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Early Career Teacher: Induction policy

March 2025

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Early Career Teacher (ECT) – Induction Policy

Review Frequency	Annually	Review date	March 2025
Governing Committee Responsible	Teaching and Learning	Next Due	March 2026
Governor Approval (date)	5 March 2025	Website	N
Staff Responsible	C Townsend / D Ashmore	Date Produced	

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Early Career Teacher (ECT) induction policy

1. Rationale

The ECT induction period is not only very demanding but is also of considerable significance in the professional development of the new teacher. Our School's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

2. Purpose

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

- to provide a programme based on the Early Career Framework (ECF) which identifies and meets the needs of each ECT, including negotiating objectives, which take account of any evaluations from the ECT's ITT (initial teacher training);
- to ensure the ECT has access to a suitable range of professional support, guidance and advice, including the allocation of an ECF mentor;
- to ensure the ECF mentor is properly experienced and trained for their role;
- to ensure regular meetings with key induction staff, especially the ECF mentor and induction lead;
- to make clear the teacher's roles, responsibilities and expectations.
- to make adequate resources available to support the induction arrangements;
- to ensure a 10% reduction in the ECTs timetable (compared to standard scale staff) in Year One and 5% in Year Two;
- to provide ECTs with examples of good practice;
- to provide regular, developmental feedback on the ECT's classroom practice and teaching;
- to provide fair and reasonable circumstances in which the ECT will be able to demonstrate their ability to perform satisfactorily against the Teachers' Standards;

- to encourage reflection on their own and observed professional practice;
- to reflect the procedures and guidance, set out by Haybridge Teaching School Hub (Haybridge TSH), for monitoring, assessing and reporting on progress during the induction period;
- to help ECTs form good relationships with all members of the School community and stakeholders and to help them become aware of the School's role in the local community;
- to provide access to a range of CPD opportunities;
- to provide a period of induction which enables the ECT to take increasing responsibility for their professional development and career progression;
- to review the effectiveness of the School's arrangements for the induction of ECTs.

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

This policy reflects a structured whole School 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. Roles and responsibilities

The Governing Board

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

The School's Induction Lead is: David Ashmore

The Governor with responsibility for ECTs is: Professor Jeremy Pritchard

The Principal

The Principal has a significant and leading role in the process of inducting new colleagues to the profession. Statutory responsibilities are:

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

The responsibility for the implementation of the Induction Programme may be delegated to an Induction Lead. In addition to the statutory requirements the Principal will:

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

Induction Lead

The Induction Lead is responsible for the overall management of initiating ECTs into the teaching profession and into our School'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 a central induction programme, opportunities to participate in additional support, providing support and guidance and the rigorous but fair assessment of ECT performance.

ECF Mentor

The Mentor will provide on-going support on a daily basis. They will work collaboratively with the ECT and other colleagues involved in the ECT's induction within the School to help ensure the ECT receives a high quality ECF-based induction programme.

4. Entitlement

The ECT should be proactive in their own career development. However, this 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 of qualified teacher status (QTS). The key aspects of the induction programme are as follows:

- access to an ECF-based induction programme that will commence upon appointment (or at the start of the next full term, if appointed during a term), and be formally reviewed on a termly basis;
- structured visits will be made to the School, prior to taking up appointment, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these;
- help and guidance from an Induction Lead who is adequately prepared for the role and will coordinate the induction programme;
- regular meetings with their Mentor, senior managers, subject coordinators and other key staff;

- time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme;
- observe teaching by experienced colleagues;
- a reduction of 10% of the average teacher's workload (5% in Year 2). This time is used for participating in the School's induction programme and is in addition to the statutory 10% 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.

5. Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction.

They will also have regard for the Performance Development, Appraisal, and Capability Policy of the University of Birmingham School, and other related HR policies adopted by the Governing Board.

6. Assessment & quality assurance

The assessment of ECTs will be rigorous but also objective:

- formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction progress reviews) will be used;
- 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 Induction Lead will ensure that assessment procedures are consistently applied;
- copies of any records will be passed to the ECT concerned;
- termly progress reviews will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for the coming term
 - support to be provided by the School*(All of the above will be clearly referenced to the Teachers' Standards)*

7. At risk procedures

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place:

- an ECT support plan will be written and signed by all parties which will detail the support to be provided and enable any weaknesses to be addressed;
- the ECT support plan will be completed and sent to the Appropriate Body (Haybridge TSH), which will include:
 - Details of the nature of the problem and advice 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.

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 clearly set out.

A representative of the Appropriate Body (Haybridge Teaching School Hub) may visit the School to address any concerns and offer additional advice. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

8. Addressing concerns from an ECT

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 does not resolve them, the ECT should raise concerns with the Appropriate Body via:

Vicki Shakespeare - Haybridge Teaching School

vshakespeare@haybridge.worcs.sch.uk

01562 881110

Kim Whiting – SIPS Education

kim.whiting@sips.co.uk or ECT@SIPS.co.uk

07890 945736

This policy is reviewed annually (delegated to the remit of the Teaching and Learning Committee of Governors) and outside of that cycle should there be any changes to statutory requirements.