

Early Career Teacher (ECT) Induction Policy

2021

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1.0 Introduction

The first two years of teaching are not only demanding but also of considerable significance in the professional development of the early career teacher (ECT). Our Trust induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured 2 year Early Career Framework (ECF) based training programme and Induction programme.

This 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.

This policy should be read in conjunction with DfE Statutory Induction Guidance 2018 (revised March 2021) and Early Career Framework (March 2021). Links to both documents can be found on page 13.

1.1 Aims

Our Trust induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The Trust were key partners in the pilot of the National Early Career Framework programme and part of the early roll out.

The Trust will engage with the Full Induction Programme: a funded provider led programme offering high quality training for early career teachers and their mentors alongside professional development materials. The Trust is involved in the design, development and delivery of the full Induction programme with one of the DfE's accredited provider-led partners.

The purposes of induction include:

- provide an ECF programme appropriate to the individual needs of the ECT;
- to provide appropriate counselling and support through the role of an identified ECF mentor to support the Early Career Framework programme and a separate Induction Tutor to support the induction arrangements;
- an appropriate body has been identified as the main quality assurance role within the 2 year induction process. The appropriate body is responsible for checking that head teachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF;
- provide ECTs with examples of outstanding/good practice across the individual academy and/or across the local hub;
- help ECTs form good relationships with all members of the school community and stakeholders;
- help ECTs become aware of the school's role in the local community;
- encourage reflection on their own and observed practice which can be supported;
- with the use of professional development tools such as IRIS;

- provide opportunities to recognise and celebrate good practice;
- provide opportunities to identify areas for development;
- help ECTs to develop an overview of the teacher's roles and responsibilities;
- provide a foundation for longer-term professional development;
- help ECTs meet the Teacher Standards.

All staff will be kept informed of the Trust's Induction Policy and Academies ECT Policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Cooperative values and the four 'Ways of Being' (Show You Care, Succeed Together, Be Yourself Always and Do What Matters Most), will also underpin the support, training and professional behaviours of colleagues including our ECTs.

2.0 Legislation and statutory guidance (revised March 2021)

This policy is based on the Department for Education's Statutory Induction Guidance 2018 (revised March 2021). This guidance updates and replaces the statutory guidance which accompanied the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. This guidance will be kept under review and updated when necessary.

2.1 What legislation does this guidance refer to?

- Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.

3.0 Roles and Responsibilities

3.1 The Governing Body

The governing body will be fully aware of its responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the academy currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The governing body will investigate concerns raised by the ECT and seek guidance from the appropriate body (LA) if necessary.

The governing body:

- should ensure compliance with the requirement to have regard to this 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; and
- can request general reports on the progress of an ECT.

3.2 Headteacher/Principal

The head teachers statutory responsibilities are:

- clarify whether the teacher needs to serve an induction period or is exempt;
- check with the Teaching Regulation Agency that the individual holds QTS;
- select an Appropriate Body such as the Local Authority or one of the designated Teaching Hubs and quality assure the offered induction process
- notify the Appropriate Body when an ECT who is taking up a post in which they will be undertaking induction joins the school, before the appointment begins and carry out pre-employment checks upon registration;
- ensure the ECTs post is a suitable post in which to serve induction;
- ensure that an appropriate induction programme is in place;
- ensure the ECT has both a reduced timetable 10% in year 1, 5% in year 2 and PPA time as necessary; and
- where relevant obtain documentation from the ECT's previous post including any interim assessment and details of absences and take this into account in determining the length and nature of the ECT's induction programme and period (see transition arrangements Statutory Induction Guidance 2018)
- appoint an induction tutor, separate from the ECF mentor (who must hold QTS) and ensure two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled;
- ensure the induction tutor is appropriately trained and has time to carry out their role;
- appoint an ECF mentor (who must hold QTS)

- ensure that all ECTs are enrolled and receive the appropriate ECF programme provider as indicated by the Trust
- 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 a ECT whose progress towards meeting the standards may be at risk;
- maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the academy part way through a period;
- monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more;
- periodically inform the governing body about the school's induction arrangements;
- ensure timely assessment reports are completed (on pro rated time scale for part-time staff) and sent to the Appropriate Body as required;
- participate appropriately in the Appropriate Body's quality assurance procedures;
- consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period;
- within 10 days of the ECT completing the induction period, make a recommendation to the Appropriate Body on whether the ECT has met the core standards, using agreed forms;
- provide interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an ECT serving induction leaves the school/college; and
- retain all relevant documentation/evidence on file for six years ensuring an appropriate induction programme is set up
- ensuring an appropriate induction programme is set up.
- recommending to the LA whether an ECT has met the requirements for satisfactory completion of the induction period
- where ECTs 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 and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years;
- involve the ECT regularly teaching the same class(es);
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;

While the head 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 governing body aware and up to date about induction arrangements and the results of formal assessment meetings

3.3 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 academy'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 ECTs performance as assessed against the Teachers' Standards.

The induction mentor 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 (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, 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;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, 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; and 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;
- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt and appropriate action where an ECT appears to be experiencing difficulties; and

- ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

3.4 ECF Mentor

ECF mentor will support the ECT through:

- engage with the ECF programme (as selected by the trust) 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;
- register each ECT on the Trust's ECF provider led programme (as selected by the trust);
- liaise and feedback on programme support and development with the Trust's Director of Primary Leadership (ECF Lead) and programme led provider as and when required;
- use reporting arrangements to accurately and consistently to assess, support and intervene when required
- regular one to one mentoring sessions who is expected to hold QTS and has the time and ability to carry out the role effectively;
- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT, Induction Tutor 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; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

3.5 Appropriate Bodies (link to document Appropriate Bodies Guidance pg13)

The appropriate body has the main quality assurance role within the induction process. The appropriate body is decided by the head teacher/principal based on local arrangements and can include the Local Authority or one of the designated Teaching Hubs.

Through quality assurance, the appropriate body should assure itself that:

- headteachers/principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable;and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction. The appropriate body should, on a regular basis, consult with head teachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body is expected to take steps to ensure that:

- headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school;
- ECTs' records and assessment reports are maintained;
- 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;
- agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher/principal is consulted 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;

- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing.

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

3.6 Early Career Teacher

The ECT has a vital part to play in their own induction.

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 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 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 the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- meet regularly with identified ECF mentor and engage fully with Teach First's ECF programme
- 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; and
- retain copies of all assessment reports.

4.0 The Appeal Body

The DfE Teaching Regulation Agency is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- hearing appeals; and
- ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

5.0 Entitlement

5.1 Our induction programme 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 with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor and separate mentor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with induction tutor, senior managers, mentors, subject leads and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.

- A reduction of 10% of the average teacher's workload. This time is used for participating in the academy's and ECF induction programme and a reduction of 5% of the average teachers workload during year 2.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Attend meetings of ECTs arranged by the LA, Teach First and Trust where appropriate.
- Opportunities for further professional development based on agreed targets.

5.2 Early Career Framework (ECF)

The Early Career Framework (ECF) underpins an entitlement to additional support and continued professional development for ECTs in the first two years of their career. The Five Core Areas The content of the ECF has been designed to build upon, and complement, early career teachers' initial teacher education. These are not used to assess ECTs against but instead offer support to develop professionally.

It is intended to support them to develop in five core areas:

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional behaviours

5.3 How Does it Link to the Teachers' Standards?

In order to align these core areas to the existing Teachers' Standards, the content of the ECF is presented in eight sections:

- High Expectations (Standard 1- Set high expectations)
- How Pupils Learn (Standard 2 – Promote good progress)
- Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)
- Classroom Practice (Standard 4 - Plan and teach well-structured lessons)

- Adaptive Teaching (Standard 5 – Adapt teaching)
- Assessment (Standard 6 – Make accurate and productive use of assessment)
- Managing Behaviour (Standard 7- Manage behaviour effectively)
- Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

6.0 Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE Induction Guidance on ECT induction unless the ECT is viewed as at risk of failing to meet the necessary standards. All lesson observations will be agreed with the ECT during progress review/discussion meetings; they should link (wherever possible) to current targets set for the ECT, Teachers Standards and ECF modules. Feedback will be given as soon after the lesson observation as possible. Strengths and possible areas for improvement should be discussed.

7.0 Assessment

The assessment of ECTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (final year assessment report) in term 3 and term 6 will be used.
- Progress reviews will take place regularly and will take place outside of the formal assessments points, at least one per term
- Responsibility for assessment will involve all teachers who have a part in the ECTs development in order to gain a reliable overall view.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.

8.0 At risk procedures

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

If any ECT encounters difficulties with meeting the ECT standards, the following procedures will be put into place:

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

- an expectation is established that the support provided will enable any weaknesses to be addressed;
- recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem;
- agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.;
- experienced colleagues will model aspects of good practice so that the ECT can focus attention on areas of teaching through observation;
- early warning of the risk of failure will be given and the school's concerns communicated to the AB without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Head teacher/AB advisor 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.

9.0 Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme or TF ECF training, these 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 AB contact.

10.0 Review and Monitoring

This policy will be reviewed as part of the Trust's development cycle or prior to this date should there be any changes to statutory requirements.

11.0 Links with Other Policies

DfE Induction Guidance March 21

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf

DfE Early Career Framework

<https://www.gov.uk/government/publications/early-career-framework>

Coop Induction Procedure

<https://www.coopacademies.co.uk/wp-content/uploads/2020/07/Induction-Procedure.pdf>

DfE Teacher Recruitment and Retention Strategy

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

DfE Teacher Standards

<https://www.gov.uk/government/publications/teachers-standard>

ECF Reforms

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

Coop Academies Safeguarding Policy (safer recruitment)

<https://leeds.coopacademies.co.uk/wp-content/uploads/sites/21/2020/09/The-Coop-Academy-Leeds-Policy-2020-2021.pdf>

DfE Appropriate Bodies Guidance (for AB)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/973245/Final_AB_guidance_1.pdf

Date:

Date for next review: