

# Early career teacher (ECT) induction policy (for ECTs starting their induction on or after 1 September 2021)



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## 1. Aims

The school aims to:

- › Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- › Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- › Make sure all staff understand their role in the ECT induction programme

## 2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- › An ECF-based induction for the remainder of the NQT's 1-year induction
- › An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

## 3. 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.

## 4. 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. Parttime 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 Exchange Teaching School Hub, our 'appropriate body'.

#### **4.1 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 lead, who will have qualified teacher status (QTS)
- › 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

#### **4.2 Support for ECTs**

We support ECTs with:

- › Their designated induction lead, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- › Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- › 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 lead 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 the school or at another school with effective practice

### **4.3 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 induction lead.

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 lead 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 lead or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

### **4.4 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 lead or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## **5. Roles and responsibilities**

### **5.1 The ECT is expected to:**

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme 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 programme;
- provide evidence of their progress against the Teachers' Standards participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor 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 reports.

### **5.2 Headteachers and principals**

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- 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;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;

- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that 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;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- 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 Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal is expected to:

- 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 Teachers' Standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- 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.

In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools

should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings. Induction tutors

**5.3 The induction tutor** (or the headteacher/principal if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for parttime staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

#### **5.4 Mentors**

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- 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 highquality 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.



## **5.5 Appropriate bodies**

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- headteachers/principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF based induction programme, a designated induction tutor and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

The appropriate body should, on a regular basis, consult with headteachers/principals 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.

The appropriate body is expected to take steps to ensure that:

- headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers/principals are consulted on the nature and

extent of the quality assurance procedures it operates, or wishes to introduce;

- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school;
- ECTs' records and assessment reports are maintained;
- all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents;
- agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

## **5.6 Trustees:**

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT; • should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures; • can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and • can request general reports on the progress of an ECT.

### **6. Monitoring arrangements**

This policy will be reviewed **annually**.

### **7. Links with other policies**

This policy links to the following policies and procedures:

- › Appraisal
- › Grievance
- › Pay