

Early Career Teacher (ECT) Induction Policy

(for ECTs starting their induction on or
after 1 September 2021)

Temple Learning Academy



Approved by:

[Name]

Date: [Date]

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1. Rationale

All qualified teachers employed in a state school in England must, by law, complete an induction period satisfactorily. This induction period is the bridge between Initial Teacher Training and a lifelong career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and assessment of performance against the Core [Teachers' Standards](#). The programme should assist an Early Career Teacher in meeting the Teacher Standards by the end of the induction period and equip him/her with the tools to be an effective and successful teacher. The Teacher Standards apply to all ECTs; they form part of the framework of professional standards for teachers, and are the standards which underpin all the subsequent standards. This policy has been written in accordance with the Statutory Guidance on Induction for Early Career Teachers in England and should be read in conjunction with this.

2. Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- to support ECTs to reflect and evaluate their own and observed practice, so they can better identify and improve areas of development.
- to provide ECTs with models of highly effective practice across the school in line with the Teachers' Standards.
- to provide programmes of support and development that are well informed by an ECT's individual needs and the most relevant research.
- to provide effective coaching and mentoring and support through the role of a subject mentor.
- to support ECTs to form positive relationships with all members of the school community
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- to provide a foundation for long-term professional development
- Make sure all staff understand their role in the ECT induction programme

3. Newly qualified teacher (NQT) induction transitional arrangements

From 1 September 2021, NQT induction will be replaced by ECT induction. Those starting their induction on or after 1 September 2021 are instead covered by our ECT induction policy, which can be found in [Microsoft Teams/TLA Staffroom Online/ECT Induction/Policies](#)

NQTs who have started but not completed their induction before 1 September 2021, will have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. They'll be known as the 'pre-September 2021 cohort' and should continue to refer to previous NQT induction guidance and this NQT policy.

Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- > An early career framework (ECF) based induction for the remainder of their 1-year induction
- > An induction mentor for the remainder of their 1-year induction

If they don't complete their induction by 1 September 2023, they'll be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year induction period.

4. Legislation and statutory guidance

This policy is based on:

- [Education Act 2002](#)
- 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](#)

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

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

5. 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 principal 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 Red Kite Teaching School Hub, our 'appropriate body'.

5.1 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 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 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

5.2 Support for ECTs

We support ECTs with:

- Access to an induction programme that will commence upon appointment
- A structured visit to the school prior to the ETC induction
- Their designated induction mentor, who will provide day-to-day guidance, monitoring and support, and help the induction lead co-ordinate their assessments
- Regular (weekly) meetings with their induction mentor, meetings with subject leads and other key staff where appropriate
- 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

5.3 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 Induction tutor/induction lead.**

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 principal, 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 principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

5.4 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 and communicated with all relevant parties
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards ([Teachers' 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 Principal will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

6. Roles and responsibilities

6.1 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 principal is fulfilling their responsibility to meet the requirements of a suitable induction post (refer to [Induction for early career teachers 2021](#)).
- 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

6.2 Role of the Principal

The principal 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 (refer to [Induction for early career teachers 2021](#)).

- 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
- 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

There may also be circumstances where the principal may be required to:

- Obtain interim assessments from the ECT's previous post
- Act early, alerting the Appropriate Body when necessary, in case where an ECT may be at risk of not completing induction satisfactorily
- Ensure third part observations of an ECT who may be at risk of not performing satisfactorily against [Teachers' Standards](#)
- Notify the Appropriate Body as soon as absences total 30 days or more
- Periodically inform the governing body about the Temple Learning 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 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 the induction
- Provide interim assessment reports for ECTs who are moving schools in between formal assessment period
- Notify the Appropriate body when an ECT serving induction leaves Temple Learning Academy

6.3 Role of the induction co-ordinator/induction tutor

The induction co-ordinator 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 judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that an appropriate programme of training is provided
- 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

6.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Conduct regular learning walks, providing feedback and opportunities to observe/model best practice
- Work with the ECT, and colleagues within the academy 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
- Direct an ECT to effectively use their non-contact time allowance for their professional development and engagement in the ECT induction programme
- Act promptly and appropriately if the ECT appears to be having difficulties
- Participate in the ECT mentoring seminars, instructional coaching and training across the two-year induction

6.5 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
- Engage fully in the ECF induction programme delivered by the Red Kite Learning Hub, in both self-directed study and training sessions
- Agree with their induction tutor how best to use their reduced timetable allowance
- Provide track and collate evidence of their progress against the Teacher Standards, keeping track of feedback, learning walks, progress reviews and formal assessments
- Respond to feedback given in proactive manner
- 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

- 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
- Raise any concerns regarding mentoring or the induction tutor with the Induction Co-ordinator or Assistant Principal T&L
- 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

7. ECT Induction Training Provider

The Red Kite Teaching School Hub are responsible for the development and delivery of the ECF Full Induction Programme. They, along with Teach First have developed a research informed programme, supporting both mentors and early career teachers at Temple Learning Academy. Together the Hub draws from subject experts within Teach First and Red Kite Teaching School experts that are aware of the context of Temple Learning Academy.

8. Monitoring arrangements

This policy will be reviewed **annually** by **Katarzyna Scofield, Assistant Principal Teaching and Learning**. At every review, it will be approved by the full governing board.

9. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay