EST. 1914

THE CARDINAL VAUGHAN MEMORIAL SCHOOL

Amare et Servire

THE CARDINAL VAUGHAN MEMORIAL SCHOOL

INDUCTION OF EARLY CAREER TEACHERS AND SCHOOL DIRECT TRAINEES POLICY

All policies are updated regularly in accordance with statutory guidance.

THE CARDINAL VAUGHAN MEMORIAL SCHOOL

INDUCTION OF EARLY CAREER TEACHERS AND SCHOOL DIRECT TRAINEES POLICY

The School recognises the centrality of outstanding ECT induction and initial teacher training in the delivery of its Mission Statement. Before taking up their appointments, new colleagues are encouraged to visit the School, in order to meet colleagues, find their way around, be given details of their teaching programme, syllabuses, etc. Colleagues will receive whole-school and departmental induction. ECTs and School Direct Trainees will be fully supported through the school's induction process.

Early Career Teachers (ECTs)

Statutory induction is the bridge between 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, with monitoring and an assessment of performance against the Teachers' Standards. The programme will support Early Career Teachers (ECTs) in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher.

1. The following policy outline aims to help ensure a consistent and structured approach to the induction process.
2. This policy will provide guidance on individuals' roles and responsibilities as well as clarity around the importance of the induction process for the individual newly qualified teacher, school and profession.

Given the importance of the ECT induction process, all involved must be clear on the key principle underpinning the induction period. The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.

School Direct Trainees

The School follows the statutory requirements and the guidelines as stipulated by its external accrediting partners in the delivery of the School Direct programme. Details of these and the associated assessment arrangements are available from the external training provider. These are also explained during the pretraining visits and subsequent induction programme.

School Direct trainees will be guided and supported in working towards the successful completion of initial teacher training (School Direct) through a programme of structured in-school induction and training which will include weekly meetings with a designated subject mentor and regular observations. School Direct trainees will also participate in weekly INSET sessions tailored to their needs. This will include the opportunity to participate in cross-school CPD and best practice workshops. The Professional Development Tutor/Lead Tutor will oversee, co-ordinate and quality assure the induction process for all ECTs and School Direct trainee teachers.

Role of the School Direct Trainee

• To actively support the ethos of the school and to undertake the wider professional responsibilities
• To proactively engage in developing the skills and attributes of a highly successful teacher by consistently working towards fulfilling the Teachers' Standards
• To reflect in a detailed and systematic manner upon practice and training/feedback
• To have an open and constructive response to professional feedback and guidance from subject mentor, line manager, induction tutor and SLT link/Headteacher
• To keep detailed records of weekly subject mentor meetings, regular target reviews and annotated evidence of progress towards each of the Teachers' Standards in their portfolios of evidence
• To communicate concerns/difficulties to the School's Professional Development Tutor at the earliest opportunity
• To reflect on progress towards the Teachers' Standards prior to completion for each predetermined assessment period
• To attend all prescribed whole-school and School Direct specific CPD/INSET events and appropriate training opportunities

Role of the Subject Mentor/Subject Based Tutor

• The subject mentor will be responsible for working with the School Direct trainee to give daily/weekly support and guidance on how to best meet the Teachers' Standards. The subject mentor will play a lead role in the departmental and whole-school induction of trainees
• To take part in training opportunities with relevance to the role i.e. coaching and mentoring training, how to observe a lesson, etc.

• To liaise with Induction tutor/SLT link on a regular basis regarding the progress of School Direct trainees towards the Teachers' Standards. Subject mentors will complete termly reviews on e-track with their trainee
• To communicate any cause for concern to the School's Professional Development Tutor at the earliest opportunity
• To provide weekly mentor meetings of at least 50 minutes in length which are positive, developmental and teaching and learning focused. Subject mentor/subject based tutor meetings provide an opportunity for structured coaching and mentoring
• To undertake lesson observations on a regular basis, providing full written and verbal feedback

Role of the Induction Tutor

• To provide an induction programme for all School Direct trainees which fits within and adds to the whole-school CPD provision
• To ensure the attendance of School Direct trainees at all appropriate training opportunities
• To ensure the general welfare of the School Direct trainees and encourage their involvement in all aspects of school life and fulfilment of Part 2 of the Teachers' Standards
• To liaise with colleagues on a regular basis as appropriate to the progress of each School Direct trainee
• To liaise with the mentor/subject based tutor, trainee and external tutors to monitor and ensure completion of stipulated professional reviews and assessment arrangements
• To conduct regular observations of School Direct trainees and provide appropriate written and verbal feedback
• To ensure appropriate training is available for subject mentors/subject based tutors
• To periodically check e-track in order to ensure trainees are keeping up with tasks
• To retain all relevant documents for six years
• To ensure that an appropriately reduced timetable is in place for each School Direct trainee in accordance with the accrediting body guidance
• To ensure that mentors/subject based tutors have sufficient time to conduct lesson observations and provide feedback, allowing for cover arrangements where needed
• To provide appropriate support/guidance in the event of 'Cause for Concern' procedures

Role of the School Direct Accrediting Body

• To monitor progress of trainees towards Teachers' Standards and quality assure the School Direct training programme within schools
• To quality assure support provided by termly assessment reports throughout the induction year
• To provide advice and guidance beyond the school context, as needed
• To provide follow-up support visits as requested/needed
• To provide appropriate training for mentors/induction tutor as needed

• In collaboration with the Appropriate Body to validate recommendations for ECTs to pass/fail the induction period

Supervision of Trainee Teachers

The teacher with whose classes the student is involved has the following responsibilities:

• To assist the student in the preparation of schemes of work prior to the start of the block teaching practice
• To check that preparation for individual lessons is being satisfactorily completed
• To advise on classroom practice, organisation etc.
• To appraise the student teacher's performance
• To remember that he/she remains legally responsible for the class and must be readily accessible to the student teacher at all times
• Check that homework is being set and marked in accordance with the School's and the Department's homework policy.

The SLT reserves the right to limit the number of trainee teachers in the School in any one year.

Finally, it is our genuine wish that all new colleagues, like existing members of the staff, will find that their work for the School is appreciated and acknowledged.