

Policy C30 – Early Career Teacher (ECT) Induction

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1. Introduction

- 1.1 The introduction of the Early Career Framework (ECF) represents a welcome step change in support for early career teachers. It provides funded entitlement to a structured 2-year package of high-quality professional development. These reforms are part of the government's wider teacher recruitment and retention strategy, which aim to improve the training and development opportunities available to teachers.
- 1.2 The first two years of teaching are not only very demanding but also of considerable significance in the professional development of any new teacher. The Trust's Early Career Framework (ECF) induction programme ensures an effective transition from Initial Teacher Training into the teaching profession, enabling ECTs to establish a secure foundation upon which to build a successful teaching career.
- 1.3 The Trust's induction processes ensure that appropriate guidance, support and training are provided to include the development of skills, knowledge and experience through a structured but flexible individual programme.
- 1.4 The Trust is committed to recruiting new teachers of the highest calibre to work with our pupils and aims to move those teachers forward onto highly successful careers.

2 Legislation and statutory guidance

- 2.1 This policy is based on the Department for Education's statutory guidance for Early Career Teachers (England) and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

2.2 This policy complies with the Trust's funding agreement and articles of association.

3 Roles and responsibilities

3.1 The Trust strongly believes in our collective responsibilities to support and nurture our beginner teachers. The following roles and responsibilities are based on those outlined within the Department for Education's statutory guidance Induction for Early Career Teachers.

3.2 Governance

3.2.1 The Executive Director, School Improvement is expected to:

- Ensure compliance with the statutory induction guidance
- Be satisfied that academies within the Trust have the capacity to support the ECT
- Ensure Academy Principals are fulfilling their responsibility to meet the requirements of a suitable induction
- Investigate concerns raised by an individual ECT as part of the Trust's grievance procedures
- Seek guidance from the appropriate body on the quality of the ECT's induction arrangements and the roles and responsibilities of staff involved in the process, as required
- Request general reports on the progress of an ECT, as required
- Ensure measures are in place to monitor the quality of the appropriate body and training provider
- Participate appropriately in the appropriate body's quality assurance procedures, as required

3.3 Principal

3.3.1 The Principal, 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:

- Have due regard to the requirements set out in the Department for Education's (DfE) statutory guidance for the induction of ECT's
- Check that the ECT has been awarded Qualified Teacher Status (QTS)
- Ensure that the appropriate body has been notified when an ECT is taking up a post in which they will be undertaking induction
- Appoint induction tutors and mentors in line with 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
- Ensure that time is timetabled for the mentor and ECT to meet together on a weekly basis in the first year and on a fortnightly basis in the second year
- Ensure that an appropriate induction programme is in place
- Ensure that the ECT's progress is reviewed regularly, including through observations and feedback on their teaching
- Ensure that assessments are carried out and reports are completed and sent to the appropriate body
- Maintain and retain accurate records of employment that will count towards the induction period
- Ensure an ECT receives a 10% timetable reduction in their first year of

- induction and a 5% timetable reduction in their second year
- Recommend to the appropriate body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- Participate appropriately in the appropriate body's quality assurance procedures, as required
- Ensure that all relevant documentation relating to an ECT's induction is retained on file for six years

3.3.2 There may also be circumstances where the Principal may need to:

- Alert the appropriate body 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
- Notify the appropriate body and [the Trust's Talent and Inclusion Advisor](#) when an ECT serving induction leaves the academy

3.4 Induction Tutor

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

- Have due regard to the requirements set out in the Department for Education's (DfE) statutory guidance for the induction of ECT's
- Co-ordinate and oversee the ECT's professional development, in line with the requirements of the appropriate body
- Carry out termly progress reviews throughout the induction period, in terms where a formal assessment does not occur (i.e. 5 times annually).
- Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate, in line with the appropriate body guidelines
- 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, Academy Principal and appropriate body
- 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 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 academy
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way and so not adding additional workload to the ECT. The ECT is not expected to collect additional evidence and should draw upon existing working documents.

3.5 Mentor

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

- Provide effective support, including phrase or subject specific mentoring and coaching
- 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

- Ensure they are fully prepared for each meeting
- 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
- Work with the ECT to identify their development needs
- Engage fully with the mentor training and development provided
- Share any concerns about the ECT's progress with the ECT and the induction tutor and address these through a supportive programme

3.6 Role of the Early Career Teacher (ECT)

3.6.1 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 ECFG-based induction programme
- Provide evidence against the Teachers' Standards
- Participate and engage 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 their academy
- 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
- Retain copies of all assessment reports

4 ECT Rights

4.1 The ECT has the right to:

- Access an ECF) programme that will commence upon appointment and be reviewed after one year in post
- Be employed in a post that enables them to teach classes within the age range and subjects for which they have been trained
- A 10% reduction of the normal teaching timetable in the first year and a 5% reduction in the second year
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the ECF induction programme in the academy
- Meet termly with their induction tutor to review progress (i.e. 6 times annually)
- Meet weekly (in first year) and fortnightly (in the second year) with their mentor
- Time and regular opportunities to meet with other ECT's
- Observe experienced colleagues teaching
- 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

- 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 Pre-Induction

5.1 Prior to the start of the ECTs induction the ECT will:

- Have 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. This is in addition to the timetabling reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.
- Receive information which will help them become familiar with the academy's systems and expectations, and about the class or classes they will be teaching to be able to begin planning.
- Have the opportunity to visit the academy and meet key staff with whom they will be working with, including their induction tutor and mentor.
- Be made aware of the induction policy, DfE Teachers' Standards and have the chance to ask any questions about the induction process.

6 Classroom Observation

6.1 All ECTs should be observed six times (one per term) during the first year of induction, with the first of those being within the first four weeks in school. These observations may be carried out by the induction tutor, and/or members of SLT.

6.2 It is expected that the observer holds QTS.

6.3 All ECTs should have the opportunity to observe experienced teachers in their own academy and, where possible, in another academy where particular areas of good practice have been identified.

6.4 Effective classroom observation should have the following observations:

- Be explicitly related to the Teachers' Standards.
- A meeting between the ECT and observer should occur to review the lesson, with arrangements for post-observation review meetings made in advance.
- Feedback from the observation should be provided promptly, be constructive, with a brief written record made on each occasion.
- A record of all observations should be kept by both the induction tutor and the ECT.

7 Early Career Framework

7.1 The Early Career Framework (ECF) 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 two years of their career. Part time ECT's will serve a full-time equivalent but in cases where ECT's working part time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period

7.2 The content of the ECF has been designed to build upon, and complement, early

careers teachers' initial teacher education. It is intended to support them in five core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

7.3 All academies within the Trust will be following a provider – led programme. Our accredited provider of choice is Step Ahead Training School Hub, in partnership with the Ambition Institute.

7.4 Training through the framework will occur through four strands – self-directed study, face to face training, online training and Instructional coaching.

8 Assessment and Quality Assurance

8.1 The assessment of ECT's will be rigorous but also objective and developmental. Mentors should not carry out formal assessments or progress reviews. The following principles apply:

- ECTs should not be assessed against the ECF, but instead the Teachers Standards
- ECTs should receive a formal assessment in the final term of the first year and the final term of the second year of induction
- 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

8.2 Assessment points

ECT Year 1			ECT Year 2		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Progress assessment point	Progress assessment point	Formal assessment point	Progress assessment point	Progress assessment point	Formal assessment point

8.3 Evidence used to inform assessment should be transparent. It must be drawn from the ECT's work as a teacher during their induction.

8.4 The assessment process should not be burdensome. There is no need for the ECT to create anything new for the formal assessment.

8.5 Responsibility for assessment will involve all teachers who have a part in the ECT's development to gain a reliable, overall view.

8.6 The induction tutor will ensure that assessment procedures are consistently applied.

8.7 Copies of any records will be passed to the ECT concerned. Assessments will also be provided to the appropriate body within the specified timeframe.

8.8 The appropriate body plays an important quality assurance role.

9 Progress concerns

- 9.1 Principals and induction tutors should have due regard to section 4 of the DfE's statutory guidance for the induction of ECT's. The following principles apply:
- The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction.
 - 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
 - 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
 - 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
 - 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
 - Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan
- 9.2 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. The induction process should continue in parallel with any capability procedure.

10 Policy Status and Review

Written by	Talent & Inclusion Advisor
Owner	Head of People
Status	Agreed
Equality Impact Assessment	Initial Impact Assessment Yes <input type="checkbox"/> No <input type="checkbox"/> Full Impact Assessment Yes <input type="checkbox"/> N/A <input type="checkbox"/>
JCC Consultation date	20 October 2021
Approval date	4 October 2021 (RHR)
Review date	August 2022
Comments	This policy replaces the former Newly Qualified Teacher (NQT) Induction Policy