



INDUCTION POLICY FOR EARLY CAREER TEACHERS

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At a glance

This policy explains how Oasis Community Learning (OCL) supports Early Career Teachers (ECTs) as they enter the teaching profession. An ECT is a newly qualified teacher in their first or second year of induction.

OCL is part of the wider Oasis family with a shared vision for community, a place where everyone is included, making a contribution and reaching their God-given potential. OCL is committed to creating exceptional education at the heart of the community. At OCL, we recognise that well-trained, effective, passionate teachers are the foundation of our academies' educational offer to the communities that we serve. The recruitment, development and successful induction of ECTs into our academies form an essential part of the continued overall quality of OCL's teaching staff – and the teaching profession.

In the introduction of the guidance document, the Department for Education (DfE) describes the purpose of ECT induction:

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 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.

- *Induction for early career teachers (England), the Department for Education, p10, revised Apr-23.*

This policy describes how OCL ensures that the above purpose is fulfilled for our ECTs. Specifically, it outlines how ECTs in our academies receive both the development and support they are entitled to, through the provision of a structured ECF Programme, as well as the monitoring and assessment against the Teachers' Standards, through OCL's appointed appropriate body. The policy also describes the roles and responsibilities of all stakeholders involved in both processes, including those of the ECTs themselves.

This policy has been written through the lens of the Oasis Ethos and 9 habits. This ethos sums up the way we want to behave as an organisation. These are aspirational and inspirational values and together we must be intentional in making sure these are at the centre of everything that we do and are. Oasis' passion for inclusion and to treat people with equity, lie at the heart of this policy. Especially as ECT's develop the children and young people in our academies through the invitation of the 9 Habits.

This policy should be read alongside other OCL policies. As members of staff, ECTs are subject to all other OCL policies that relate to the rights and responsibilities of all OCL members of staff.

Checklist

- This policy has been drawn up in accordance with the Oasis Ethos and 9 Habits. Our Ethos and 9 Habits sum up the way we want to behave as an organisation.
- These are aspirational and inspirational values and together we must be intentional in making sure these are at the centre of everything that we do and are.
- We request that all OCL employees act in accordance with the requirement that all Teachers employed have Qualified Teacher Status (QTS) registered with the Teaching Regulation Agency (TRA).
- The Principal has a duty to ensure that recruitment processes are in line with statutory, organisational and equalities duties.
- All line managers should ensure they talk through & adhere to this policy with any new staff as part of this induction process.
- We request that arrangements are in place for any ECT to be registered with an Appropriate Body, in line with OCL guidance.
- We expect the academy to allocate an Induction Co-Ordinator to fulfil the administrative statutory duties for ECT placements.
- We expect that all ECTs, in their induction period, will:
 - Be assigned a mentor in line with this policy and ensure ongoing CPD for the mentor and time for them to fulfil their mentoring duties.
 - Be given appropriate non-contact time in line with regulations for the induction period.
 - Adhere to the CPD requirements of the chosen training provider e.g., Conferences.
 - Be aware of the communication channels to be able to receive support and provide feedback in relation to their induction period.

In brief

ECT Appointments and Registration

A teacher cannot be employed as an ECT unless they have been awarded Qualified Teacher Status (QTS). Principals and OCL's appointed appropriate body (see below) must check with the Teaching Regulation Agency (TRA) that an individual holds QTS before they can begin induction.

An ECT can only serve induction in an academy if the post they are appointed to is suitable for this purpose. The Principal and the appropriate body must agree that the

post is suitable. The Principal should consult the DfE's Statutory Guidance and the appropriate body to determine this suitability.

The Principal also has responsibility for ensuring that their academy can fulfil the statutory obligations associated with appointing an ECT. The appointment of an ECT will be made with consideration to an academy's capacity to provide the development, support, monitoring and assessment outlined in this policy and in the DfE's statutory guidance. The Principal must discuss all ECT appointments with their Regional Director prior to their recruitment.

Upon recruiting an ECT, the academy Principal will ensure that the ECT is appointed a mentor and that an induction coordinator is identified (see below). The appointment of ECTs must also be made in accordance with the OCL Recruitment and Selection Policy.

Registration arrangements can vary from year to year. However, the Principal (with the support of the Induction Coordinator) is responsible for ensuring that all ECTs and Mentors are correctly registered with the DfE (on their "Manage training for early career teachers" portal), with OCL's chosen ECF programme provider and with OCL's appointed appropriate body. The Learning and Development Team will support the Principals and Induction Coordinators through the registration process.

ECT Development and Support

The Principal is expected to ensure that ECTs receive a programme of training that enables them to understand and apply the knowledge and skills set out by the DfE in its Early Career Framework. To support Principals with this, OCL has chosen to use a 'funded provider led programme'. These national providers have been accredited by the DfE to design and deliver programmes of face-to-face and online training to ECTs and their mentors.

All OCL ECTs should be enrolled on OCL's appointed ECF training programme. The lead training provider is responsible for providing the course structure, resources and materials for the training and development of an ECT over their two years of induction. The training itself may be delivered by OCL staff – at conferences and/or after school twilights – but the overall programme is still the responsibility of the lead provider with whom OCL has partnered.

Central to these training programmes, is expert support and instructional coaching that is provided to ECTs by their mentors. ECT mentors provide support and ongoing guidance as part of OCL mentoring, line management and Performance Development Review (PDR) processes. They will support training and provide instructional coaching to ECTs. They communicate with the induction coordinator regarding ECT progress but are not responsible for making a judgement for the final assessment against teacher standards as this is undertaken by the induction

coordinator. (Occasionally the role of Mentor and Induction Coordinator is held by the same person, see below for further information about these two roles and advice for when they are held by the same person).

The lead training provider may communicate specific programme requirements both before and during the ECF training programme.

ECT Monitoring and Assessment

All OCL ECTs will be registered with OCL's appointed appropriate body. The appropriate body is responsible for determining how ECTs will be formally monitored and assessed throughout their induction period. This normally takes the form of termly assessment/review points with a final induction assessment at the end of the ECTs induction period.

The appropriate body will ensure that Principals and induction coordinators are aware of, and are capable of meeting, their responsibilities for monitoring support and assessment. The Learning and Development Team will also support academies in understanding and meeting the requirements expected of them.

Roles and Responsibilities

In their "Statutory Induction Guidance", the DfE summarises the roles and responsibilities of all those involved in the induction process.

The ECT is expected to:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction coordinator to discuss and agree priorities for their induction programme and keep these under review.
- Agree with their induction coordinator 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 coordinator 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 coordinator/within the academy.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their induction coordinator 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.

The Principal, along with the appropriate body, is 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, in line with OCL guidance.
- 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 coordinator 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 ECTs progress is reviewed regularly, including through observations of and feedback on their teaching.
- Ensure that 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 a recommendation to the appropriate body on whether the ECTs performance against the Teachers' Standards is satisfactory or requires an extension.
- Make the Learning and Development team aware of the arrangements that have been put in place to support ECTs serving induction.
- Participate appropriately in the appropriate body's quality assurance procedures.
- Retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Principal is expected to:

- Obtain interim assessments from the ECTs 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 Learning and Development team about the academy'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 period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction.
- Provide interim assessment reports for staff moving school in between formal assessment periods.
- Notify the appropriate body when an ECT serving induction leaves the academy.

In addition to the above, Principals of academies should also ensure the ECTs post and responsibilities comply with the specific requirements for statutory induction in these settings.

The induction coordinator (or the Principal, if carrying out this role) is expected to:

- Provide, or coordinate, guidance for the ECTs 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, Principal 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 academy, 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.
- 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.

The mentor (or the induction coordinator, 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 ECTs 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 instructional coaching.

- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Ensure that all of this is led through the Oasis vision, ethos and 9 Habits.

The roles of Induction Coordinator and Mentor could be held by the same person in smaller academies, but this is not ideal. Academies should work to separate these roles wherever possible.

OCL has a role in ensuring compliance to this policy and will hold Principals to account for the numbers of ECTs successfully completing the programme and meeting Teacher Standards.

ECT Concerns and Complaints

Any ECT with concerns about their induction, training or assessment should feel able to discuss these at any time. In the first instance, an ECT should discuss concerns with their induction coordinator. If this does not resolve the concern, the ECT should then raise their concerns with their academy senior leadership team. Should the concerns still not be resolved after every possible attempt to resolve matters amicably and informally via line management or mediation then the ECT may refer to the OCL Grievance Policy in relation to next steps.

It is possible that, after speaking with their induction coordinator and their academy senior leadership team, an ECT will still have concerns. In this instance, the ECT should be referred to the OCL appointed appropriate body. At registration, the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. ECTs must be made aware of the process for raising a concern.

Training requirements

Principals and Trust leaders must be aware of the DfE requirements for the induction of Early Careers Teachers.

Statutory requirements

This policy has been written with reference to relevant legislation and statutory guidance relating to the induction of ECTs. Specifically, this policy should be read in conjunction with:

- The Department for Education's guidance document: [Teachers' Standards](#), which was first published in 2011.
- The Department for Education's statutory guidance document: [Induction for early career teachers \(England\)](#), which came into force on 1 September, 2023.

- The Department for Education's suite of [Early Career Framework reforms](#) (including supporting guidance documents), which were first published on 13 April, 2022.
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#) including subsequent amendments.
- [The Education \(School Teachers' Qualifications\) \(England\) Regulations 2003](#) including subsequent amendments.

RACI Matrix

Policy Element	OCL Board	Leadership				Learning & Development	Academy			
		OCL CEO	National Director of Learning & Development	National Directors of Education	Regional Directors	Learning & Development Team	Academy Principal	Academy Induction Coordinator	ECT Mentor	ECT
ECT Appointment & Registration	I	I	I	I	R	C	RA	RC	I	I
ECT Development and Support	I	I	I	I	I	C	RA	RC	I	I
ECT Monitoring and Assessment	I	I	I	I	I	C	RA	RC	I	I
ECT Concerns	I	I	I	I	C	C	RA	RC	I	I
Appointment & Monitoring of Training Provider	I	I	RA	I	I	C	I	I	I	I
Appointment of Appropriate Body	I	I	RA	I	I	C	I	I	I	I

Document Control

Changes History

Version	Date	Owned and amended by	Recipients	Purpose
0.1	15/09/2022	National Lead of Teacher Development	L&D Team	Initial draft
0.2	25/11/2022	National Director of Learning & Development	National Lead of Teacher Development	Amended draft for comment
0.3	28/11/2022	National Director of Learning & Development	Oasis' Theology and Learning Specialist	Comments noted and advised.
0.4	29/11/2022	National Director of Learning & Development	Head of Compliance	Comments noted and advised.
0.5	08/12/22	National Director of Learning & Development	National Directors	Comments notes and amended
1.0	20/12/22	National Director of Learning & Development	OCL Directors	Ratified
1.1	06/11/2023	National Director of Learning & Development	Compliance, Policy & Legal Directorate	Updated to reflect Apr-23 guidance

Policy Tier

- Tier 1
- Tier 2
- Tier 3
- Tier 4

Owner

Helen Arya, National Director of Learning & Development

Contact in case of query

Helen Arya, National Director of Learning & Development

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
OCL Directors' group			

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

- Yes

No

If yes, the policy status is:

- Consulted with Unions and Approved
- Fully consulted (completed) but not agreed with Unions but Approved by OCL
- Currently under Consultation with Unions
- Awaiting Consultation with Unions

Date & Record of Next Union Review
Not applicable / Insert

Location

Tick all that apply:

- OCL website
- Academy website
- Policy portal
- Other: state

Customisation

- OCL policy
- OCL with an attachment for each academy to complete regarding local arrangements
- Academy policy
- Policy is included in Principals' annual compliance declaration

Distribution

This document has been distributed to:

Name	Position	Date	Version