Catch22 Independent Schools Policy

Early Career Teacher Induction policy

Catch 22 Suffolk Include Primary School

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This policy will be reviewed annually

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Head Teacher
Queries to:	Head Teacher
Date created:	August 2021
Date of last review:	September 2026
Date of next review:	September 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	ECT and managers

V2.0

Catch 22 and Independent Schools

Education Intent Statement

Catch22's Vision:
To deliver better social outcomes through transforming public service through the 3Ps:

Place
Supporting people to find, retain, transition safely into homes and communities

Purpose
Working with people to achieve their purpose in education, employment or training

People
Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

Our School Vision:

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals. We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments	
• Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.	x
• Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	x
Relationships beat structures	
• Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	x
Things about you, built with you, are for you	
• Understand pupils' unique needs and help them overcome their barriers to learning	x

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• Engage pupils with a broad and rich curriculum so they can realise their ambitions	x
• Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.	x
Unleash Greatness	
• Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world.	x
• Instil belief in pupils so they can progress and succeed in education, training and employment	x
Let robots be robots and humans be human	
• Ensure pupils have a rounded understanding of themselves and the world around them.	x
• Harness curiosity and nurture a love of learning.	x
• Support and protect our pupils to be safe and feel safe online and offline.	x
Incubate, accelerate, amplify	
Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	x

Classification: Official

1. What is the policy about?

This policy sets out the provision for induction for Early Career Teachers (ECT) within Catch 22 Include Suffolk Primary School and outlines the roles and responsibilities of those involved in its delivery. The policy also sets out the process and standards required to successfully complete induction.

2. Who does this policy apply to?

ECT teachers, school leaders, mentors and induction tutors, proprietors, inspectors and Local Authorities.

3. Policy requirements

At Include Suffolk Schools we run a two-year induction programme for all ECTs in line with statutory guidance and is underpinned by the Early Career Framework (ECF). We believe that supporting new teachers to further develop their skills will enable them to become successful and effective teachers. All newly qualified teachers will follow an ECF-based induction over two years.

ECTs will:

- 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
- Have an appointed induction tutor, and an induction mentor, both of whom will have qualified teacher status (QTS)
- Have a reduced timetable. In their first year of induction, an ECT will not teach more than 90% of the timetable of other teachers, and in their second year, an ECT will not teach more than 95% of the timetable of other teachers.
- Regularly teach the same class or classes
- Take part in planning, teaching and assessment processes in line with other teachers in the school
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them

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- Not normally teach outside the age range and/or subjects they have been employed to teach

ECTs will be supported by:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and write their assessments
- Their designated induction mentor, who will provide regular structured coaching sessions in line with Include Suffolk and targeted feedback. This will be weekly in the first year, and fortnightly in the second year.
- 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 their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within our school or at another.
- Trust wide support, peer working and CPD is available to further support the ECT

Assessment and completing induction

- Formal assessment meetings will take place in the last term of each year. These will be held with the induction tutor.
- These meetings will be informed by evidence gathered from progress reviews and from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the AB.
- A formal assessment will be written after the meeting that clearly shows how the ECT is performing against the relevant standards.
- In term 6, the final assessment, the Induction Tutor will state if the ECT is meeting the required standards.
- The formal assessment will be signed by the ECT, tutor and the Headteacher, and the ECT will be required to add comments to this.
- The assessment will be submitted to the AB within 10 days of the assessment meeting, and the AB will decide if the ECT has successfully completed their induction period based on the evidence submitted within 20 days and inform the school within 3 days of the decision.

In the event that the ECT leaves this post after completing one term but before a formal assessment, the induction tutor will complete an interim assessment to ensure that the ECT's progress and performance is captured.

At risk procedure

If it becomes clear during a 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

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- 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 AB, 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.

One induction period

An ECT has one opportunity to complete induction. If they fail to meet the teaching standards consistently at the end of induction, they do not have the opportunity to repeat induction. The ECT may appeal this decision. If this happens, they do not lose their QTS, but they cannot be employed lawfully in a school in a role where they may carry out specified work.

If the ECT does not successfully complete induction, they must be dismissed within 10 days of notifying they do not wish to appeal, or the end of the time limit for making appeals. If an appeal is held and they are judged as failing to meet the standards they must be dismissed within 10 days of the appeal.

Roles and responsibilities

The headteacher will:

- Check that the ECT has been awarded QTS and the need to serve an induction period
- Notify the AB when an ECT is taking up a post and undertaking induction
- Register the ECT with a provider end ensure the programme is in place before the ECT starts
- Make sure the ECT's post is suitable for induction
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done without undue workload
- Make the proprietor aware of the support arrangements in place for the ECT

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- Make a recommendation to the AB on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the AB's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Keep, and make available, when necessary, evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Keep copies of all assessment reports
- Raise any concerns with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

The mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- 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 ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

The induction tutor will:

- Provide guidance and effective support to the ECT
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and the AB
- 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

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- Make sure that the ECT's teaching is observed and feedback is provided
- 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
- Take prompt, appropriate action if the ECT appears to be having difficulties
- 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

The Trust will

- Ensure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the AB

4. Definitions

ECT Early career teacher, a new teacher who will be supported through a two-year induction into their careers

ECF Early career framework, the set of skills and knowledge underpinning induction for new teachers

AB Appropriate body, the group who decide on successful completion of the induction period and also quality assess providers and programmes

5. Related policies

Pay and progression policy

Grievance policy

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	ECT Policy
EIA completed by:	Head of Quality of Education
Date of assessment:	July 2022

Classification: Official

Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIAs under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.
Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.

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Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief	☐	☒	☐	The policy applies equally to all members of staff and pupils

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Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?				regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

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