

# Langley Grammar School

## Early Career Teacher Induction policy

**February 2024**



### 1. The purpose of induction

All qualified teachers employed in a maintained state school in England must, by law, complete an induction period of two school years satisfactorily. Following the award of Qualified Teacher Status (QTS), teachers are known as Early Career Teachers (ECTs) and this induction period is the bridge between their Initial Teacher Training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the [Early Career Framework \(ECF\)](#), with monitoring and an assessment of performance against the Teachers' Standards.

The programme should support an Early Career Teacher (ECT) in continuing to meet and further develop against the Teachers' Standards already achieved during their period of initial teacher training, and equip them with the tools to be an effective and successful teacher.

The Governing Board and the Senior Leadership Team of Langley Grammar School recognise the significant contribution that Early Career Teachers make to the school. While the completion of a formal induction programme is not a statutory requirement for ECTs working in academies, the school undertakes to provide such a programme in line with the Governing Board's commitment to mirror the national pay and conditions for teaching staff.

### 2. Legislation and statutory guidance

This policy is based on the Department for Education's latest statutory guidance and complies with the school's funding agreement and articles of association.

The **Education (Induction Arrangements for School Teachers) (England) Regulations** came into force on September 2012. There have been some amendments, but these are still the essential Regulations. Statutory guidance to accompany the regulations under the title of **Induction for Early Career Teachers (England)** was updated to take effect from September 2023. The 'relevant standards' referred to in this policy are the **Teachers' Standards (2012, updated December 2021)**

### 3. The Teachers' Standards

The [Teachers' Standards](#) published by the Education Secretary first came into force on 1 September 2012 and were updated in December 2021. The standards are required to be used by all teachers in maintained schools and non-maintained special schools.

The Teachers' Standards apply equally to:

- Trainee teachers working towards QTS.
- Teachers completing their induction period following the award of QTS.
- All qualified teachers, as teachers' performance should be assessed against the standards as part of the appraisal arrangements in schools.

Qualified teachers completing induction will be assessed against the standards to a level that is consistent with what should be reasonably expected of the ECT at this stage of their career. The professional judgment of headteachers and appraisers is therefore central to assessment against these standards.

The decision about whether an ECT has met the standards to a satisfactory level at the end of their second year of induction should reflect the expectation that ECTs have effectively consolidated their training and are demonstrating their ability to meet the standards consistently over a sustained period.

#### 4. The Appropriate Body

Appropriate bodies are the organisations that quality-assure statutory teacher induction. Independent quality assurance of statutory induction is important both for ensuring that schools provide adequate support for their ECTs and that their assessment is fair and consistent across all institutions. Through quality assurance, the appropriate body assures itself that:

- the school is aware of, and is capable of, meeting their responsibilities for monitoring support and assessment during teacher induction
- monitoring, support, assessment and guidance procedures in place are fair and appropriate

Appropriate bodies also provide data to the Teaching Regulation Agency to record the progress of persons who start, and complete, induction.

As a designated Teaching School Hub, Langley Grammar School provides an appropriate body service for ECT induction across the six local authority areas in Berkshire. However, to avoid conflicts of interest, the school's own induction programme is quality assured by [Astra Teaching School Hub](#), based at Dr Challoner's Grammar School in Amersham, Buckinghamshire.

#### 5. ECT Induction Programme

##### 5.1 NQT entitlement

For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will serve the full-time equivalent.

Each ECT is entitled to:

- a) Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- b) Support and guidance from a designated **induction tutor**, who will have qualified teacher status (QTS).
- c) A designated **induction mentor**, who will have qualified teacher status (QTS). The school's normal policy is for ECT mentors to be from a different subject background to the NQT.
- d) A **reduced timetable** to allow them to undertake activities in their induction programme; in their first year this will be no more than 90% of the standard teaching load for teachers on the main pay range, and in their second year, no more than 95%.
- e) Regularly teach the same classes
- f) Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- g) Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards.

In addition, ECTs will not

- be given additional non-teaching responsibilities without appropriate preparation and support
- have unreasonable demands made upon them
- normally teach outside the age range and/or subjects they have been employed to teach
- be presented with unreasonably demanding student discipline issues on a day-to-day basis

## **5.2 Support for NQTs**

We support NQTs through:

- Their designated induction tutor, who will provide monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback in line with the Early Career Framework
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which the induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice
- A programme of professional development and school induction meetings along with other new staff.

## **5.3 Assessments of ECT performance**

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

## **5.4 At-risk procedures**

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## **6. Roles and responsibilities**

### **5.1 Role of the NQT**

The ECT will:

- a) Provide evidence that they have QTS and are eligible to start induction
- b) Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- c) Provide evidence of their progress against the relevant standards
- d) Participate fully in the monitoring and development programme
- e) Participate in scheduled lesson observations, progress reviews and formal assessment meetings
- f) Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- g) Keep copies of all assessment forms

If the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as possible
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues within the school

### **5.2 Role of the Induction Tutor**

The induction tutor will:

- a) Provide guidance and effective support to the ECT, liaising with the appropriate body where necessary
- b) Carry out regular progress reviews throughout the induction period
- c) Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- d) Carry out progress reviews in terms where there is no formal assessment
- e) Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and appropriate body
- f) Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- g) Make sure that the ECT's teaching is observed and feedback is provided
- h) Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- i) Take prompt, appropriate action if the ECT appears to be having difficulties
- j) Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work
- k) Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress

### **5.3 Role of the induction mentor**

The induction mentor will:

- a) Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- b) Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality programme based on the Early Career Framework
- c) Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- d) Act promptly and appropriately if the ECT appears to be having difficulties

### **5.4 Role of the Headteacher**

The headteacher will:

- a) Check that the ECT has been awarded QTS and whether they need to serve an induction period
- b) Agree, in advance of the ECT starting, who will act as the appropriate body, and notify the appropriate body when an ECT is taking up a post and undertaking induction
- c) Make sure the ECT's post is suitable according to statutory guidance
- d) Make sure the induction tutor and induction mentor are appropriately trained and have sufficient time to carry out their roles effectively
- e) Make sure an appropriate ECF-based induction programme is in place
- f) Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- g) Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- h) Maintain and keep accurate records of employment that will count towards the induction period
- i) Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- j) Make the governing board aware of the support arrangements in place for the ECT
- k) Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- l) Participate in the appropriate body's quality assurance procedures of the induction programmes
- m) Keep all relevant documentation, evidence and forms on file for 6 years

### **4.4 Role of the Governing Board**

The Governing Board will:

- a) Ensure the school complies with statutory guidance on ECT induction
- b) Be satisfied that the school has the capacity to support ECTs
- c) Ensure the headteacher is fulfilling their responsibility to meet the ECT's entitlements
- d) Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- e) Investigate concerns raised by the ECT as part of the school's grievance procedures
- f) If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- g) If it wishes, request general reports on the progress of the ECT on a termly basis

## 5. Monitoring and evaluation

The implementation of this policy will be monitored by the governors' Staff, Student and Community Committee, to which the Headteacher will provide regular reports.

This policy will be reviewed every two years, or whenever there is a change to the legislative framework or DfE guidance.

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### Policy approval

This policy has been reviewed and approved in line with the LGS Policy framework agreed by the Governing Board in July 2023

**Approved by Governing Board:**

**Feb 2024**

**Review date:**

**Jan 2026**

# Appendix 1

## The Teachers' Standards

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part Two: Personal and professional conduct**



A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of
  - ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities