



Early Career Teacher (ECT) Induction Policy for Salvatorian College

Based on

Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies April 2024

https://assets.publishing.service.gov.uk/media/6629237f3b0122a378a7e6ef/Induction_for_early_career_teachers_England_statutory_guidance_.pdf

1. Introduction

This policy outlines the structured induction process for Early Career Teachers (ECTs) at Salvatorian College, adhering to statutory requirements and aligning with the support provided by our Appropriate Body, Teach West London. This policy ensures that each ECT receives high-quality mentorship, guidance, and professional development throughout their induction period, equipping them to achieve success in line with the Teachers' Standards.

2. Key Roles and Responsibilities

- **Induction Tutor:** Gavin James, the designated induction tutor, oversees the monitoring and assessment of ECTs. He ensures that the induction aligns with the Early Career Framework (ECF) and provides targeted support and feedback.
- **Mentors:** Each ECT is paired with a mentor who meets regularly with them, providing structured feedback and targeted support based on subject or phase needs. Mentors contribute to observations and assessments to ensure that ECTs meet the necessary standards(Induction_for_early_car...)(Induction_for_early_car...).

3. Structure of the Induction Programme

Salvatorian College has chosen the Full Induction Programme provided by UCL, with Whitmore High School as our Delivery Partner. This programme encompasses a structured combination of training and mentoring aligned with the ECF. The key elements of this programme are:

- **Observations:** ECTs are observed every term by the induction tutor, a Teaching and Learning team member, or the mentor. Observations are used as primary evidence of progress and are documented to track growth and identify areas for improvement.
- **Progress Records:** ECTs are required to maintain a record of observations, feedback, and reflections over the two-year period. Additionally, they are encouraged to keep notes on UCL Extend to support further learning.
- **Regular Assessments:** Termly progress assessments are conducted through Microsoft Forms, with mentors and ECTs collaboratively recording progress against the Teachers' Standards (Induction_for_early_car...).

4. Essential Requirements for Mentors



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Mentors are expected to meet the following criteria:

- **Qualified Status:** All mentors must hold Qualified Teacher Status (QTS) and be suitably experienced to provide effective mentoring.
- **Regular Meetings:** Mentors should meet with ECTs regularly, with sessions timetabled within teaching hours, to provide constructive, targeted feedback that aligns with the ECF.
- **Support and Coaching:** Mentors are responsible for offering phase- or subject-specific coaching, working collaboratively with the induction tutor and relevant colleagues to support the ECT's development(Induction_for_early_car...)(Induction_for_early_car...).

5. Observations and Feedback

- **Scheduled Observations:** ECTs are observed regularly throughout their induction, with feedback provided promptly. Observers, typically the induction tutor or mentor, will hold QTS and follow the college's observation protocol.
- **Feedback:** After each observation, ECTs receive constructive feedback, with a written record maintained to track progress and address any areas for improvement (Induction_for_early_car...).

6. Documentation and Record-Keeping

- **Observational Records:** ECTs are required to document each observation, reflection, and feedback session.
- **Progress Review Records:** Termly progress reviews and assessments are recorded collaboratively by the ECT and mentor, ensuring a comprehensive record of progress.
- **Confidentiality and Retention:** All records are securely stored and retained for a minimum of six years to maintain compliance with statutory guidelines(Induction_for_early_car...)(Induction_for_early_car...).

7. Reduced Timetable and Training

- **Timetable Reduction:** ECTs receive a 10% timetable reduction in the first year and a 5% reduction in the second year. This time is allocated for participation in induction activities, including mentor sessions and professional development(Induction_for_early_car...).

8. Attendance and Professional Development

- **Mandatory Attendance:** Attendance at all induction and professional development sessions is required, with attendance tracked by the induction lead.
- **Continuous Learning:** ECTs are encouraged to use UCL Extend for additional learning resources and to document reflective notes to support their professional growth throughout induction.

9. Quality Assurance by Appropriate Body



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Teach West London serves as our Appropriate Body, ensuring that Salvatorian College's induction programme meets statutory guidelines. Their responsibilities include:

- Confirming compliance with ECF requirements
- Ensuring the quality and consistency of assessments
- Addressing concerns if an ECT's progress does not meet expectations (Induction_for_early_car...)(Induction_for_early_car...).

10. Additional Support

If an ECT is not meeting progress expectations, a structured support plan is implemented. This may involve additional mentoring, more frequent observations, or tailored professional development sessions, documented in collaboration with the Appropriate Body.

Need-to-Know Summary for ECT Induction (from the Statutory Guidance)

1. **Mentor Requirements:**
 - Must hold QTS.
 - Expected to conduct regular, structured sessions within teaching hours to provide targeted feedback.
 - Responsible for supporting the ECT in meeting phase- or subject-specific needs (Induction_for_early_car...)(Induction_for_early_car...).
2. **Induction Tutor Responsibilities:**
 - Oversee ECT's progress through formal assessments.
 - Conduct observations and provide fair, constructive feedback (Induction_for_early_car...)(Induction_for_early_car...).
3. **Documentation and Retention:**
 - Observation records, progress reviews, and formal assessments must be kept for six years.
 - Confidentiality in record-keeping is essential to protect the ECT's progress records (Induction_for_early_car...).
4. **Observation Requirements:**
 - Regularly scheduled, conducted by individuals holding QTS.
 - Prompt feedback with development-focused written records (Induction_for_early_car...).
5. **Reduced Timetable for ECTs:**
 - ECTs receive 90% of the standard teaching timetable in the first year and 95% in the second to allow time for induction activities(Induction_for_early_car...).

This induction policy ensures that Salvatorian College supports ECTs effectively and provides a comprehensive framework for their transition into qualified teaching.



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