ALDRIDGE EDUCATION

Early Career Teachers - Professional Development and Induction

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1. Rationale

The first two years of teaching after gaining qualified teacher status are not only very demanding but also of considerable significance in the professional development, and long-term success, of the new teacher. Our Academy's training and induction process ensures that the appropriate guidance, support, knowledge, expectations, and observations are provided through a structured but flexible individual programme.

Our induction is designed to be the bridge between initial teacher training and a successful career in teaching. It combines a structured programme of development, support, and professional dialogue, underpinned by the Early Career Training Programme (ECTP – formally the Early Career Framework, ECF), with monitoring and an assessment of performance against the Teachers' Standards.

This programme will enable an Early Career Teacher (ECT, formerly known as a Newly Qualified Teacher or NQT) to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built. It will also support 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 two-year induction period.

The induction offered by our Academy fulfils all requirements of The Early Career Training Programme. We have signed up for the full induction with Teach First as our Lead Provider and Aldridge Education as our main point of delivery.

2. Purposes

Our Academy's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of The Early Career Training Programme and induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate guided reflection and support through the role of an identified mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the Academy community and stakeholders;
- to help ECTs become aware of the Academy's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help ECTs perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the Academy induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole Academy 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.

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 below are the Teachers' Standards.

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

4. Roles and Responsibilities

The Board of Trustees

The Board of Trustees will be fully aware of the contents of the DfE's Statutory guidance on induction for Early Career Teachers (England) which sets out the Academy's responsibility to provide the necessary monitoring, support and assessments for ECTs, grounded in the Early Career Training Programme. Careful consideration is given, prior to any decision to appoint an ECT, to whether the Academy currently has the capacity to fulfil all its obligations. The Board of Trustees will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Appropriate Body

At Aldridge Education, the Appropriate Body we currently use across the trust is Bright Futures, based in Manchester and the North-west. (Previously, the Appropriate Body was a school's local Teaching School Hub. This provision has since been centralised to meet the needs of a wider geographical area). As well as ensuring that ECTs receive their statutory entitlements and that ECTs are fairly and consistently assessed, they also ensure that regard is had to the amended statutory guidance and that ECTs are receiving a programme of support and training based on the ECF. They will support with the implementation of a support plan if an ECT is a cause for concern. They also support the assessment and final sign-off of the ECT against the Teachers' Standards.

The Early Career Teacher

The ECT will meet with their induction tutor at the start of the programme to discuss and agree priorities and keep these under review. They will also agree with their tutor how best to use their reduced timetable allowance and guarantee engagement with their ECTP-based induction. The ECT will provide evidence of their progress against the relevant standards and participate fully in the monitoring and development programme and scheduled classroom observations, progress reviews and formal assessment meetings and 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 academy

The Principal

The Principal plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme and the Early Career Training Programme has been delegated to the Academy's ECTP/ Induction Lead, the Principal will also ensure they have the appropriate knowledge of how ECTs are performing in relation to the Teachers' Standards. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Principal may not delegate these responsibilities, many of the associated tasks will be carried out by the ECTP Lead, an Induction Tutor or other suitably experienced colleagues. In addition to the statutory requirements, the Principal will:

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep The Board of Trustees aware and up to date about induction arrangements and the results of formal assessment meetings.

Early Career Framework/ Induction Lead

The main requirement for the ECTP/ Induction Lead is to be responsible for the overall management of initiating ECTs into the teaching profession and into our Academy's systems and structures. 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 the ECT's access to the activities available through the Early Career Training Programme, enhancing this with any Academy level training, and providing support and guidance to ensure the rigorous but fair assessment of ECT performance.

ECT Induction Tutor

The Principal will identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role, and be able to assess the ECT's progress against the Teachers' Standards. The induction tutor will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will ensure they recognise when early action is needed in the case of an ECT who is experiencing difficulties. The induction tutor is a separate role from that of a mentor. There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, which take place in each term where a formal assessment is not scheduled.

ECT Mentor

The Principal will identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentors will meet with their ECT once a week and regularly observe them, offering structured feedback in the form of instructional coaching. They will also attend developmental training in order to enhance their skills in this role.

5. Entitlement

Early Career Teacher

The Early Career Teacher should be proactive in their own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs is as follows:

- Access to the Aldridge Education Early Career Training Programme offer, including:

Year 1

- a 6-hour face-to-face launch conference
- two 90-minute group seminars a half term
- access to 4.5 hours' worth of high-quality asynchronous materials per half term, hosted on Teach First's online platform Brightspace. These are interactive, practical and form the basis of weekly mentor sessions.
- A weekly meeting with their ECT mentor and instructional coaching

Year 2

- a 3-hour face-to-face launch conference
- one 90-minute subject-specific group seminar per half term
- access to 45 minutes worth of high-quality asynchronous materials a half term, hosted on Teach First's online platform Brightspace. These are interactive, practical and form the basis of fortnightly mentor sessions.
- A fortnightly meeting with their ECT mentor and instructional coaching

General Programme

- Structured visits will be made to the Academy, prior to taking up the appointment, with time to discuss the Early Career Training Programme, developments needed and how they will be assisted in making these.

- Support from an ECTP/ Induction Lead in the Academy responsible for overall coordination of the ECT's experience in their two-year induction period.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the formal assessments against the Teacher Standards.
- Regular meetings with senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload in Year 1 and 5% in Year 2. This time is used for participating in the Academy's induction programme and is in addition to the statutory10% non-contact time already allocated to teachers.
- Have teaching observed by experienced colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

Early Career Teacher Mentors

ECT mentors are also entitled to one year of training and development to ensure their support for their ECTs is high-quality.

- Access to the Aldridge Education Early Career Training Programme offer for ECT mentors, including:

- a 6-hour face-to-face launch conference
- one 60-minute group seminar per half term
- access to 1.5 hours' worth of high-quality asynchronous materials a half term, hosted on Teach First's online platform Brightspace

6. Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction. An ECT's teaching will be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Formal observations of the ECT will be undertaken by the induction tutor or another suitable person from inside or outside the institution. Regular drop-ins, to inform coaching feedback, will be conducted by the ECT mentor.

7. Assessment and Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g., lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used as directed by Teach First, Aldridge Education and our designated Appropriate Body.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The ECTP/ Induction Lead will ensure that assessment procedures are consistently applied by the Induction Tutors.
- Copies of any records will be passed to the ECT concerned.
- Assessment reports will give details of:
    - areas of strength
    - areas requiring development
    - evidence used to inform judgement,
    - targets for coming term (i.e., 'smart' targets)

- support to be provided by the Academy

(All of the above will be clearly referenced to the Teachers' Standards)

8. At risk procedures

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place with support from the Appropriate Body.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Immediate discussion with Aldridge Education's Professional Development team to seek additional advice or assistance to benefit the trainee
- Early warning of the risk of failure will be given and the Academy's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties, further support, advice, and direction will be given. Areas of concern will be re-defined and clarified, and the necessary improvements required will be clearly set out.

Where necessary, the Principal /Appropriate Body's advisor will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT two-year induction and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

9. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the Academy in the first instance. Where the Academy does not resolve them, the ECT should raise concerns with Aldridge Academy leaders in the first instance, followed by the named Appropriate Body contact.

10. Links to Other Policies

Appraisal Policy
Grievance
Pay Policy