



**Ivington C of E  
Primary and  
Pre-school**

*Reaching together with the Fruit of the  
Spirit (Galatians 5:22-23)*

**PECT  
POLICY**

## **Approval of the Governing Body**

This document is a statement of the aims, principles and strategies for:

**Anti-bullying policy**

At

**Ivington CE (VA) Primary and Pre-school**

It was revised during the:

**Autumn Term 2024**

It has been agreed and is supported by the teaching staff and the governing body.

We aim to review this policy during the:

**Autumn Term 2027**

Or sooner if necessary



**Linking with our Vision – Reaching together with Patience, Kindness and Goodness (Galatians 5:22-23)**

**To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.**

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum.

Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution.

We perceive our role to be opening a 'Window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of respect and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

## **Introduction**

The first years of teaching are not only very demanding but also of critical significance in the professional development of the Early Career Teacher (ECT). It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

**The policy should be read in conjunction with the statutory guidance:**

**Statutory guidance overview: Induction for early career teachers (England) - GOV.UK ([www.gov.uk](http://www.gov.uk))**

## **Key Points**

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

- An Appropriate Body has the main quality assurance role within the induction process. The Appropriate Body is responsible for checking that Headteachers have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

## **Purposes**

Our school's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of outstanding classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
  - encourage reflection on their own and observed practice
  - provide opportunities to recognise and celebrate success
  - act quickly to help ECTs address any areas of concern
  - provide a foundation for longer-term professional development
  - ensure a smooth transition to prepare to help ECTs meet all the Teachers' Standards,

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

## **Roles and Responsibilities**

### **The Governing Body**

The governing body will be fully aware of the law 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 progress of ECTs through the headteacher's report.

### **The Headteacher**

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction. Early Career Framework based training is expected to be embedded as a central aspect of induction; it is not an additional training programme. The headteacher plays a significant and leading role in the process of inducting new colleagues to the

profession and may delegate aspects of this process to staff who are working closely with the ECT.

**Statutory responsibilities are:**

- ensuring an appropriate induction programme and support are in place
- recommending to the Appropriate Body whether an ECT has met the requirements for satisfactory completion of the induction period.

In reality, many of the tasks associated with the above will be carried out by other staff but the headteacher will make the final recommendation to the Appropriate Body.

**In addition to the statutory requirements, the headteacher will:**

- observe and give written warnings to any ECT at risk of failing to meet the Teachers' Standards
- keep the governing body aware and up to date about induction arrangements and ECT progress

**The Induction Tutor (Appropriate Body Assessment)**

The Headteacher should identify a person to act as the ECT's induction tutor (usually the Headteacher but may be another staff member), to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards.

They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

It may, in some circumstances, be appropriate for the Headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

**The Mentor**

The mentor has a key role in supporting the ECT during induction and is separate to the role of the induction tutor. They will work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme. A mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. This role involves providing, or coordinating guidance and effective support including instructional coaching and mentoring for the ECT's professional development.

**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 in relation to the Teachers' Standards as achieved during training.

The key aspects of the induction programme for ECTs at Pembridge CE Primary School are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.

Regular meetings with a mentor and, as needed, meetings with the Curriculum Lead, SENCo etc.

- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload in the first year and 5% in the second year (in addition to PPA time). This time is used for participating in the school's induction programme.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.

Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards.

### **Assessment & Quality Assurance.**

The assessment of ECTs will be rigorous and 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 Progress Reviews or Assessment Reports) will be used.

Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view. Copies of any records will be passed to the ECT.

Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.

- The induction tutor will ensure that assessment procedures are consistently applied.

Termly Progress Reviews and Assessment Reports will give details of:

- areas of strength and 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 Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to address 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 Appropriate Body 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. The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

### **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, induction tutor, headteacher) in the first instance. Where the school does not resolve them, the ECT should raise concerns with the named Appropriate Body contact.