



EARLY CAREER TEACHER (ECT) INDUCTION POLICY

RATIONALE

AIMS

- ❑ To establish an Early Career Teacher (ECT) induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2021
- ❑ To provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- ❑ To ensure that all staff understand their role in the ECT induction programme

LEGISLATION AND STATUTORY GUIDANCE

This policy is based on:

- ❑ The Department for Education's (DfE's) statutory guidance Induction for Early Career Teachers (England) from 1 September 2021
- ❑ The Early Career Framework reforms
- ❑ The Education (Induction Arrangements for School Teachers, England) Regulations 2012

The 'relevant standards' referred to below are the Teachers' Standards.

This policy complies with our funding agreement and articles of association.

THE ECT INDUCTION PROGRAMME

The induction programme will be underpinned by the Early Career Framework (ECF), enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Headteacher and Appropriate Body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for two academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by **Five Counties Teaching School Hubs Alliance (FCTSHA)**, our 'appropriate body' and is reviewed annually.

ECTs will receive the full induction programme delivered through the **Education Development Trust** as a local Delivery Partner (reviewed annually).



POSTS FOR INDUCTION

Each ECT 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, who is most likely to be a senior member of teaching staff.
- ❑ Have an appointed induction mentor, who will have QTS
- ❑ Have 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 timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- ❑ Regularly teach the same class or classes
- ❑ Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- ❑ Not be given additional non-teaching responsibilities without appropriate preparation and support
- ❑ Not have unreasonable demands made upon them
- ❑ Not normally teach outside the age range and/or subjects they have been employed to teach
- ❑ Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

SUPPORT FOR ECTS

We support ECTs with:

- ❑ Their designated induction tutor, who will select an appropriate mentor for each ECT and provide regular formal and informal monitoring and support. The Induction Tutor will also provide regular monitoring and support for the mentors. They are responsible for the ECT's assessment and completion of the ECT's statutory induction reports.
- ❑ Their designated mentor, who will provide regular structured mentoring sessions, targeted feedback and informal support
- ❑ 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
- ❑ Opportunities to observe experienced teachers, either within the school or at another school with effective practice
- ❑ A specialised programme of CPD delivered by the Education Development Trust as our local Delivery Partner as well as school based CPD offered to all teaching staff.



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 the evidence relied on will be provided to the ECT and the Appropriate Body (Five Counties Teaching School Hubs Alliance - FCTSHA).

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.

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.



ROLES AND RESPONSIBILITIES

Role of the ECT

The ECT should:

- ❑ provide evidence that they have QTS and are eligible to start induction;
- ❑ meet regularly (weekly) with their mentor in line with the expectations of the lead provider's induction programme;
- ❑ agree with their mentor how best to use their reduced timetable allowance;
- ❑ participate fully in the agreed ECF-based induction programme – this will be with either Ambition Institute or Education Development Trust;
- ❑ raise any concerns with their mentor as soon as possible;
- ❑ consult their named Appropriate Body at an early stage if there are or may be difficulties in resolving issues with their mentor and/or Induction Tutor;
- ❑ keep track of and participate effectively in scheduled observations, informal review meetings and progress review meetings;
- ❑ agree with their mentor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- ❑ retain copies of all assessment forms.

Role of the Headteacher

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- ❑ check that the ECT has been awarded QTS;
- ❑ clarify whether the teacher needs to serve an induction period or is exempt;
- ❑ agree, in advance of the ECT starting the induction programme, which body will act as the Appropriate Body;
- ❑ register the ECT with the Appropriate Body when the ECT is appointed or takes up a post during which they will be undertaking induction;
- ❑ ensure the ECT's role meets the requirements of a suitable post for induction;
- ❑ ensure the induction tutor is appropriately trained and has enough time to carry out their role effectively;
- ❑ ensure the mentor is appropriately trained and has enough time to carry out their role effectively;
- ❑ ensure all ECTs have been registered on an ECF-based induction programme with either Ambition Institute or Education Development Trust;
- ❑ ensure the ECT's progress is reviewed regularly, including through weekly observations and feedback in line with their ECF-based programme;
- ❑ ensure that statutory assessments are carried out and reports completed and sent to the Appropriate Body;



- ❑ maintain and retain accurate records of employment that will count towards the induction period;
- ❑ make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- ❑ make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension;
- ❑ participate appropriately in the Appropriate Body's quality assurance procedures; and
- ❑ retain all relevant documentation/evidence/forms for an appropriate period.

There may also be circumstances where the Headteacher should:

- ❑ obtain interim assessments from the ECT's previous post;
- ❑ act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ❑ ensure third party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards;
- ❑ notify the Appropriate Body as soon as there are general concerns about an ECT's absence but specifically when absences total 30 days FTE;
- ❑ periodically inform the governing body about the institution's induction arrangements;
- ❑ advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- ❑ provide interim assessment reports for staff moving school in between formal assessment periods; and
- ❑ notify the Appropriate Body when an ECT serving induction leaves the institution.

Role of the Induction Tutor

The Induction Tutor should:

- ❑ ensure the mentor is able to discharge their role to their best of their ability through providing them with the skills and requisite amount of time to do so;
- ❑ conduct a progress review meeting with each ECT in each (long) term where a formal assessment is not scheduled (see next section for suggested timings for these);
- ❑ conduct a joint informal review meeting with the mentor with each ECT in each short term (non-statutory). See next section for suggested timings of these;
- ❑ meet with mentors 3 times a year (as a minimum and/or as required)
- ❑ provide additional support to either the mentor and/or ECT as required;
- ❑ complete at least one joint observation with the mentor per ECT per year;
- ❑ where possible or necessary, complete one joint observation per ECT per year with the Appropriate Body;
- ❑ in consultation with the mentor and ECT, provide a framework of support (through a formal support plan where necessary) and inform the Appropriate Body accordingly;
- ❑ furnish all mentors with the relevant assessment report form;



- ❑ ensure all paperwork is completed accurately and in a punctual manner in line with FCTSHA's timeframe and expectations; and
- ❑ assume responsibility for the signing off of all assessment report forms before submitting them electronically to the Appropriate Body

Role of the Mentor

The Mentor should:

- ❑ want to and have the capacity to undertake their role
- ❑ complete all mentor-specific training as directed and provided by the lead provider
- ❑ attend conferences and briefings as part of the lead provider's ECF programme
- ❑ meet regularly (weekly in Year 1) with the ECT to provide regular guidance and effective support including coaching and mentoring for the ECT's professional development – as set out by the lead ECF provider. The expectation is that this guidance and support will be front-loaded;
- ❑ undertake informal review meetings with the induction tutor at the end of each short term (in year 1 in the first instance)
- ❑ 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;
- ❑ provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- ❑ take prompt, appropriate action if an ECT appears to be having difficulties

Role of the Appropriate Body – FCTSHA

The Appropriate Body has two key roles:

- ❑ Monitoring of support – appropriate bodies will check that early career teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance and provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction
- ❑ Monitoring of assessment – appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation

The Appropriate Body will also ensure:

- ❑ The Headteacher is aware of and can meet their responsibilities for monitoring support and assessment
- ❑ They consult with the Headteacher on a regular basis on the nature and extent of the quality assurance procedures it operates or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.



Role of the Governing Board

The Governing Board will:

- ❑ Make sure 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 Appropriate Body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process

MONITORING ARRANGEMENTS

This policy will be reviewed annually and approved by the full governing board.

This version of the policy was updated in July 26

Further details of the Induction Procedures for ECTs can be found within the current ECT Appropriate Body Guide, produced by the Five Counties Teaching School Hubs Alliance