



The MAST Academy Trust

Policy	ECT Early Career Induction Policy	
Owner (Master Policy only)	Executive Lead: Governance, People and Communications	
Date approved	7 th November 2023	
Approver	Education & People Committee of the Trust Board	

Current version	V5.0
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Next review due	Autumn 2024
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Objective of Policy
<p>This policy is based on and follows the guidance and statutory requirements set out in https://www.gov.uk/government/publications/induction-for-early-career-teachers-england - 'Induction for early career teachers (England)'.</p> <p><i>An impact assessment if undertaken annually on all colleague policies to ensure that no groups or individuals with protected characteristics are unintentionally disadvantaged by the policy or practice.</i></p>

Version Control	
Version Number	Summary of amends from previous version
1.0	Development of policy
2.0	Annual review; addition of appendix B
3.0	Annual review, change title to early career policy and update to comply with early career framework
4.0	Annual review
5.0	Annual review. Full update to comply with statutory requirements. Removal of appendix B.

Sign off requirements	
Approvers	Position
Education & People Committee	Trust Board
Reviewers	Position
Natasha Greenough	CEO The MAST
Dorcas Atkinson	Trustee

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1.0 Aims

The Mast Academy Trust and schools aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all colleagues understand their role in the ECT induction programme

2.0 Scope

This policy applies all ECTs who have started, but not completed, their induction period.

Pre-September 2021 cohort

ECTs who, on 1 September 2021, had started but not completed their induction had until 1 September 2023 to complete it in 3 terms.

Those who completed their induction before 1 September 2023, but have had their induction period extended by the appropriate body:

- Will only be required to complete the agreed period of extension
- Those who haven't completed their induction before 1 September 2023:
- Must complete a 2-year induction period (rather than the 3-term induction period previously required). However, time already spent in induction will count towards the 2-year induction period

3.0 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](#)
- [Early career teacher induction: COVID-19 absence exemption](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

4.0 The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Share Multi Academy Trust Teaching Hub supported by Ambition Institute, our 'appropriate body'.

A. Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed 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 80% of the teaching timetable, and in their second year, this will be no more than 85% of the teaching timetable
- 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

B. Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- 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 tutor 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

C. 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 either the headteacher or the ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed

that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

D. 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 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 tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

5.0 Roles and responsibilities

A. Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period (noting that absences due to coronavirus before 1 September 2022– in the form of school

closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)

- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

B. Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.A above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period (noting that absences due to coronavirus before 1 September 2022– in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

C. Role of the induction tutor

The induction tutor will:

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

- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and appropriate body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress

D. Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

E. Role of the local governing body

The governing body will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of colleagues involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

6.0 Links with other policies

This policy links to the following policies and procedures:

- The Mast Academy Trust Appraisal Policy
- The Mast Academy Trust Grievance Policy

- The Mast Academy Trust Pay Policy

All policies can be found on the Trust website [Policies | The Mast Multi Academy Trust](#)

Appendices

A. Statutory requirements for ECT induction: checklist

Pre-induction

REQUIREMENTS	
<p>Decide which approach to use and use the DfE's online service to register whether you are:</p> <ul style="list-style-type: none"> • Using the funded provision approach • Using the accredited materials approach 	
<p>Ensure your approach is based on the early career framework (ECF). Induction should:</p> <ul style="list-style-type: none"> • Have the ECF as a central aspect, rather than as an additional training program. • Enable ECTs to understand and apply the knowledge and skills set out in the ECF evidence and practice statements <p>The 8 standards, including the evidence and practice statements, are explained on pages 8 to 25 of the ECF.</p>	
<p>Check that the ECT has been awarded QTS – you do this through the Teaching Regulation Agency.</p>	
<p>Identify and agree an organisation to act as the 'appropriate body' for the ECT's induction – to learn who can act as the 'appropriate body', see pages 19 to 20 of the statutory guidance.</p>	
<p>Register the ECT with the appropriate body before they take up the post.</p>	
<p>Make sure the post is suitable for induction. A suitable post is expected to:</p> <ul style="list-style-type: none"> • 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 quality assure the induction process • Provide the ECT with an ECF-based induction programme 	

REQUIREMENTS	
<ul style="list-style-type: none"> • Provide the ECT with the necessary 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 and induction mentor, who are expected to hold QTS (there's more on this below) • Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme (there's more on this below) • Involve the ECT regularly teaching the same class(es) • Involve similar planning, teaching and assessment processes to those that other teachers in similar posts engage in • Not make unreasonable demands of the ECT • Not normally 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 your setting • Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support 	
<p>Appoint an induction tutor to provide regular monitoring and support, and co-ordination of assessment. The induction tutor is expected to:</p> <ul style="list-style-type: none"> • Hold QTS • Have the necessary skills and knowledge to work successfully in the role and be able to assess the ECT's progress against the Teachers' Standards • Be given sufficient time to carry out their role effectively <p>Headteachers may act as induction tutors.</p>	
<p>Appoint an induction mentor to provide regular mentoring. The induction mentor is expected to:</p> <ul style="list-style-type: none"> • Hold QTS • Have the necessary skills and knowledge to work successfully in the role • Be given sufficient time to carry out their role effectively <p>Mentors and tutors should be 2 different people.</p> <p>Where appropriate, mentors should also receive training - this may be through the funded-provision approach or through other means.</p>	

REQUIREMENTS	
<p>Timetable mentoring sessions. These should be during teaching hours.</p> <p>In exceptional circumstances (e.g. timetabling constraints) mentoring can take place outside of teaching hours, but it should always be scheduled withing contracted time.</p>	
<p>Make sure you're providing a reduced timetable:</p> <ul style="list-style-type: none"> • The ECT must have a timetable that is no more than 80% of the teaching timetable during their first year, and no more than 85% of the teaching timetable during their second year • This is in addition to timetable reduction for PPA time, to which ECTs are also entitled 	
<p>Put an appropriate monitoring and support programme in place that meets the ECT's professional development needs. This is expected to include:</p> <ul style="list-style-type: none"> • A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the ECF's evidence and practice statements (see pages 8 to 25 of the ECF) • Regular one-to-one mentoring sessions with their mentor • Support and guidance from their induction tutor • Professional reviews of progress, conducted by their induction tutor, to set and review development targets against the Teachers' Standards • Observation of the ECT's teaching, with written feedback • Observation by the ECT of experienced teachers, either at your school or another school 	
<p>Inform your governing board of the support that has been put in place for ECTs serving induction in your school.</p>	

During and after induction

REQUIREMENTS	
<p>Observe the ECT's teaching practice at regular intervals (observations can be done by the induction tutor or another suitable person with QTS).</p> <ul style="list-style-type: none"> • The ECT and observer should meet to review any teaching that has been observed 	

REQUIREMENTS	
<ul style="list-style-type: none"> • Feedback should be prompt and constructive • A brief written record should be made, including any development needs that have been identified 	
<p>Review the ECT's progress against the Teachers' Standards at regular intervals, with progress reviews held every term in which a formal assessment does not take place (the induction tutor should do this).</p> <p>As part of this, review and revise objectives in relation to the Teachers' Standards and the needs and strengths of the ECT.</p>	
<p>Keep written records of progress reviews and provide these to ECTs after each meeting. Make sure these:</p> <ul style="list-style-type: none"> • Clearly state whether the ECT is on track to successfully complete induction • Briefly summarise the evidence collected by the induction tutor • State the agreed development targets <p>The induction tutor should also notify the appropriate body and ECT, after each progress review, about whether the ECT is making satisfactory progress.</p>	
<p>Conduct formal assessments:</p> <ul style="list-style-type: none"> • At the end of the first year (term 3) • At the end of the second year (term 6) <p>These can be carried out by the headteacher or the induction tutor. They should not be carried out by the induction mentor.</p>	
<p>Complete reports after both formal assessments, showing assessment of the ECT's performance against the Teachers' Standards.</p> <p>Provide copies of these reports, and the evidence used to inform them, to the ECT and the appropriate body.</p>	
<p>Inform the appropriate body, and put support in place, if the ECT is not making satisfactory progress.</p>	
<p>Participate in the appropriate body's quality assurance procedures.</p>	
<p>Notify the appropriate body if the ECT's absences total 30 days or more.</p> <p>Note: the induction period is automatically extended prior to completion when an ECT's absences per year of induction total 30 days or more – with the exception of statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental</p>	

REQUIREMENTS	
<p>leave and parental bereavement leave. See page 28 of the statutory guidance for more detail.</p> <p>However, there is an exception for ECTs who were absent for 30 days or more due to coronavirus up until 1 September 2022. They won't have their induction automatically extended if they meet the Teachers' Standards.</p>	
<p>Make sure the ECT knows how to raise concerns about their induction programme or their progress, both within your school and elsewhere.</p>	
<p>At the end of the induction period, make a formal recommendation to the appropriate body about whether the ECT's performance against the Teachers' Standards is satisfactory or unsatisfactory, or if an extension should be considered.</p>	
<p>Retain records relating to ECT induction for at least 6 years.</p>	