

# Kingsfield Primary School

A member of the Active Learning Trust



## Statement / Policy Summary

This is a TRUST policy is for the statutory induction of Early Career Teachers (ECTs).

**Date ratified:**

Autumn 2021

**Date of review:**

Autumn 2023

## Equalities Impact Statement

Has this policy fully considered the school's equality objectives and statement?

Yes

Is there any impact upon the school's equality objectives?

No

If 'yes', are these clearly described and their impact assessed?

N/A

## Policy Aims

This policy is based on statutory guidance that came into force on **1 September 2021**. Department for Education (DfE) [Statutory policies for schools and academy trusts<sup>1</sup>](#), states that it is statutory to have an up-to-date policy for Early Career Teachers (ECTs) in schools and all settings for ECTs two year induction to the teaching profession. From 1 September 2021 NQTs and RQTs are known as ECTs. **It may differ in some respects from the school's NQT policy for those completing induction under the previous statutory guidance last revised 2018<sup>2</sup>.**

The governing body is responsible for ensuring the school is compliant with the statutory guidance, they need to approve the policy and review it annually.

## Changes From The Previous Model

The following key changes have been made:

- The term early career teacher (ECT) replaces the term newly qualified teacher (NQT) and (RQT).
- The standard length of induction has been increased from one school year to two school years (see para 2.12 )
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction (see para 2.8 )
- Schools are required to deliver an induction period that is underpinned by the Early Career Framework (ECF) (see para 1.5)
- Appropriate bodies will have a role in checking that an ECF-based induction is in place (see para 4.13)
- The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor (see para 4.4)
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period (see para 3.12 ). These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled (see para 3.3 )
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years (see para 5.2 )
- The number of ad-hoc absences permitted has been increased, in line with the extended length of induction, to a total of 30 days per year of induction (see para 5.6)

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<sup>1</sup> [Statutory policies for schools and academy trusts](#)

<sup>2</sup> pre-September 2021 cohorts should continue to have regard to previous statutory guidance, last revised in April 2018. <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

## Key Points for Active Learning Trust Schools:

- All qualified teachers who are employed in a relevant school in England must, by law, have completed a two year induction period satisfactorily, subject to specified exemptions to gain their full professional qualification. This will apply to ECTs who start their induction on or after 1 September 2021.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- ALT's model of ECF is through Ambition Institute, a national preferred model for whom ALT are a Delivery Partner for.
- Ambition Institute is not the Appropriate Body.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point in term 3 of each induction year.

### 1. Purpose of Induction

- 1.1. A career in teaching is both rewarding and demanding. The first two years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Nationally, approximately 15% of new teachers leave the profession within their first year of teaching. ALT's Early Career Framework (ECF) induction process ensures the appropriate guidance, support, and training are provided through a structured but flexible programme that supports ECTs in meeting the Teachers' Standards. (See ECF for congruence between the Teachers' Standards and the 8 sections of the ECF, pp. 5, 7-42) 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 (see para 3.2 and 3.11).
- 1.2. The induction programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is at least satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.
- 1.3. Our school's statutory induction processes have been developed to ensure our ECTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils.
- 1.4. Statutory induction for ECTs supplements the school's induction process for all new staff and ensures the ECT is provided with appropriate guidance, support, training, development opportunities, monitoring and assessment through a structured but flexible individual programme.

This policy is underpinned by a trust-wide commitment to support teachers new to the profession to develop their skills, pedagogy, and practice.

#### **The statutory Early Career framework**

- 1.5 From 1 September 2021 it is incumbent on all Headteachers to ensure that all ECTs receive an ECF-based training and support programme. This is to enable ECTs to understand and apply the knowledge and skills set out in the ECF 'learn that' and 'learn how to' statements and equip them with the tools to be effective and successful teachers. ECF-based training is expected to be embedded as a central aspect of

induction practices in school; it is not an additional training programme. The school will follow a full induction Programme and resources via Ambition Institute, accredited by the DfE and validated by the Education Endowment Fund. As a trust we welcome and will actively participate in the fidelity checks and quality assurance visits undertaken by the Appropriate Body. This will assure our ECTs and school communities are demonstrating fidelity to an ECF-based induction and training programme.

### **Requirement to complete a statutory induction period**

- 1.6 There is no legal requirement to satisfactorily complete an induction period if an ECT intends to work solely in the independent sector, an academy, a free school, a BSO, an independent nursery school or an FE institution. However, it may be possible for an ECT to serve a statutory induction period in such settings as set out in this guidance. As a trust, all ALT schools and staff are expected to adhere to this policy where relevant.
- 1.7 ALT academies should have regard to this amended statutory guidance in relation to ECTs who began their statutory induction before 1 September 2021<sup>2</sup>. For example, these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction.

## **2 The Process of Induction**

### **2.1 The ALT induction process will:**

- Support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; (statutory guidance, paragraph 1.8) and successfully complete their statutory induction period.
- Ensure each ECT receives their statutory entitlements: trained induction tutor and dedicated ECF mentor with QTS; a reduced timetable for professional development (in addition to PPA time), observation of experienced teachers; have no unreasonable demands made of them; a pre-planned induction programme; a support plan when necessary; an ECF-based induction programme; formal observation of teaching at least each term with verbal and written feedback; regular meetings with the induction tutor and termly reviews of progress; fair and rigorous assessment against all of the Teachers' Standards; two formal assessment meetings and reports, and named contact at the Appropriate Body, (see 4.16 and 4.17).
- Ensure each ECT accesses an ECF-based induction programme with dedicated support from their mentor.
- Provide appropriate support, advice and guidance to each ECT based on individual talents and needs including lesson observations each half-term.
- Provide examples of good practice and facilitate each ECT observing effective teaching based on their development needs.
- Support ECTs to develop positive relationships with all members of the school community for the enhancement of pupil outcomes.
- Encourage ECTs to become reflective practitioners, supported by ECF resources and personnel to aid personal development.
- Acknowledge success and celebrate good practice.
- Provide opportunities for professional development beyond the ECF if required.
- Support an understanding of the full role and responsibilities of a teacher.

### **Checking a teacher is eligible to start an induction period**

2.2 Before the ECT takes up post the Headteacher must undertake pre- employment checks, which must be verified by the appropriate body upon registration

2.3 An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS.

### **Start date for induction**

2.4 The start date for induction will be determined by the appropriate body and should be agreed in advance with the Headteacher and ECT.

2.5 The start date for induction should be the date when the **ECT's induction programme formally commences**. For the majority of ALT ECTs starting their induction in September 2021, this will be Monday 13<sup>th</sup> September 2021. This may be a different date from when the ECT's contract starts.

### **A suitable post for induction**

2.6 In order for the ECT to start their induction, the Headteacher and appropriate body must first agree that the post is suitable for this purpose. The Headteacher of the institution in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards.

2.7 A suitable post is expected to:

- Have a Headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory.
- Have prior agreement with an appropriate body to act in this role to quality assure the induction process.
- Provide the ECT with an ECF-based induction programme.
- Provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period.
- Include the appointment of an induction tutor who is expected to hold QTS.
- Include the appointment of a designated ECF mentor who is expected to hold QTS.
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme (see para 2.8 ).
- Not make unreasonable demands upon the ECT.
- Not demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach.
- Not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting.
- Involve the ECT regularly teaching the same class(es).
- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in.
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support (see para 3.1).

## Ensuring a reduced timetable

2.8 In a relevant school, the Headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable, should be **solely** for the purposes of training and should be used to specifically enable ECTs to undertake activities in their induction programme. Time given is **in addition** to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

## Registering the ECT with the appropriate body and DfE

2.9 Once an ECT has been appointed, the Headteacher must notify the appropriate body in advance of the ECT taking up post. Failure to do so may delay the start of the induction period. ECTs must be registered with Ambition Institute as well as the DfE portal; corresponding details are essential to release any funding available.

2.10 At registration, the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

2.11 Appropriate bodies should inform the Teaching Regulation Agency of any ECTs who start an induction period or who have taken up a post in which to continue their induction.

## Determining the length of the induction period

2.12 The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. In some exceptional circumstances the length of an induction period may be reduced to a minimum of one term. For further details, see Section 5: Special Circumstances.

2.13 ECTs serving induction on a part-time basis at any point will need to serve the fulltime equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

2.14 In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced (see para 5.2 and 5.3).

## 3. Monitoring, support and assessment during induction

3.1 A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs).

This is expected to include:

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements.
- Regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively.
- Support, guidance and assessment from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively.
- Regular observation of the ECT's teaching with written feedback provided;
- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards.
- ECT's observation of experienced teachers either in the ECT's own academy or in another academy where effective practice has been identified.

### **Professional progress reviews of the ECT**

3.2 The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

3.3 Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment. These will support ECT and Induction tutor to gather evidence related to the Teachers' Standards and will be used to write formal reports.

3.4 Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

3.5 A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT. Appropriate body paperwork is not statutory however can be used for this purpose of review, ALT alternatives are available on request.

3.6 Where the induction tutor is not the Headteacher, it is expected that they also update the Headteacher on the ECT's progress after each progress review.

3.7 It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress.

3.8 Where the induction tutor believes the ECT is not making satisfactory progress (see para 3.24 and 6.1) it is expected they outline the plan they have put in place to assist the ECT to improve.

3.9 It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

### **Observation of the ECT's teaching practice**

3.10 An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.

It is also expected that:

- The observer holds QTS.
- The ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance.
- Feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion.
- Any written record will indicate where any development needs have been identified.

### **Formal assessments**

3.11 The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The role of the appropriate body is assessment against the Teachers' Standards.

3.12 The Induction tutor and ECT will undertake a formal assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body via ECT Manager.

3.13 For part time ECTs statutory guidance suggests that progress reviews are completed at the end of each term there is not a formal assessment, rather than on a pro-rata basis.

3.14 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.

3.15 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. The ECF is not and should not be used as an assessment tool.

3.16 An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: see para 6.11). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

3.17 ECTs should have formal assessments carried out by either the Headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor under exceptional circumstances (see Section 4 for further information about roles and responsibilities). ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment



dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

- 3.18 Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.
- 3.19 ECTs should be kept up to date on their progress. **There should be nothing unexpected.**
- 3.20 Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.
- 3.21 The final assessment meeting is at the end of the two year induction period and will be completed by **14 July 2023** for full time ECTs commencing **September 2021**. ECT Manager will generate the date of the first formal assessment for any part-time ECTs. The report will form the basis of the Headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.
- 3.22 Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, Headteacher and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

### **Interim assessments**

- 3.23 When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or Headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

### **Raising concerns**

- 3.24 An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

### **Completing the induction period**

3.25 An ECT completes their induction period when they have served any of the following:

- The full-time equivalent of two standard school years (usually six terms, based on a school year of three terms).
- A reduced period (as agreed with the appropriate body) based on previous teaching experience (see paras 5.2).
- A reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body) (see para 5.3 ).
- An extension to that period, as a consequence of absences occurring during the period.
- An extension following a decision by the appropriate body or the Appeals Body<sup>3</sup>.

3.26 The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headteacher.

3.27 Within 20 working days of receiving the Headteacher's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

3.28 In making this decision the appropriate body must take into account the Headteacher's recommendation and all available evidence including any written representations from the ECT.

3.29 The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the Headteacher (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency, and should do so within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

3.30 If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

3.31 Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

3.32 An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

3.33 The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

### **Record keeping/retention**

3.34 The appropriate body is responsible for keeping a record of each ECT it has registered for induction. It should also monitor the return of progress review outcomes and assessment reports and contact the institution concerned when these documents have not been submitted or signed on time. Records should state the date an ECT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted when submitting progress review records and on assessment reports at the end of each formal assessment period (see para 3.12 ). The Headteacher should notify the appropriate body if an ECT leaves the institution before completing the period. The appropriate body will then notify the Teaching Regulation Agency.

3.35 Where an ECT has already completed part of their period in another institution, the Headteacher should contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports (including any interim assessments). They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the ECT's progress by previous employers.

3.36 The Teaching Regulation Agency keeps records of teachers who have completed or part-completed induction. Details of teachers who have passed or failed induction are available to employers through the Employer Access Online service. As the Appeals Body, the Teaching Regulation Agency also keeps records of all appeals.

3.37 It is recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years post retention. If there are reasons for the institution and the appropriate body to retain records for longer than six years, they may do so as long as they comply with the Data Protection Act. ECTs are advised to retain the original copies of their own assessment reports.

### **Confidentiality and data protection**

3.38 Headteachers, induction tutors, appropriate bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.

3.39 The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and ECTs must be made aware of who has been granted access to their assessments.

3.40 The local governing body can request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment reports. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the local governing body to investigate the situation. If at any stage the local governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the appropriate body.

## **Section 4: Roles and responsibilities**

4.1 This section summarises the roles and responsibilities of those involved in the induction process.

### **The ECT**

4.2 The ECT is expected to:

- Provide evidence that they have QTS and are eligible to start induction.
- Provide their induction tutor career entry development profile.
- 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 (see para 3.11).
- Participate fully in the agreed monitoring and development programme.
- Raise any concerns with their induction tutor as soon as practicable.
- Consult their appropriate body (See para 4.16 and 4.17) 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.
- Retain copies of all assessment reports.

### **Headteachers**

4.3 The Headteacher (or the induction tutor who responsibility for has been delegated to) 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.
- Retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Headteacher 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 local 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.
- Notify the appropriate body when an ECT serving induction leaves the institution.

### **Induction tutor**

4.4 The school's role is to work alongside the ECT with support, advice and guidance. Different individuals are expected to undertake each of the two discrete roles of ECT mentor and Induction tutor, with differing responsibilities. In exceptional circumstances only it may be necessary for the Headteacher to designate a single teacher to fulfil both roles, this may be the Headteacher themselves. **In this situation there must be full understanding of the separate roles.**

4.5 The Headteacher should identify a person to act as the ECT's induction tutor (**in addition** to a designated ECF mentor), to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary time, skills and knowledge to work successfully in this role and must have been appropriately trained in line with the statutory guidance to be able to assess the ECT's progress against the Teachers' Standards.

4.6 This is a very important element of the induction process and the induction tutor must be given sufficient and specific time to carry out the role effectively 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. The induction tutor is a separate role to that of mentor.

4.7 The induction tutor has responsibility for providing, or co-ordinating, guidance for the ECT's professional development, this can involve the Appropriate Body where necessary. The induction tutor also has responsibility for regular monitoring, assessment and report writing. The pre-planned induction programme must consider the needs and circumstance for each ECT.

4.8 The induction tutor (or Headteacher 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 part-time 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, Principal 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.
- 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.

#### **ECT mentor**

4.9 The Headteacher should identify a person to act as the ECT's mentor, a training and support role, to provide regular instructional coaching and modelling support the ECT develop their pedagogy and practice. The ECT mentor should work regularly and collaboratively with the ECT and other colleagues, to ensure the ECT receives a high-quality ECF-based induction programme.

4.10 The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

4.11 The Headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to **ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.**

4.12 The mentor 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 high-quality ECF-based induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

#### **Appropriate Body**

- 4.13 The appropriate body has the main quality assurance role within the statutory induction process. The appropriate body should, on a regular basis, consult with Headteachers/ induction tutors 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 by participating in quality assurance visits, phone calls and requests for information as appropriate.
- 4.14 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.
- 4.15 Through quality assurance, the appropriate body should assure itself that:
- Headteachers (and local 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.
  - The monitoring, support, assessment and guidance procedures in place are fair and appropriate.

4.8 The appropriate body is available to the school throughout induction and can be contacted via email, telephone or ECT Manager Helpdesk Tickets. **Cambridge** ECT and Appropriate Body Officer: Rachel Minett ECT Induction Adviser:

[Rachel.minett@cambridgeshire.gov.uk](mailto:Rachel.minett@cambridgeshire.gov.uk) Phone: 01480 372400

Website: <http://cambridgeshire.ectmanager.com>

### **The local governing body**

4.18 The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance<sup>3</sup>. Prior to an ECT being employed, the Governing Body will carefully consider the school's capacity to fulfil its obligations towards each ECT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

4.19 The governor with responsibility for ECTs is Mr. David Hilton

4.20 The local governing body should :

- 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 is fulfilling their responsibility to meet the requirements of a suitable post for induction.

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<sup>3</sup> [Statutory guidance](#)

- 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.
- Can request general reports on the progress of an ECT.

## **Teaching Regulation Agency**

4.21 The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

### 4.22 Statutory

- Hearing appeals; and
- Ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

### 4.23 Non-statutory

- Recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

## **Section 5: Special circumstances**

5.1 This section explains the regulations that apply on a less regular basis. It covers:

- Reducing an induction period in recognition of previous teaching experience and exceptional circumstances.
- Extending an induction period.
- Short-term supply teaching and ECTs.
- ECTs employed simultaneously in two or more institutions.
- Determining completion of induction in the event of loss of data/incorrect data.

Reducing the induction period.

5.2 Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience, where appropriate.

5.3 In making such a decision they should take account of advice from the Headteacher and must gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period, they must be permitted to do so. The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment. Reductions should only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route<sup>4</sup>.



<sup>4</sup> The assessment-only route to QTS allows an individual with a degree to demonstrate that they already meet all the relevant standards without the need for any further training by presenting detailed evidence to an accredited and approved training provider and by having their teaching assessed in a school.

5.4 In such cases, only the final assessment meeting and report (see paras 3.17) will be required with the Headteacher's recommendation on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way (see para 4.13).

5.5 Separately, ECTs serving induction on a part-time basis may, on completion of a period covering but not equivalent to two full years, be able to have their induction period reduced. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the Headteacher and must gain the agreement of the teacher concerned. A reduction should only be made on the basis that the ECT has met the Teachers' Standards.

### **Extending an induction period to account for ad hoc absences**

5.6 The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) **total 30 days or more** (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave (see para 5.7)). In these circumstances the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

### **Extension of the induction period prior to completion due to statutory maternity, paternity, adoption, shared parental, or parental bereavement leave**

5.7 ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may, in conjunction with the HT and induction tutor, decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose and/or whether it is viable to evidence that the ECT has met the TS in the reduced induction period served. Consideration should be given to final assessment and (para 3.16) Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice from their Headteacher and Induction Tutor before making such a decision based on whether it is viable to evidence the Teachers' Standards in the reduced induction time served. (see para 3.16)

### **Extension of the induction period after induction has concluded**

5.8 The appropriate body has the option, when making its decision at the end of the induction period (see paras 4.15), to extend the period where this can be justified. It determine the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons.

These might include:

- Personal crises.
- Illness.
- Disability.
- Issues around the support during induction
- Where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

5.9 An ECT may be unable to, or choose not to, serve an extension in the same school in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment, of one term, must still be served as the ECT will be working in a new institution.

5.10 If an ECT leaves a school having started but before completing their extension, the Headteacher should complete an interim assessment report and notify the appropriate body.

#### **Data loss/error – determining whether induction has been satisfactorily completed**

5.11 In exceptional circumstances, through no fault of the teacher concerned and where records have either been lost or are in error, the appropriate body will decide whether the teacher can be deemed to be exempt from induction on the basis that the teachers has met the Teachers' Standards. (see para 24 of Schedule 1 of the Regulations). Each case must be considered on its own merits.

5.12 The Appropriate body will want to ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision. The Appropriate body, in reaching its decision, should consider the strength of evidence that an error has occurred or that records are missing or lost. It should also take into account evidence that the teacher has demonstrated they have performed satisfactorily against the Teachers' Standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements. If in doubt, the appropriate body may wish to consider other options such as a full or reduced period of induction.

#### **ECTs completing induction in more than one institution simultaneously**

5.13 In all cases where induction is served in more than one institution simultaneously, one Headteacher acts as the lead Headteacher where the ECT is pre-dominantly based. The lead Headteacher:

- Is expected to ensure that they are satisfied that all posts are suitable for induction (see para 2.6), and provide a fair opportunity for the ECT to demonstrate that they have performed satisfactorily against all of the Teachers' Standards by the end of the induction period.
- Is responsible for consulting with and gathering evidence from the other Headteacher;
- Having coordinated the evidence, make the recommendation to the appropriate body on whether the ECT has performed satisfactorily against all of the Teachers' Standards. Methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments should be clear to all those involved in the process, including the ECT.

5.14 In all cases where induction is served in more than one institution simultaneously, it is essential that one appropriate body takes the lead in making the decision, following the recommendation from the lead Headteacher.

5.15 For ECTs serving induction in more than one institution simultaneously, the separate contracts are added together to calculate the number of days in which induction must be served, and recorded by the lead Headteacher. Each separate contract of employment must meet the minimum period criteria (see para 2.12).

## **Section 6: Unsatisfactory progress and appeals**

### **Additional monitoring and support**

6.1 Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

6.2 If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the Headteacher should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The Headteacher and the Appropriate Body should be satisfied that:

- Areas in which improvement is needed have been correctly identified.
- Appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards.
- An effective support programme is in place to help the ECT improve their performance.

6.3 If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Headteacher and appropriate body.

### **Action if performance is still unsatisfactory**

6.4 Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily in accordance with the ALT capability policy and discuss fully with the ECT:

- The identified weaknesses.
- The 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; the evidence used to inform the judgement; and details of the improvement plan for the next assessment period.

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

6.6 The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

### **Action in the event of serious capability problems**

6.7 In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. Please see ALT Appraisal and Capability Policy and ALT Pay Policy in this instance which should be read in conjunction with the statutory guidance. Headteachers should seek advice from ALT HR in this instance.

6.8 Please also refer to DfE guidance on unsatisfactory progress [Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) (section 4).

6.9 If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

6.10 Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

### **Making an appeal against a decision by the Appropriate Body**

6.11 If an ECT fails induction, or has their induction extended, the Appropriate Body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

6.12 Further guidance about the appeals process is available at: <https://www.gov.uk/government/publications/induction-appealsprocedures>

## Section 7: DfE funding

### How the funding is calculated

- Funding for the 5% time off timetable in the second year of induction is calculated by taking the average salary for an early career teacher, split by region, and uses the hourly rate to calculate a total funding figure
- Funding for the time mentors are to spend with ECTs is calculated in the same way as the as the above to reimburse state schools for a further 20 hours of time off timetable

ECT funding (Y2)	England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
	£1,200	£1,500	£1,400	£1,300

Mentor funding (Y2)	England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
	£900	£1,100	£1,000	£900

7.1 Financial support can be seen in the table above and includes funding for up to 36 hours of mentor training

7.2 This is paid in 3 instalments per academic year to the school via Ambition Institute, subject to engagement data as per the financial schedule.