



# Early career teacher (ECT) induction policy

(for ECTs starting their induction on or  
after 1 September 2024)

Approved by:	Sam Ismail	Date: October 2024
Last reviewed on:	27/10/24	
Next review due by:	September 2025	

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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 (ECT) induction transitional arrangements*

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

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

- An ECF-based induction for the remainder of the ECT's 1-year induction
- An induction mentor for the remainder of the ECT'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 Principal 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 Barnsley and Doncaster, Selby and Wakefield 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
- Attend coaching sessions with the 'Teaching and Learning' Lead
- Receive support from our 'Leader of Learning'
- Engage with a two-year ECT programme in partnership with UCL

## 4.2 Support for ECTs

We support ECTs with:

- Their designated induction lead, who will provide day-to-day monitoring and support, and coordinate 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
- Visit other schools within our Trust and experience an Enquire Learning Trust 'Enquiry'

## 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 Teaching and Learning Lead and the ECT 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 Principal 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 Principal, 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 Principal 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 Principal 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 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their designated induction lead at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction lead how best to use their reduced timetable allowance
- 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 lead 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 ECT has any concerns**, they will:

- Raise these with their induction lead 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 lead or within the school

### 5.2 Role of the Principal

The Principal 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)
- Ensure the induction lead is appropriately trained and has sufficient time to carry out their role effectively

- › Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- › Ensure 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 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

### 5.3 Role of the induction lead

The induction lead will:

- › Provide guidance and effective support to the ECT, including coaching and mentoring
- › Carry out regular progress reviews throughout the induction period
- › Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- › Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- › Ensure that the ECT's teaching is observed and feedback is provided
- › Ensure 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

### 5.4 Role of the governing board

The governing board will:

- › Ensure the school complies with statutory guidance
- › Be satisfied that the school has the capacity to support the ECT
- › Ensure the Principal 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 procedure
- › If it wishes, 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

For responsibilities for the above roles please see pages 9-14 in the ECT induction handbook

### 6. Monitoring arrangements

This policy will be reviewed **annually** by HR. At every review, it will be approved by the full trustees.

### 7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay