



Induction and Early Professional Development



Early Career Teacher Policy Guidance



SAMPLE POLICIES

FERGUSON HIGH SCHOOL

Rationale

The first year of teaching is not only very demanding but also of considerable significance in the professional development of the Early Career teacher. Our school's induction and EPD process ensures 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 the Early Career teacher to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

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 and EPD process is a crucial factor in its continued success. The whole staff will be kept informed of the school induction and EPD policy and encouraged to participate, wherever possible, in its implementation and development.

Purposes

Our school's induction and EPD process has been designed to make a significant contribution to both the professional and personal development of Early Career Teachers. We seek to do this through an induction and EPD programme which:

- provides programmes appropriate to the individual needs of the ECT;
- provides appropriate counselling and support through the role of an identified teacher tutor;
- helps ECTs develop their knowledge and understanding of the teachers competence framework and its application to induction and their future professional development;
- provides opportunities to identify areas for development;
- encourages reflection on their own and observed practice;
- provides ECTs with examples of good practice;
- helps ECTs form good relationships with all members of the school community and stakeholders;
- helps ECTs become aware of the school's role in the local community;
- provides opportunities to recognise and celebrate good practice;



- helps ECTs to develop an overview of teacher's roles and responsibilities;
- provides a foundation for longer-term professional development.

Roles and Responsibilities

The Governing Body

The governing body will be fully aware of "The Arrangements for Initial Teacher Education from September 1996," The Teacher Education partnership Handbook and the revised teacher competences framework (Teaching: The Reflective Profession GTCNI) which sets out the school's responsibility to provide the necessary monitoring, support and assessment 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 body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

For the year _____ the school's Induction/EPD Tutor is _____.



HIGGINSON LODGE SCHOOL

Policy for Induction and EPD

Aim:

The aim of this policy is to ensure that all Early Career Teachers (ECTs) complete the required period of Induction and EPD in line with the arrangements stipulated by “The Arrangements for Initial Teacher Education from September 1996” and take account of the revised teacher competences framework (Teaching: The Reflective Profession. GTCNI)

Objectives:

- to put in place the necessary personnel and procedures to ensure that the induction and EPD process is completed fairly and rigorously;
- to provide adequate support and guidance to Early Career Teachers entering the profession, to enable them to develop aspects of their practice in order to reach their full potential;
- to work in collaboration with schools in the area learning community to facilitate to the Induction/EPD process for ECTs who are not in full time contracts;
- to make a recommendation to the board of governors that is based on rigorous and fair assessment, as to whether the ECT has met the induction/EPD standards at the end of the induction/EPD period.

Strategies for implementation:

The school will make a commitment to:

- register the teacher tutor annually and ensure ECT is registered annually with EA on induction and EPD site;
- appoint an teacher tutor for ECTs to co-ordinate the induction/EPD process, making sure that the ECT receives the necessary support and guidance to meet the selected teacher competences by the end of his/her induction/EPD year(s);
- designate an Induction/EPD mentor to work closely with the ECT to support him/her in developing the teacher competences. The induction/EPD mentor will normally be a more experienced teacher working within the same phase or department of the school;
- provide the ECT with some reduction in timetable;



- ensure that the ECTs job description does not make unreasonable demands upon him/her; does not demand that s/he teach outside the age range for which she/he is qualified, and ensures that she/he teaches the same classes regularly;
- provide the breadth of experience needed to ensure that the ECT meets the teacher competence framework set out by the GTCNI;
- keep the governors of the school informed about arrangements for induction/EPD of ECTs in the school, and whether individual ECTs employed by the school have satisfactorily completed their induction/EPD period;
- follow the required procedures for any ECT who may be at risk of failing to complete the induction/EPD period satisfactorily. The Principal will observe his/her teaching, and will inform him/her clearly in writing of the consequences of failing to make the necessary improvements. A copy of the termly report will be attached to this notification, and a copy of the notification will be sent to the governors.

The Early Career Teacher is expected to:

- engage fully with the induction process, identifying strengths and areas for improvement;
- work closely with the teacher tutor to use their Career Entry Profile (CEP) as the basis for their professional development, review and target setting;
- make herself /him familiar with the teacher competences in: 'Teaching the Reflective Profession' (GTCNI);
- develop knowledge and understanding, teaching, monitoring and assessment, teaching and classroom management, and ensure that their teaching meets these standards;
- keep a record of all professional development, monitoring and assessment;
- express any concerns about his/her induction/EPD to the teacher tutor, the principal or head of department.

The Teacher Tutor will discharge their duties by:

- ensuring that the appropriate support, monitoring and assessment take place at appropriate times during the induction/EPD year(s);
- negotiating an individual programme of professional development, with clear objectives, based upon the ECT's Career Entry Profile and online with the development of the ECTs selected teaching competences;
- providing regular, well founded feedback to the ECT on her/his progress;



- arranging, conducting and minuting the half term review meetings with the ECT as part of his/her formative assessment, and the completion of action plan and review meeting as part of his/her summative assessment.
- making formal observations of teaching, a minimum of 2 per action plan/PDA and provide fair, accurate and constructive feedback;
- maintaining a written record of all support, monitoring and assessment that takes place in relation to the induction of each ECT.

Assessment and Review:

The Governors and Principal of the school will review these arrangements annually and ensure that the school is fulfilling its responsibilities to provide the necessary monitoring, assessment and support for ECTs.



Policy for the Induction and EPD of Early Career Teachers

St William's High School

Rationale

The first year of teaching is not only very demanding but also of considerable significance in the professional development of the Early Career Teacher. Our school's induction process ensures 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 the Early Career Teacher at induction and EPD levels, to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

This policy reflects a structured whole school approach to teacher induction and EPD and recognises that the quality and commitment of the people who supervise the induction and EPD is a crucial factor in its continued success. The whole staff will be kept informed of the school induction and EPD policy and encouraged to participate, wherever possible, in its implementation and development.

Purposes

Our school's induction and EPD process has been designed to make a significant contribution to both the professional and personal development of early career teachers. We seek to do this through an induction and EPD programme which:

- provides programmes appropriate to the individual needs of the Early Career Teacher (ECT);
- provides appropriate counselling and support through the role of an identified teacher tutor;
- helps ECTs develop their knowledge and understanding of the teachers competence framework and its application to induction and their future professional development;
- provides opportunities to identify areas for development;
- encourages reflection on their own and observed practice;
- provides ECTs with examples of good practice;
- helps ECTs form good relationships with all members of the school community and stakeholders;
- helps ECTs become aware of the school's role in the local community;
- provides opportunities to recognise and celebrate good practice;
- helps ECTs to develop an overview of teacher's roles and responsibilities;
- provides a foundation for longer-term professional development.



Roles and Responsibilities

The Governing Body

The governing body will be fully aware of “The Arrangements for Initial Teacher Education from September 1996” and the revised teacher competences framework (Teaching: The Reflective Profession GTCNI) which sets out the school's responsibility to provide the necessary monitoring, support and assessment 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 body will be kept aware and up to date about induction and EPD arrangements and the results of formal assessment meetings.

For the year _____, the school's Induction and EPD ECT Tutor is _____.

The Principal

The principal at St William's High School plays a significant and leading role in the process of inducting new colleagues to the profession. At St William's High School, the principal demonstrates her/his commitment:

To the programme by:

- raising the staff 's awareness of the requirements of the induction and EPD stages, and of the school's responsibilities to Early Career Teachers;
- ensuring that there are effective Induction and EPD support programmes in place for beginning teachers;
- keeping the Board of Governors informed of the Induction and EPD arrangements in place for Early Career Teachers in the school;
- enabling the teacher tutor and other key staff who work with Early Career Teachers by ensuring that they have sufficient time to provide support;
- facilitating attendance at EA programmes for Early Career Teachers, teacher-tutors and other key staff;
- monitor the programme of support to ensure high quality and consistent provision for all Early Career Teachers.

To the Early Career teacher(s) by:

- meeting with Early Career Teachers and the teacher tutor to discuss progress and help identify development needs;
- encouraging Early Career Teachers by taking a close interest in their work including the Induction and PDA portfolios;
- consider the potential of the PDAs for staff development within the school;
- celebrating within the school successful completion of the Induction and EPD stages by Early Career Teachers.



While the principal may delegate some of these responsibilities to the teacher tutor or other suitably experienced colleagues, she/he will have responsibility for:

- countersigning the interim review and summative reports, and, if appropriate, recommend successful completion of Induction to the Board of Governors;
- recommending to the Board of Governors that the Early Career Teacher has successfully completed the EPD programme, if appropriate;
- sending a copy of the ‘completion of induction’ certificate to GTCNI;
- sending a copy of the “completion of EPD” certificate to GTCNI.

Teacher Tutor

The principal requirement for the ECT teacher tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into our schools 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 and EPD programme, providing support and guidance and the rigorous but fair assessment of the ECTs performance. The teacher tutors responsibilities will include:

- creating an open, supportive and challenging climate;
- co-ordinating and manage the Induction and EPD programmes in her/his school;
- providing support for key staff involved in the development of the Early Career Teacher;
- monitoring and evaluating the support programme for the Early Career Teacher;
- providing the Early Career Teacher with information, which outlines, for example, school aims, routines, policies and procedures on child protection, health and safety and special needs. Much of this information will be contained in the school’s staff handbook;
- assisting the Early Career Teacher to identify her/his professional development needs in the school, and ensure that these are addressed effectively;
- encouraging the Early Career Teacher to reflect critically on her/his teaching and on the quality of pupils’ learning;
- monitoring and evaluating the beginning teacher’s progress through direct classroom observation of their work by the teacher-tutor and/or other key staff, and provide regular feedback and support to promote continuous professional development;
- assisting the Early Career Teacher to select an appropriate focus for their action plan and both PDAs for EPD, draw together all sources of evidence and complete reflective statements;
- agreeing with the principal a mechanism for monitoring and evaluating the EPD process in school;
- keeping the principal and other key staff informed of the Early Career Teacher’s progress; and
- recommending (if appropriate) to the principal the successful completion of Induction and EPD.



Entitlement

Our induction programme ensures that new teachers are provided with the 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 from their initial teacher training as evidenced in their CEP and seeks to help them develop professionally in relation to the teaching competence framework (GTCNI).

The key aspects of the induction programme for ECTs at St William's School are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- A structured visit to the school prior to taking up appointment with time to meet key personnel and discuss their Career Entry Profile, teaching timetable, school policies and procedures.
- Help and guidance from the teacher tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with the teacher tutor, head of department, senior managers, 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. This time is used for participating in the schools induction programme.
- Have teaching observed by experience colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Opportunities for further professional development based on agreed targets.
- Involvement in learning/focus groups and inter-disciplinary teams.

Lesson observation, reviewing and target setting

The Early Career Teacher will be observed a minimum of four times in the year –, a minimum of two observations per action plan. These will be followed and completed in accordance with the school guidelines on classroom observation.



Assessment & 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.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) 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-assessment.
- The teacher tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Termly reports will give details of:
 - areas of strength;
 - areas requiring development;
 - evidence used to inform judgement;
 - targets for coming term;
 - support to be provided by the school.

At Risk Procedures

If any ECT encounters difficulties with meeting the teaching competences, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnose 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.
- Early warning of the risk of failure will be given and the school's concerns communicated to the EA 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 clearly set out.

Where necessary, the EA officer responsible will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the year and that all steps have been taken to improve the situation.

Addressing ECT Concerns

If an ECT has any concerns about the induction, 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 EA Officer responsible.

This policy was agreed and adopted in XXX (month) XXX (year). It will be reviewed as part of the school's development cycle by XXX (month) XXX (year).