



ECT Induction Policy

Ernest Bevin Academy

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Responsibility: Assistant Principal	Date Approved: Autumn 2024
Approved by: Assistant Principal	Review Date: Autumn 2025
Monitored by: Vice Principal	

Ernest Bevin Academy seeks to provide Early Career Teachers (ECTs) with outstanding support through their induction period. Through its induction programme, the school aims to help ECTs lay a secure foundation in their first years of teaching so that they go on to have successful careers that impact positively on the attainment, progress, well-being and life chances of students. Specifically, the induction programme aims to support ECTs in ensuring that support is in line with Early Careers Framework, meeting the Teachers' Standards procedures and reflects the statutory and Wandsworth guidance for the Induction of ECTs which can be accessed on the internet.

Statutory guidance is accessible on the DfE website:

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

Each ECT benefits from the support of five colleagues within the school with distinct roles: The Principal, Senior Mentor, Line Manager, Assessor and Mentor. The 'Induction Tutor' is split between the Mentor and Assessor. A mentor will be allocated to guide and support the professional development of the ECT taking the role of a 'critical friend'. The assessor's main responsibility is to scrutinise the evidence that the ECT presents in relation to the Teachers' Standards, assess whether the standards are met, identify areas for development and set appropriate targets (in consultation with the mentor and ECT). This scrutiny and assessment take place at the end of each assessment period. Also, each ECT will be expected to work under the direction of their respective Line Manager within their Curriculum Area who also has a responsibility for the induction, observation, and training of the ECT. The Senior Mentor co-ordinates the ECT induction programme, oversees the work of mentors and assessors and is accountable to the Principal and the Local Governing Body (LGB). The specific responsibility of each of these roles is outlined in more detail below. However, what follows does not provide an exhaustive description of the responsibility of each role.

The role of the mentor

Mentors have an important role in supporting ECTs in their Induction years. Each mentor will undergo appropriate and regular training before taking up the role so that they are equipped to fulfil the role successfully. All new mentors will receive external training from our school partners, as well as internal training. Mentors are selected from colleagues with at least 2 years teaching experience and are allocated by the Senior Mentor to support a particular ECT, usually for the duration of their induction period. Mentors are expected to be aware of the requirements, both statutory and within school for ECT Induction.

Mentors work under the direction of the Senior Mentor and are expected to follow the school and its partner's induction programme, holding weekly training meetings with their ECT and conducting regular

lesson observations as outlined in the programme. Minutes of the meetings are recorded on the ECT and should follow the outlined meeting foci as set out by School Partners. A proforma is provided for ECT lesson observations (by different providers) and it is expected that mentors record the observations on this proforma and provide both written and oral feedback to their ECT during their mentor meeting.

The school recognises the important role of the ECT mentor and will support each mentor in fulfilling their role effectively. For example, time off timetable is provided for mentors to attend training sessions, conduct observations of ECTs, and attend assessment meetings. In line with all other requests for cover, time off timetable for mentors' activities is agreed at the discretion of the Principal. The school will also ensure that appropriate training and support is provided for the mentor, including a CPD course for all new mentors.

Mentors should actively engage with the School Partners and follow the curriculum as directed to ensure the ECF is supporting the ECT to meet the teaching standards. The Mentor will provide regular updates and copies of observations and de-briefs notwithstanding confidential discussions between Mentor and ECT and alert the Senior Mentor immediately should any cause for concern arise.

The role of the Senior Mentor

The Senior Mentor is expected to provide a programme of support and training for the ECTs in line with statutory requirements and ensure that Mentors, Assessors and Line Managers provide relevant support for each ECT. To this end the Senior Mentor organises and publishes the programme for induction each term so that ECTs, Mentors, Line Managers, Assessors and the Principal are made aware of the schedule of meetings, training sessions, observations and assessments. The quality of the provision for ECTs is monitored by the Senior Mentor by examining ECTs' weekly study logs, assessment reports and where appropriate, meeting with and conducting peer observations with mentors.

The Senior Mentor also oversees the assessment procedures to ensure they fulfil the statutory requirements. The Senior Mentor often acts as an ECT Assessor.

Another responsibility of the Senior Mentor is to liaise with the Appropriate Body and attend Network Meetings where possible. The Senior Mentor will also liaise with colleagues in other schools with the aim of networking and co-ordinating external training opportunities.

The Senior Mentor ensures that the SLT and LGB are regularly updated as to the progress of the induction programme and issues pertaining to any individual ECT.

The role of the ECT

Whilst a level of support and professional development is available to each ECT, it is expected that they will ensure appropriate use of the resources and opportunities provided for them. To this end a number of training sessions, consortium meetings, observations and school based INSET is made available and published in the termly programme. The meetings and training sessions are considered to be 'directed time' and therefore it is expected that ECTs attend all of the meetings punctually and engage fully in the study material and training offered. Should absence from a training session be anticipated, the ECT should bring this to the attention of the Senior Mentor in advance of the meeting for discussion.

In order to support ECTs in achieving the Teachers' Standards, the school provides (in line with statutory guidance) a 10% lighter timetable in year 1 and 5% lighter in year 2. The additional time provided should

be used to enhance the professional development of each ECT. For example, the '10% release time' can be used to observe other colleagues, review and update the online training platform, review and set appropriate targets and engage in other professional development activities as appropriate. In addition, the school sets aside funding to support the ECTs professional development as part of its CPD budget. As part of a local consortium of schools, Ernest Bevin Academy provides termly face to face training and attendance is an expectation of all ECTs as part of their induction. In the event of extenuating circumstances that prevent attendance, it is the responsibility of the ECT to notify the Senior Mentor at the earliest convenience.

The role of the Principal

The Principal oversees the work of the Senior Mentor and ensures that the programme for induction meets statutory requirements and follows local guidance. The Principal is responsible for reading and 'signing off' the assessment reports of each ECT before they are submitted to the Appropriate Body for scrutiny.

The role of the Assessor

The Assessor is a qualified teacher with considerable experience and often with some seniority of position external to or within the Academy. Each Assessor will undergo appropriate training before (or at the latest, in the first term of) taking up the role so that they are equipped to fulfil the role successfully. As with mentor training, if there is more than one new Assessor, it may be that only one attends the training and disseminates this back to the rest of the team. Assessors are allocated by the Senior Mentor to particular ECTs for the duration of their induction period. Except in exceptional circumstances, it would not be expected for an Assessor to assess more than three ECTs in a single assessment cycle. An Assessor would never also act as the Mentor for the same ECT. However, an Assessor may also take the role of a mentor for an ECT that they are not also responsible for assessing. All Assessors are expected to be aware of the requirements, both statutory and within the school for ECT Induction.

The Assessor is responsible for scrutinising the evidence that the ECT presents in relation to the Teachers' Standards for each of their 3 assessments during the induction period. The Assessor will examine the online platform and study logs, draft the assessment report and, in line with statutory requirements, comment on whether the ECT has met the Teachers' Standards. In the assessment report they will also identify development areas and set targets for the following assessment period, or in the case of the final assessment, suggest targets that will inform the Performance Management process for the ECT in their second year of teaching, in line with statutory guidance.

Assessment procedures

Towards the end of each term (or assessment period) Mentors should work with ECTs to prepare evidence for the assessment process. This will usually occur during the scheduled 'meeting prior to assessment' as detailed by the School Partners expectations. The aspects of the online platform must be submitted to the assessor by the deadline specified on the programme for induction.

The Assessor will use the evidence presented on the School Partners platform to draft the assessment report. They will also conduct a lesson observation of the ECT. At the assessment meeting, at which the Assessor, Mentor and ECT are present, the Assessor will provide feedback from the assessment observation and then discuss the draft assessment report with the ECT and Mentor. At the assessment meeting, the ECT and Mentor have an opportunity to examine, review and suggest changes to the

assessment report; which the Assessor will take into consideration before submitting the final version of the report. It is, however, the responsibility of the Assessor, working under the direction of the Senior Mentor and Principal who will make a final decision regarding the wording and content of the assessment report.

Following the assessment meeting the report will be submitted and then signed off by the Mentor, ECT and Principal before being submitted to the Appropriate Body. Mentors will then meet with each ECT to review their progress towards the Standards and set targets for the next term.

As part of the first two assessment cycles, the Assessor has to specify whether or not the ECT is making satisfactory progress towards meeting the Teachers' Standards. If there are concerns that this is not the case, the Assessor must meet with the Senior Mentor to discuss the appropriate course of action. If it is judged that the ECT is not making satisfactory progress towards the Teachers' Standards, this will be indicated on the assessment report and the Senior Mentor will notify the Principal, LAB and the Appropriate Body (Babcock 4S). Following this it is the responsibility of the Senior Mentor to ensure that an appropriate programme of additional support is devised for the ECT. Such a programme would be developed in consultation with the Appropriate Body and relevant staff at the school and an action plan would be developed. The programme would be discussed with the ECT and a range of specific targets will be addressed; the Senior Mentor will carry out a series of planned and unplanned observations alongside the existing ECT induction and assessment observations to ensure that the ECT has every opportunity to show that they are meeting their targets and the Teachers' Standards.

It is important to note that it is a statutory requirement that ECTs provide evidence that they have satisfactorily met all the Teachers' Standards by the end of their induction in order to maintain their QTS.

Complaints procedure

Ernest Bevin Academy is committed to maintaining an open and professional dialogue with ECTs should a concern arise. Therefore, should an ECT have a concern with the any aspect of the support and assessment procedures within the school they are encouraged to raise the issue with the Senior Mentor who is responsible for investigating any concerns raised and where they are found to be valid, to ensure that they are addressed appropriately. The concerns should be made in writing to the Senior Mentor. The Senior Mentor will provide an initial written response to the ECT within two school weeks of the concern being received. Should the ECT prefer not to raise the concern with the Senior Mentor, they should write to the Principal.

ECTs are alerted to the following section of the Appropriate Body's guidance:

'4.6 An ECT who believes that the induction support and assessment procedures in the school are not appropriate or adequate should contact Babcock 4S at the earliest opportunity. The named contact will be one of the Consultants for Continuing Professional Development who does not have direct oversight of ECT induction and assessment for the school'

0800 073 4444

ECT@babcock.co.uk

Therefore, should an ECT feel that a particular issue has not been dealt with satisfactorily by the school or wish to raise an issue with the Appropriate Body rather than within the Academy in the first instance they are encouraged to do so.