



Early Career Teacher (ECT) Induction Policy

(for ECT's starting their induction on or after 01 September 2021)

In reviewing this policy, the trust board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy.

<u>Document History</u>			
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Summary of change	Page No.	Date change made	Who made change
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Purpose, legislation and statutory guidance

This policy applies to early career teachers (ECT) who start their induction **on or after 1 September 2021**. The purpose of this policy and procedure is to ensure that every ECT receives their entitlement to induction and an early career framework based induction as defined by the Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) and the [Early career framework reforms](#).

The school will ensure that the ECT will receive an induction designed and underpinned by the Early Career Framework (ECF), to enable ECTs to understand and apply the knowledge and skills set out in the ECF.

For a full-time ECT, the induction period will 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.

Our Induction programme is quality assured by the appropriate body, Brighter Futures for Children.

Induction Transitional Arrangements – 'pre-September 2021 cohort'

NQTs who have started but not completed their induction **before 01 September 2021** will follow the NQT induction policy. During the transition period, applicable ECTs will complete their induction within three assessment periods as outlined in previous NQT induction statutory guidance [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

Where possible, at the discretion of the headteacher, we will also provide pre-September 2021 cohort teachers with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

After 01 September 2023, if induction has not been completed, pre-September 2021 cohort teachers will be required to complete the remainder of a two-year induction.

Prior to induction

Before induction can start the headteacher and appropriate body will agree:

- that the post is suitable for induction
- the official start date for induction - this cannot be before the date that the ECTs induction programme formally commences and cannot be backdated

The school will provide a suitable role for every ECT, including:

- a headteacher who is able make a recommendation about whether the ECTs performance against the Teacher Standards is satisfactory
- an ECF based induction programme
- the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the teacher standards throughout, and by the end of, the induction period
- an appointed induction tutor, who will have qualified teacher status (QTS), sufficient time and experience to carry out the role
- an appointed induction mentor, who will have QTS, sufficient time and experience to carry out the role
- a reduced timetable to allow ECTs 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

- opportunity to regularly teach the same class or classes
- involve similar planning, teaching and assessment processes to other teachers working in similar posts
- opportunity to regularly observe other colleagues' practice within or outside of school

The role will not:

- make unreasonable demands upon the ECT
- normally demand teaching outside the age range and/or subjects they have been employed to teach
- involve additional non-teaching responsibilities without appropriate preparation and support
- present the ECT on a day-to-day basis, with discipline problems within a class, that are unreasonably demanding

Roles and responsibilities

We strongly believe in our collective responsibilities to support and nurture our teachers. The following roles and responsibilities are those outlined within the DfE's statutory induction guidance for ECTs.

Local academy board

The local academy board will be fully aware of its responsibility to provide the necessary monitoring, support and assessment for ECT's. 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 local academy board will be kept aware and up to date about induction arrangements and the results of formal assessment meetings. The local academy board will investigate concerns raised by the ECT and seek guidance from the appropriate body (Brighter Futures for Children) if necessary.

The local academy board:

- should ensure compliance with the requirement to have regard to the Statutory guidance
- should be satisfied that the institution has the capacity to support the ECT
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process
- can request general reports on the progress of an ECT

Headteacher

The headteacher will:

- verify that the ECT has been awarded QTS
- confirm that the ECT needs 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
- ensure the ECT's post is suitable for induction
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively

- ensure the mentor is appropriately trained and has sufficient time to carry out their role effectively
- ensure an appropriate ECF-based induction programme is in place
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- ensure that formal 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 least burdensome and most streamlined way
- make the governing board aware of the support arrangements in place for the ECTs completing induction
- make a recommendation to the appropriate body on whether the ECT's performance against the teacher standards is satisfactory
- participate in the appropriate body's quality assurance procedures
- retain all relevant documentation, evidence and forms on file for 6 years

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

- obtain interim assessments from the ECT's 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 local academy board about the institution'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 undertaking induction leaves the institution

While the headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague. In addition to the statutory requirements the head teacher will:

- observe and give written warnings to an ECT at risk of failing to meet the required standards
- keep the local academy board aware and up to date about induction arrangements and the results of formal assessment meetings

Induction tutor

The principal requirement for the ECT induction tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into each school's systems and structures as well as supporting the assessment and progress of each ECT through formal reporting and regular progress reviews. 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, providing support and guidance and the rigorous but fair assessment of the ECT's performance as assessed against the teachers' standards.

The induction tutor provides the ECT with regular progress reviews, annual formal assessments, monitoring and support and is expected to:

- provide, or coordinate, guidance for the ECT's professional development
- 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
- 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, headteacher 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

Mentor

The mentor will:

- 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 ECT's 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 coaching
- take prompt, appropriate action if an ECT appears to be having difficulties
- engage with the ECF programme (as selected by the school) of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements
- engage with the ECF programme (UCL-Teaching School Hub - Berkshire) of mentor training

Early Career Teacher

The ECT has a vital part to play in their own induction, they 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 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
- 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
- retain copies of all assessment reports
- raise any concerns with their induction tutor as soon as they arise
- 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

Entitlement

Our induction programme (UCL in conjunction with TSH Berkshire) ensures that ECTs are provided with the 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:

- access to an induction programme that will commence upon appointment and be reviewed after one year in post
- structured visits to the school prior to taking up appointment when possible
- regular monitoring, feedback and support from an induction tutor and separate mentor who is adequately prepared for the role and will coordinate the induction programme
- regular meetings with mentor, who will provide regular structured ECF mentoring sessions and targeted feedback
- meetings with senior leads, subject leads and other key staff where appropriate
- an additional reduction of 10% in Year 1 and 5% in Year 2 of the average teacher's face to face teaching time to participate in the schools and ECF induction programme
- opportunities for further professional development based on agreed targets.
- regular observations of their teaching against the teacher standards – as outlined in BfC ECT Induction schedule- with follow-up discussions and written feedback
- termly professional reviews of their progress (except in terms where formal assessment is held), at which their induction tutor will review and revise objectives, in relation to the relevant teacher standards and their current needs and strengths
- regular opportunities to observe experienced teachers, either within the school or at another school with effective practice
- ECTs within the School will be following a Full induction programme. Our chosen provider is UCL in conjunction with Teaching School Hub-Berkshire

Assessments of ECT performance

The induction tutor's assessment of ECTs will be rigorous but also objective. They will carry out termly progress reviews, where a formal assessment is not required. 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).

Meetings will be informed by clear and transparent evidence gathered from observations, mentor meetings, progress reviews and drawn from the ECT's work as a teacher and from their induction programme.

After each progress review/formal assessment meeting, a report will be completed that clearly shows how the ECT is performing against the teacher standards. The ECT will have the opportunity to add their own comments to progress review and assessment forms.

Formal assessment report will be signed by the headteacher, induction tutor and the ECT. 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.

A copy of the formal assessment report will then be sent to the appropriate body within 10 working days of the meeting. The appropriate body will make the final decision on whether the ECT has passed their induction period.

If 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.

At-risk procedures

If it becomes clear during a 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 teacher 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 and discussed with the appropriate body, alongside the support plan, for it to review. Where necessary, the head teacher and appropriate body 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 help a failing ECT improve.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, the induction tutor will update objectives as necessary and revise the support plan for the next assessment period.

Where there are concerns about the ECT's progress the induction tutor should explain the consequences of failure to complete the induction period satisfactorily and, where necessary, the headteacher will formally write to the ECT to advise them of the risks.

Addressing Concerns

If an ECT has any concerns about the induction, mentoring, support programme or ECF training, they should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named appropriate body contact.

Quality Assurance

The process of induction will 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:

- All ECTs will complete a full evaluation and written survey annually and at the end of their induction period
- The induction tutor and mentors will evaluate the success of the programme each year and write a report on their recommendations for any amendments as per appropriate body/training providers requirements for the following academic year

Findings from the review will be shared annually with the governing body.