.

## 4.2 Support for ECTs

We support ECTs with:

- Their designated induction mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

In addition to these points:

- The DHT and mentor will meet ECT's in their first week to provide guidance for Safeguarding, Use of school technologies, Code of Conduct, Dress Code, Fire Regulations and Health and Safety
- The SEN Coordinator will meet to discuss the Special Needs provision within school and applicable to class allocation.
- The teacher /mentor will advise and support ECT's on a day-to-day basis, as well as co-plan weekly. They will discuss their role with new staff on the first day. They share a responsibility for integrating ECT's into the year group and phase group.
- The Assessment Coordinator, Reading, Writing, Phonics and Maths leads will meet ECT's to discuss assessment arrangements, planning, marking requirements.

## 4.3 Assessments of ECT performance

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 Nooreena Hossenbux-Ali

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher 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 ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will 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.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

## 4.4 At-risk procedures

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

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 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 or head teacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## 5. Roles and responsibilities

### 5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, 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
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period (noting that until 1 September 2022, absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
- Keep copies of all assessment reports

**When the ECT has any concerns**, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

### 5.2 Role of the head teacher

The head teacher 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 (see section 4.1 above)
- 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
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period (noting that up until 1 September 2022, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the NQT's induction)
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

### **5.3 Role of the induction mentor**

The induction mentor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, head teacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work
- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

### Inductor Responsibilities

Whereas it is the Induction Co-ordinator's overall responsibility to ensure each new member of staff receives their induction entitlement, it is in everybody's interest that each member of staff is able to contribute towards the fulfilment of our school aims.

At Roman Road Primary we encourage the philosophy of a whole school approach to the life and work of the school. All members of the school community are valued and respected as individuals as well as members of the whole school team. It is important that new staff are welcomed into the team, helped to establish their role and position within that team and enabled to grow and develop as team members.

Therefore, we accept corporate responsibility towards new members of staff for making them aware of day to day routines and procedures.

### **5.5 Role of the governing board**

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

### **6. Monitoring arrangements**

This policy will be reviewed **annually** by Nooreena Hossenbux-Ali. At every review, it will be approved by the full governing board.



## 7. Appendix

### 7.1 Teaching Standards

These standards set the minimum requirements for teachers' practice and conduct.

#### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### Part One: Teaching

##### A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Department  
for Education

## 7.2 School self-assessment audit

### NPW ECT Induction: school self-assessment audit

	Non-compliance with the minimum statutory requirements – action required.	Meets the requirements of the ECT statutory induction	Above and beyond the requirements of the Statutory induction
<b>Transition between ITT and the ECT year</b>	The school offers no opportunity for ECTs to get to know their pupils, colleagues or its systems prior to ECTs taking up their posts.	The school provides an opportunity for ECTs to meet their pupils and colleagues and get to know its systems prior to taking up their post	The school's induction system ensures ECTs get to know their pupils, colleagues, systems and policies prior to taking up their post
<b>ECT Policy</b>	There is no ECT policy	As per DFE policy requirement an Early career teachers (ECTs) policy is in place.  The governing board has a process of monitoring to ensure that the school is compliant.	
<b>Statutory Requirements</b>	<b>Not</b> all statutory arrangements are in place e.g. a suitable post for induction, a reduced timetable in addition to PPA etc.	All statutory arrangements are in place e.g. a suitable post for induction, a reduced timetable in addition to PPA etc.	All statutory arrangements are in place and ECTs receive additional entitlements.
<b>Roles and responsibilities</b>	At least 1 key individual does not understand their role and responsibilities.	ECT, mentor, induction tutor and headteacher/principal are aware of and understand their roles and responsibilities.	ECT, mentor induction tutor and headteacher/principal fulfil their professional responsibilities with support from the senior leadership team
<b>Induction tutor/induction lead</b>	Induction tutors are either untrained in the induction process and does not have the ability or sufficient time to conduct their role effectively.	Induction tutor has a good understanding of their role and the induction process They have sufficient time and resources to conduct their role.	Induction tutor has a good understanding of their role and the induction process. They liaise effectively with the ECT Appropriate Body. The school ensures they are allowed the time they need to be effective in the role.
<b>Mentors</b>	Mentors are either untrained in the induction process, and/or lack teaching experience. They are not linked to their ECTs' year or phase group, subject, department or faculty. There is no clear distinction between the mentor role and induction tutor where the roles are undertaken by the same person.	Mentors are allocated to the role because of their teaching experience and good practice and have attended recent training in the induction process. They have sufficient time to carry out their role. There is a clear distinction between the mentor role and induction tutor where the roles are undertaken by the same person.  ECTs are also being supported by some of the	Mentors are either in the same phase, year group, department or faculty as their ECTs or have had significant experience in the key stage or subject. They are outstanding practitioners who keep their knowledge up to date and the school ensures they are allowed the time they need to be effective in the role.  Mentors are fulfilling their duties according to the statutory guidance

		school's middle managers.	
<b>Senior Leaders</b>	There is no evidence of consistency of approach and no member of the senior management team is involved in the process.	A member of the senior management team oversees the process to ensure any procedure in place is followed and record keeping is organised and effective.	There is a whole-school, structured approach to induction which has a high status. Induction is a senior management responsibility to ensure procedures are followed and there is consistency, fairness and rigour throughout the process
<b>Individualised programme of support</b>	ECTs' individual needs have not been sufficiently identified and recorded and monitoring of their performance is not timely and lacks rigour	ECTs' individual needs are identified and prioritised at the beginning of induction and a programme of relevant support planned and recorded. Performance and objectives are monitored and reviewed regularly	ECTs' individual needs are identified and prioritised at the beginning of induction and a programme of relevant support is planned and recorded. Performance and objectives are monitored and reviewed regularly Targets are appropriately challenging
<b>Early Career Framework (ECF)</b>	There is no access to an ECF programme either through the Full Induction programme, the Core induction programme or the School Based Induction programme	The school ensures ECTs have access to an ECF programme	The school ensures ECTs have access to an ECF programme and there is evidence that there is a positive impact on the development of the ECT .
<b>Monitoring teaching and learning</b>	There is a mismatch between ECT and tutor judgements. Progress is not being monitored systematically over time. The ECT is surprised by the judgement awarded.	ECTs are given the opportunity to reflect on their own progress.  Some data is triangulated  Cause for concerns have been identified early and Newham Partnership Working as the AB are involved in the process.	There is a system for record-keeping which is efficient and effective and being adhered to by all involved in the procedure. Progress is shared and the ECT judgements and the mentor/tutor judgements are aligned. Cause for concerns have been identified early and Southwark as the AB are involved in the process. The data is triangulated and accurately reflects the progress over time. ECTs are involved in their own self-assessment of their progress.
<b>Monitoring progress</b>	Assessments are not agreed.	Assessments are agreed in the meeting	Assessments are held before the report is due. The ECT and the induction tutor have an opportunity to review the progress over the term and the assessment is written collaboratively.
<b>Progress reviews/ Assessment me</b>	Termly reports are often overdue and judgements about strengths and areas for development are not backed-up by evidence or examples of practice.  There is a mismatch between the grading and the qualitative comments.	Termly assessments are submitted on time and provide information on ECTs' strengths, areas for development, examples of practice and details of evidence used to inform judgements. The grade matches the qualitative statements.	Termly assessment reports are submitted in good time and provide detailed and unique information on ECTs' performance against the Standards backed up by examples of practice and the range of evidence used to inform judgements.  Targets and areas for development are personal and also support the schools areas for

			development
			The grade matches the qualitative statements.
<b>Content of the reports (Tutor)</b>	ECTs do not comment on their report	ECTs comment on their report and performance.	ECTs accurately reflect on their report and performance and identify appropriate next steps and targets for the new term.
<b>Content of the report (ECT)</b>	At least 1 instance of non-compliance with the minimum statutory requirements – action required.	All requirements of the ECT statutory induction have been met	Above minimum requirements of the Statutory induction requirements
Adapted from Southwark Council 2022			

### 7.3 Pre-September Support (when ECT are able to work for up to 2 weeks in July)

Where possible the school will offer up to ten days paid time for new September starters to come into school and receive the following support.

To prepare and reduce workload for start of September, the following support will be offered where possible.

Induction, Safeguarding, Children protection (Whole school inset Sept)	John Gordon
Planning support: Maths English Science Curriculum	Sapna Mahmood Sam Stone Aneesa Dedat Ann Wood
Behaviour Strategies and policies SEN	Beverly Mattis
Teaching and Learning (marking, organisation, classroom management, display guidelines)	Nooreena Hossenbux / Sawaira Safdar
Well-being and Mental Health	Nooreena Hossenbux / Sawaira Safdar
Time in class	Experienced teachers





