



# **St. Joseph's Catholic Primary School**

## **Policy for the Induction of Early Career Teachers (ECTs)**

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## 1. Overview

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. The programme should support the Early Career Teacher (ECT) and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is 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.

The ECT induction programme has been designed to meet statutory requirements and support the professional development of ECTs. It operates within [guidance and procedures set out by the Department for Education \(DfE\)](#). At St. Joseph's, ECTs also learn to understand what it means to be an ECT in a Catholic School and all that this entails.

The programme provides:

- a high-quality transition from teacher training, continuing to support ECTs in meeting their development needs in their induction period
- effective and timely support to the ECT
- an individualised development and support programme
- high quality mentoring including providing ECTs with examples of good classroom practice
- support to the ECT in forming effective professional relationships with all members of the school community
- opportunities to recognise and celebrate success
- the development of reflective skills in their practice
- support in addressing development needs and if necessary areas of progress concern
- longer-term professional development.

## 2. Roles and responsibilities

### The ECT

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.

### **The Headteacher**

In addition to the above, the headteacher should ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

The headteacher 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 and that progress reviews are sent to the appropriate body;
- ensure that assessments (including any interim 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 is expected to:

- obtain interim assessments, any formal assessment and progress reviews 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 minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period;
- 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 should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

### **Induction Tutors**

The induction tutor (or the headteacher) 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, 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.

### **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 high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

### **The Full Governing Board**

The governing body:

- should ensure compliance with the requirement to have regard to [DfE statutory 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;
- 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.

## **3. Entitlements and Continuing Professional Development**

Our induction programme ensures that early career teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements of the Teachers' Standards for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ECTs at St. Joseph's Catholic Primary School are as follows:

- Access to an ECF-based induction programme
- Help and guidance from an induction tutor who is adequately prepared for the role;
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate;
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme;
- Observe experienced colleagues teaching;
- A planned programme of CPD, to be organised by the school and to take place within their 10% timetabled allocation in the first year of induction and 5% in the second year.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation

Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Headteacher will support the Induction Tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT programme and that all steps have been taken to help a failing ECT improve.

### **Raising Concerns**

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 (Teach West London Appropriate Body Lead: Lesley Mackenney [AB@teachwestlondon.org.uk](mailto:AB@teachwestlondon.org.uk)) who should, as soon as possible, investigate the issues raised.

## **4. Advice & Guidance for ECTs requiring additional support**

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.

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; and an effective support programme is in place to help the ECT improve their performance.

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.

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

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 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.

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.

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

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

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. 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.

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.

## **7. Making an appeal against a decision by the appropriate body**

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. For induction completed in Wales, the Appeals Body is the Education Workforce Council. The ECT must notify the Appeals Body that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Further guidance about the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>

## **8. Completing the induction period**

An ECT completes their induction period when they have served the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body); or an extension to that period, as a consequence of absences occurring during the period; or an extension following a decision by the appropriate body or the Appeals Body.

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.

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.

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.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher; 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.

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.

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.

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.

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.