



WELCOME TO THE BRIEFING FOR INDUCTION TUTORS – SPRING TERM

Delivered by the One Cumbria Appropriate Body

Session objectives

- To continue to develop a clear understanding of statutory guidance for ECT induction & processes.
- To refresh the ECT Induction Tutor's role and responsibilities.
- To explain the expectations of monitoring, support and assessment during the induction period.
- To feedback on Autumn term assessments
- To take feedback & questions on Mosaic
- To understand what action to take if there are concerns about an ECT's progress and informing the Appropriate Body.



ECT – The Induction Process

Induction is a statutory process.

Eligibility – Before taking up a post the school must undertake pre-employment checks which are verified by the AB upon registration.

Verification of QTS. The AB will need an ECT's TRA number and date of birth to verify QTS.

The start date for Induction will be determined by the AB and must be agreed by the Headteacher and ECT. It is not possible to back date the start of an induction period. An ECT can carry out short term supply for up to 5 years. Short term supply posts do not count towards Induction.

ECT – The Induction Process

Suitability – the ECT must have a suitable post for Induction – no unreasonable demands must be made on ECTs.

Reduced timetable – additional non-contact time in addition to statutory 10% PPA time. A further 10% reduction in year 1 and 5% reduction in year 2.

Designated Induction Tutor- regular observations and feedback, 4 progress reviews and 2 formal reviews across the 2 years.

Roles and Responsibilities in School

Head teacher

Along with the AB is jointly responsible for monitoring support and assessments of ECTs.

ECTs

Participate fully in the ECF programme, monitoring their own progress, raise any concerns about their induction.

Governing Body

Ensure school compliance with statutory guidance and be informed about arrangements for induction.

Induction tutor

Provide guidance and effective support including coaching and mentoring for ECT's professional development. One formal observation per term, with written feedback, against the Teachers' Standards as a minimum.

Role of Early Career Teacher

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the Teachers' Standards.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting the Appropriate Body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing with their Induction Tutor the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports. (Please encourage this as it is essential if ECTs move around)

Role of Induction Tutor

- Providing or coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs after a progress review of their progress against the 'Teachers' Standards'.

Role of Induction Tutor

- Sharing progress review records with ECTs, the headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback (termly as a minimum and an early observation in the first half term is highly recommended).
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

ASSESSMENT IN THE AUTUMN TERM

Thank-you for completing autumn term assessments.

Allowed us as an Appropriate Body to identify causes for concern and act and support.

ECTs are clearly able to detail their development and targets and how the support in schools is making a difference to them.

Mentor support and weekly meetings highly valued.

Assessments varied in detail but it was clear that schools knew the strengths of their ECTs and where development or support was needed.

ECTs clearly immersed in wider school life and reports were a pleasure to read.

Appropriate Body has commented on each report.

MOSAIC

A reminder that Mosaic is our online system to capture progress information for ECTs. This may be a short progress review or a formal progress review.

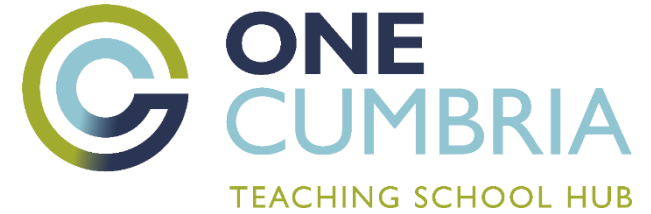
All Induction Tutors, ECTs and Head teachers should now have access to the system. (January cohort will get this in the next assessment window)

The next assessment window will open towards the end of this term and all induction tutors are expected to complete a progress review for their ECTs. **The assessment window will open on 13th March and we ask for reviews to be completed by the 29th March.**

Remember to 'save' and submit as complete.

Are there any questions / queries around Mosaic?

Reviews and assessments



Progress reviews are held in the terms where there are no formal assessments.

The progress review must include a meeting with the ECT to discuss if they are on track to complete induction.

A progress review template must be completed on Mosaic, end of term 1,3,4,5.

Formal assessments take place at the end of Year 1 and Year 2.

Formal assessments judge the ECT against the Teachers' Standards.

Recommendation

- Formal and progress reports clearly show assessment of an ECT's performance at the time of their assessment and make a recommendation about ECT's rate of progress.
- Final assessment recommends whether or not the ECT's performance against the standards is satisfactory, unsatisfactory or whether an extension should be considered. This recommendation should be recorded on a final assessment form.

What if the ECT is not making progress?

Concern Triggers:

- Unsatisfactory lesson observations
- Poor behaviour management
- Low standards of personal and professional conduct
- Communication issues; parents, pupils & other staff
- Failure to follow school guidelines, policies, rules and expectations
- Failure to meet targets or over preparation without the desired effect
- Pupil outcomes show low expectations
- Time management / work life balance

What if the ECT is not making progress?

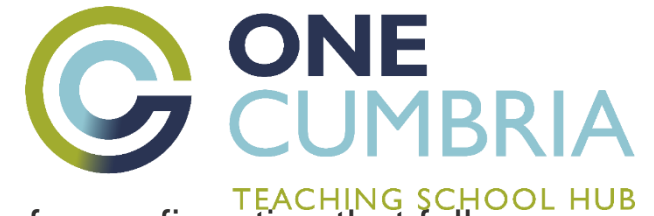
Actions that the Induction Tutor can take:

- Accurately identify the area for improvement and **communicate to ECT in writing**
- Set appropriate objectives with detailed action planning, support and monitoring
- Share support plan with all parties
- Keep Appropriate Body informed
- Ensure an 'independent professional' observes the ECT
- Contact Unions

Role of the Appropriate Body

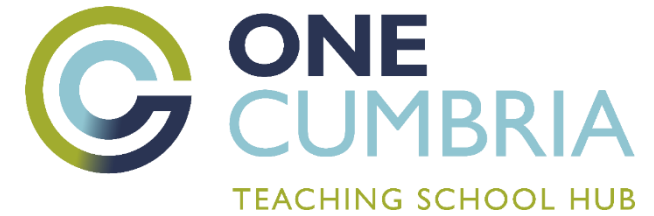
- To provide advice, guidance and support on all aspects of induction
- To monitor termly and final assessments.
- Ensure that ECTs' records and assessment reports are retained (for 6 years). ECTs should also keep copies of their records.
- To provide the TRA with details of ECTs who have started, completed (satisfactory or not), those who require an extension or those who have left partway through an induction period.
- To offer an 'Independent person' for ECTs to discuss any difficulties or issues with their induction.
- To support when ECTs are failing to make satisfactory progress against Teachers' Standards including quality assuring all aspects of the induction process in school.
- To respond to requests for assistance and advice with training for Induction tutors.

APPROPRIATE BODY QUALITY ASSURANCE PROCESS



- We send all Induction Tutors, Mentors and ECTs an email in the Autumn term, asking for confirmation that full entitlements are being provided. A follow up phone call will be offered if needed.
- In the academic year 2022/23 we will continue to visit 20% of ECTs in their schools over the school year. This visit will be carried out in most circumstances by an AB partner.
- In the academic year 2023/24 we will visit at least 10% of all schools over the school year.
- We will visit a sample of schools for a QA visit, using the following criteria:
 - schools with more than one ECT,
 - schools with a new induction tutor
 - schools employing an ECT under the Early Career Framework for the first time.
- We conduct support visits to schools where an ECT has been identified as “not on track” to meeting the Teachers’ Standards to ensure an appropriate support plan has been put in place by the school. Costings are referred to in the Appropriate Body Service Level Agreement, page 8.
- ECTs are informed of their named contact at the Appropriate Body.

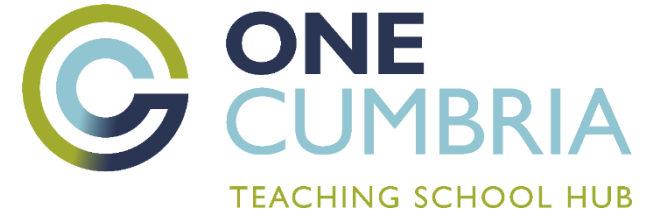
APPROPRIATE BODY QUALITY ASSURANCE PROCESS



What happens when QA Procedures identify a concern?

- If a QA visit, Professional Progress Review or Formal assessment report gives the appropriate body cause for concern, in the first instance we will work with the Headteacher and Induction Tutor to clarify the expectations and provide advice.
- If the Headteacher and induction tutor cannot resolve the issue, we may seek to engage the governing body as appropriate.
- In exceptional circumstances where there is a concern that induction is not being conducted with regard to the statutory guidance and that concern cannot be resolved with the school or its governing body, the appropriate body can notify the Department for Education who will consider appropriate action on an individual basis.
- Escalation to the Department will only be taken where collaborative steps to ensure regard is had to statutory guidance have been exhausted. It will not be a proportionate response in most cases where ongoing collaboration between the appropriate body and school is normally the most constructive route to resolving issues.

Thank you for listening. Any questions?



Contacts:

- Director of One Cumbria Teaching School Hub – Judith Schafer
SCHAFERJ@onecumbria.education
- AB Lead– Lindsey Martin
MARTINL@onecumbria.education
- AB Admin – ab@onecumbria.education
- ECF Lead- Tina Beddoe
BEDDOET@onecumbria.education