



The MAST Academy Trust

Policy	ECT Early Career Induction Policy	
Owner (Master Policy only)	The Mast Executive Administrator	
Date approved	4 th October 2021	
Approver	Standards and Effectiveness Committee of the Trust Board	

Current version	V3.0
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Next review due	Autumn 2022
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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 staffing 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

Sign off requirements	
Approvers	Position
Standards and Effectiveness Committee	Trust Board
Reviewers	Position
Natasha Greenough	CEO The MAST
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1.0 Rationale

The first 24 months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. The Mast Academy Trust induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an ECT early career teacher (ECT) to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

2.0 Purposes

The Mast Academy Trust induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help ECTs perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole Mast Academy Trust approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

3.0 Roles and Responsibilities

The Governance Bodies

The school's governing body will be fully aware of the contents of the DfE's Statutory guidance on induction for early career teachers (England)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf

This sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations.

The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

Trustees and governors should:

- a) ensure compliance with the statutory induction guidance
- b) be satisfied that schools within the Trust have the capacity to support the ECT
- c) ensure the principals are fulfilling their responsibility to meet the requirements of a suitable post for induction
- d) investigate concerns raised by an individual ECT as part of the Trust's grievance procedures

The Headteacher

The headteacher, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:

- a) have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- b) check that the ECT has been awarded Qualified Teacher Status (QTS)
- c) ensure that the appropriate body has been notified when an ECT is taking up a post in which they will be undertaking induction
- d) appoint induction tutors and mentors in line with paragraphs 2.41-2.43 of the statutory induction guidance; ensuring that both the induction tutor and mentor have the ability and sufficient time to carry out their respective roles effectively.
- e) ensure that time is timetabled for the mentor and ECT to meet together on a weekly basis (1 hour) in the first year and on a fortnightly basis (1 hour) in the second year
- f) ensure that an appropriate induction programme is in place
- g) ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching
- h) ensure that assessments are carried out and reports completed and sent to the appropriate body
- i) ensure an ECT receives a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year
- j) recommend to the appropriate body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- k) ensure that all relevant documentation relating to an ECT's induction is retained on file for six years

There may also be circumstances where the headteacher may need to:

- a) alert the appropriate body where an ECT may be at risk of not completing induction satisfactorily
- b) ensure third party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
- c) notify the appropriate body as soon as absences total 30 days or more
- d) notify the appropriate body when an ECT serving induction leaves the school

Induction Tutor

The principle requirement for the ECT induction tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of ECT performance.

The role of induction tutor is separate from the role of the mentor. The induction tutor is expected to:

- a) have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- b) co-ordinate and oversee the ECT's professional development, in line with the requirements of the appropriate body
- c) carry out termly progress reviews throughout the induction period. In addition to the termly progress reviews, undertake two formal assessment meetings during the total induction period, in line with the appropriate body guidelines
- d) ensure that the ECT's teaching is observed, and feedback provided on a half-termly basis
- e) ensure that all documentation concerning an ECT is uploaded to ECT manager in a timely manner and in line with the requirements of the appropriate body
- f) take prompt and appropriate action if an ECT appears to be having difficulties
- g) design and co-ordinate a programme of induction that complements the ECF
- h) support the ECT mentor team
- i) keep the principal informed of the ECT's progress
- j) ensure that any assessment processes are not burdensome and do not add unnecessary workload to the ECT. The ECT is not expected to collect additional evidence against the ECF or the Teachers' Standards

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the performance against the Teachers' Standards.

The role of the mentor is separate from the role of the induction tutor. The mentor is expected to:

- a) act as a critical friend, mentor, and coach
- b) provide effective support
- c) meet weekly (in the first year) / fortnightly (in the second year) with the ECT for structured mentor sessions to provide effective, targeted feedback. This will be in line with the requirements of the early career framework
- d) ensure that they are fully prepared for each meeting
- e) work collaboratively with the ECT and other colleagues involved in the induction to help ensure the ECT receives a high quality ECF-based induction programme which meets the training needs of the ECT in their care
- f) engage fully with the mentor training and development provided

- g) work with the ECT to identify, on a half-termly cycle, their development needs
- h) share any concerns about the ECT's progress with the ECT and the induction tutor and address these through a supportive programme

Early Career Teacher

The ECT is expected to:

- a) provide evidence that they have QTS and are eligible to start induction
- b) meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- c) agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- d) provide evidence of their progress against the Teachers' Standards
- e) participate and engage fully in the agreed monitoring and development programme
- f) raise any concerns with their induction tutor as soon as practicable
- g) consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor / within their school
- h) keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- i) agree with their induction tutor the start and end dates of the induction period
- j) retain copies of all assessment reports

4.0 ECT Rights

The Early Teacher should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements 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 are as follows:

- a) access an ECF induction programme that will commence upon appointment and be reviewed after one year in post. This includes the host school and a wider MAT programme
- b) be employed in a post that enables them to teach classes within the age range and subjects for which they have been trained
- c) a 10% reduction of the normal teaching timetable in the first year and a 5% reduction in the second year
- d) help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the ECF induction programme in the school, and where appropriate across the Trust.
- e) meet termly with their induction tutor to review progress
- f) meet weekly (in first year) and fortnightly (in the second year) with their mentor
- g) time and regular opportunities to meet with other ECTs. Where appropriate this would include opportunities across schools within and beyond the Trust
- h) observe experienced colleagues teaching
- i) have their teaching observed by experienced colleagues, at least once every half term, with at least three of these observations being carried out by the induction tutor or members of the SLT

j) to receive prompt written as well as oral feedback on the teaching observed and to receive advice, as necessary
access external training and CPD as appropriate

5.0 ECT responsibilities

ECTs have a responsibility to:

- a) engage fully and pro-actively with the programme of mentoring, support, and assessment
- b) evaluate, with support, their own performance and progress against the Teachers' Standards
- c) engage fully and pro-actively with the ECF training and development, including the self-directed study
- d) negotiate actions and professional development activities with their mentor and induction tutor
- d) take increasing responsibility for their own professional development as the induction period progresses

6.0 Pre-Induction

Before ECTs start, and usually in the term before they take up their position, they should have:

- a) a timetable amounting to not more than 90% of that given to a main scale teacher in year one, and not more than 95% of the same, in year 2
- b) a copy of this ECF induction policy
- c) a copy of the DfE Teachers' Standards
- d) a staff handbook, containing reference to basic procedures on attendance, conduct, health and safety, safeguarding and the pastoral system
- e) a chance to meet their induction tutor, mentor and other colleagues as appropriate.
- f) a chance to ask any questions about the induction process
- g) the names of the Trust representatives for professional associations and teachers' unions

7.0 Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction.

All ECTs must be observed six times (one per half-term) during the first year of induction, with the first of those being inside the first 4 weeks. These observations may be carried out by the induction tutor, and/ or members of SLT.

All ECTs should also observe teaching by other practitioners at least once a half term.

Effective classroom observation should have the following characteristics:

- be explicitly related to the Teachers' Standards
- written feedback should be recorded on a lesson evaluation form
- a meeting between the ECT and the observer should occur within 48 hours to discuss the lesson
- the ECT should be encouraged to evaluate the lesson for themselves
- a record of all observations should be kept by both the induction tutor and the ECT

8.0 Early Career Framework (ECF)

The early career framework is the evidence base, which underpins the entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their careers.

All schools within the Trust will be following a provider-led programme. Our accredited provider of choice is Share Multi Academy Trust Teaching Hub supported by Ambition Institute.

9.0 Assessment & Quality Assurance

- The assessment of ECTs will be rigorous but also objective and developmental. Mentors should not carry out formal assessments or progress reviews. The following principles apply:
 - a) ECTs should not be assessed against the ECF, but instead the Teachers' Standards
 - b) ECTs should receive a formal assessment in the final term of the first year and the final term of the second year of induction
 - c) Termly progress reviews should be undertaken in each term where a formal assessment is not scheduled. These are not formal and should be formative in nature. Nonetheless, a written record is expected to be retained, with a record clearly stating whether the ECT is on track to successful complete induction

- Evidence used to inform assessments should be transparent. It must be drawn from the ECT's work as a teacher during their induction.
- The assessment process should not be burdensome. There is no need for the ECT to create anything new for the formal assessment.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development to gain a reliable, overall view.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned. Assessments will also be provided to the appropriate body within the specified timeframe.
- The appropriate body plays an important quality assurance role.

- Termly assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

(All of the above will be clearly referenced to the Teachers' Standards)

10.0 Unsatisfactory progress by ECTs

Principals and induction tutors should have due regard to paragraphs 4.1-4.10 of the DfE's statutory guidance for the induction of ECTs.

The following principles apply:

- a) The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction
- b) It is the responsibility of the induction tutor to notify the appropriate body, after each progress review, stating whether or not the ECT is making satisfactory progress
- c) Where the induction tutor believes that the ECT is not making satisfactory progress, it is expected that a plan is put in place to assist the ECT in getting back on track
- d) If it is apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed and additional monitoring and support measures should be put in place by the induction tutor immediately
- e) If the ECT's progress is still unsatisfactory in subsequent progress reviews, following the first formal assessment point, induction tutors should continue to undertake the progress reviews and review the ECT's objectives and support plan
- f) Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards

Where there are still concerns about an ECT's progress between formal assessment point one and formal assessment point two, the induction tutor should explain the consequences of failure to complete the induction period satisfactorily

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 Head/Appropriate Body's adviser will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

11.0 Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised in accordance with the Trust's complaints procedures.

12 Monitoring, Evaluation and Review

The process of induction should be monitored throughout the course of the programme, partly by means of the evidence generated by induction and quality assurance, and partly through the following:

- a) All ECTs will complete a full evaluation and written exit survey at the end of their induction period
- b) The induction tutor and mentor will evaluate the success of the programme each

year and write a report on their recommendations for any amendments for the following academic year

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 16 to 17 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 • Provide the ECT with the necessary tasks, experience and support to enable them to demonstrate satisfactory 	

REQUIREMENTS	
<p>performance against the Teachers' Standards throughout and by the end of the induction period</p> <ul style="list-style-type: none"> • 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. Where appropriate, mentors should also receive training - this may be through the funded-provision approach or through other means.</p>	
<p>Make sure you're providing a reduced timetable:</p>	

REQUIREMENTS	
<ul style="list-style-type: none"> • The ECT must have a timetable that is no more than 90% of the timetable of your school's existing teachers on the main pay range during their first year, and no more than 95% of the timetable of your school's existing teachers on the main pay range 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 • 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</p>	

REQUIREMENTS	
<p>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 leave and parental bereavement leave. See page 28 of the statutory guidance for more detail.</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>	

REQUIREMENTS	
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.	
Retain records relating to ECT induction for at least 6 years.	

B. Temporary addition during school closures and Covid 19

Schools should take special care to ensure those new to the profession are well supported during any periods of school closures. This could include:

- Additional mentoring sessions to support understanding of the unique features of remote teaching
- Access to safeguarding information relevant to 'live teaching' and other forms of virtual contact with children when they are not in school.
- Clear information about who to contact in the case of a defined need such as ICT issues; pastoral concerns etc...
- How to access mental health and emotional well-being support

Due consideration should be given to support for ECTs if they are required to work remotely including continued access to professional development; professional conversation; coaching and mentoring.

It is anticipated that a mentor would continue to have weekly contact and in the case of absence, headteachers would allocate a temporary mentor to ensure continuity of support.