

EARLY CAREER TEACHERS

INDUCTION POLICY

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Author	Andrew Richardson-Rafey
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Policy Review Dates		
Date	Changes made	By whom
September 2021	This policy replaces the previous NQT Policy	ARR
September 2022	Removal of NQT/ECT Transitional Arrangements	ARR
March 2023	Additional information added to section 4. New section 4.1	ARR
March 2023	Addition of Document Control box at the beginning of the policy	ARR

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Date: September 2021

Ratified by Governing Body:

Frequency of Review: Annually

Policy Review Dates:

AIMS

The school aims to:

- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure 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 1st September 2021
- The Early Careers 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 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 2 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 The Bright Futures Teaching School Hub our 'appropriate body'.

1. 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 will have qualified teacher status (QTS)
- Have an appointed mentor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% 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

2. SUPPORT FOR ECTS

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- 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 half-termly, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

3. 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 Induction Lead and the Head Teacher.

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.

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.

4. AT-RISK PROCEDURES

If it becomes clear during the termly progress review, or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures must 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
- An effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next progress review this will be stated clearly by the Induction Lead and a support plan will be outlined to help the ECT to focus on key objectives for improvement. Both the progress review and support plan will be shared with the Principal and the appropriate body. If the ECT is not making satisfactory progress at their first formal assessment, the Principal will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. The appropriate body will be informed of both the formal assessment report and support plan.

Where there are still concerns about the ECT's progress between formal assessment one and two the Induction Lead will explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- Identified weaknesses
- Agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary
- Details of additional monitoring and support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period.

As with all progress reviews, the progress review record will capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the Principal and appropriate body alongside the corresponding support plan.

4.1 UNSATISFACTORY PERFORMANCE

Where, despite supportive measures, an ECT's performance continues to be unsatisfactory, the Principal's may recommend to the appropriate body that they have failed to complete the induction period. As detailed in the statutory guidance Induction for early career teachers (England) (2.60 – 2.68), the appropriate body will

review the Principal's recommendation and all available evidence and reach a decision within 20 working days. Prospere Learning Trust requires all ECT's to successfully complete their induction period, failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher. Upon confirmation of the decision (and any subsequent appeal), the ECT must be dismissed within ten working days and the Trust must provide details of the outcome of the induction period to the Teacher Regulation Agency.

ROLES AND RESPONSIBILITIES

5. ROLE OF THE ECT

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
- Provide 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
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms

When the NQT has any concerns, they will:

- Raise these 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 tutor or within the school

6. ROLE OF THE HEADTEACHER

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- 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 an appropriate ECF-based induction programme is in place
- 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 in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

7. ROLE OF THE INDUCTION TUTOR

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake two 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 relevant body
- 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
- 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

8. ROLE OF THE GOVERNING BODY**The governing body will:**

- 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

- 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
- If it wishes, request general reports on the progress of the ECT on a termly basis

MONITORING ARRANGEMENTS

This policy will be reviewed **annually** by The SLT lead for Teaching and Learning, or another nominated member of the senior leadership team. At every review, it will be approved by the full governing board.

THIS POLICY LINKS TO THE FOLLOWING SCHOOL POLICIES

- Appriaisal Policy
- Grievance Policy
- Pay Policy
- Teaching and Learning Policy