

EARLY CAREER TEACHER (ECT)

INDUCTION POLICY

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| **Ratified by:** | Governing Body | **Date:** |
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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)
* 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. Legislation and statutory guidance

This policy is based on:

* The Department for Education’s (DfE’s) statutory guidance [Induction for early career teachers (England)](https://www.gov.uk/government/publications/induction-for-early-career-teachers-england) from 1 September 2021
* The [Early career framework reforms](https://www.gov.uk/government/collections/early-career-framework-reforms)
* [The Education (Induction Arrangements for School Teachers) (England) Regulations 2012](http://www.legislation.gov.uk/uksi/2012/1115/contents/made)
* [Early career teacher induction: COVID-19 absence exemption](https://www.gov.uk/government/publications/early-career-teacher-ect-induction-coronavirus-covid-19-absence-exemption/early-career-teacher-induction-covid-19-absence-exemption)

The ‘relevant standards’ referred to below are the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards).

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

# 3. The ECT induction programme

The following sets out the statutory minimum for ECT induction programmes.

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.

Induction into the teaching profession should consist of the following high-quality components:

* Support from their Mentor and other experienced colleagues in their own and in other schools
* Engagement in a high-quality Early Career Framework programme
* Monitoring of their progress and their needs by their Induction Tutor
* Assessment of their performance against the Teacher Standards

All new entrants to the profession are entitled to an accurate and fair assessment of their performance as a teacher.

Six times during their induction period (towards the end of each term if they are employed full-time) they should have a formal assessment meeting with their Induction Tutor. The purpose of these meetings is to give them the opportunity to discuss their progress in detail, and for them to gain an accurate impression of how well they are doing. These meetings should have a clear agenda and should emphasise their successes as well as the things on which they need to concentrate in order to improve.

After each assessment meeting their Induction Tutor should complete a progress review (terms 1,2,4 and 5) or assessment form (terms 3 and 6), on which they will judge the ECTs progress against the Teachers’ Standards. The ECT will be able to add their comments too, and the head teacher will sign it. The school should then send the form to the Appropriate Body, telling us whether or not they are expected to meet the Teacher Standards. **ECTs should keep a copy of each progress review and assessment form.**

In the very small number of cases where the school indicates serious concern, we will make sure that ECTs and their school receive support and advice from an appropriate partnership staff member. Our aim is to give them every reasonable opportunity to demonstrate that they satisfy the Teacher Standards.

The ECT Induction Programme includes the following:

* **Supported guidance from a designated Induction Tutor** within the school who has QTS and who has the time and experience to carry out the role effectively.
* **A teaching timetable equivalent to 90% in Year 1 and 95% in Year 2** of that normally allocated to mainscale teachers in the school. This release time is over and above the contractual entitlement to PPA time.
* **Access to an Early Career Framework development programme supported by a Mentor.** There are three routes for the school to choose from: Full Induction Programme, Core Induction Programme, School Based Induction Programme.
* **Observations of the ECTs work and follow-up discussion.** These should take place regularly; our recommendation is one in the first four weeks of induction and at least half-termly thereafter. The outcomes of these observations should be recorded. The focus for observation should be informed by the Teachers’ Standards and the ECTs personal objectives.
* **Regular professional review meetings.** These should take place regularly and our recommendation is once per half term. These reviews should be informed by evidence of the ECT’s teaching and other aspects of their practice and should inform revised objective setting. A written record should be made by the school and the ECT to evidence progress.
* **Observation by the ECT of experienced colleagues.** This can be in the ECT’s own institution or in another institution where effective practice has been identified.
* **Formal assessments** of the ECT’s professional practice on a termly basis. Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and should relate directly to the relevant standards. ECTs should be kept up to date on their progress; **there should be no surprises.**

The final decision on the satisfactory completion of induction is made by the statutory Appropriate Body, based on the school’s recommendation.

The programme is quality assured by Professional Learning Network (PLN), our ‘appropriate body’.

**3.1 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 Tutor, who will have qualified teacher status (QTS)
* Have an appointed 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

**3.2 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 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

**3.3 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 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.

**3.4 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 Tutor or Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

# 4. Roles and responsibilities

The following is based on recommendations from the statutory guidance, linked to above.

**4.1 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 the start and end dates of the induction period, and the dates of any absences from work during the period
* 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 via Steplab, Ambition Institute’s online platform for ECTs and ECT Mentors
* Participate fully in the agreed monitoring and ECF development programme
* Agree with their Induction Tutor how best to use their reduced timetable allowance
* Familiarise themselves with the Teachers’ Standards and monitor their progress against them
* Keep track of and participate effectively in the scheduled classroom observations, progress review and formal assessment meetings
* Take increasing responsibility for their own professional development as the programme progresses
* Retain copies of all progress reviews/assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the ECT has a break/change of employer during the induction period.

**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

**4.2 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 4.1 above)
* Make sure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively
* Make sure the 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
* 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

**4.3 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 relevant body
* Inform the ECT during the formal assessment meeting of the judgments 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

**4.4 Role of the Mentor**

The 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

**4.5 Role of the governing board**

The governing board 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 staff involved in the process
* If it wishes, request general reports on the progress of the ECT on a termly basis

# 5. Monitoring arrangements

This policy will be reviewed **annually** by Karuna Shaunak-Hobbs – Induction Tutor. At every review, it will be approved by the full governing board.

# 6. Links with other policies

This policy links to the following policies and procedures:

* Appraisal
* Grievance