

Policy Document for: Early Career Teachers (ECTs)

Approved: November 2022

Due for Review: November 2023

See [Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/Statutory_Induction_Guidance_2018.pdf) and [Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/Early_Career_Framework.pdf)

Rationale

The early career of development teachers is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our trust's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

In line with the Early Career Framework (ECF), early career teachers are offered:

- 2 years of fully funded, high-quality training
- Freely available high-quality development materials based on the ECF
- Funding for 5% time away from the classroom for teachers in their second year
- a dedicated mentor and support for these mentors including access to funded high-quality training
- Funding to cover mentors' time with the mentee in the second year of teaching

Purposes

Our Trust's ECT induction programme has been designed to meet statutory requirements outlined in the DfE's Induction for Early Year Career Teachers and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our schools. This updated induction programme comes into force on September 1st 2021 and applies to ECT who start their induction on or after this date.

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 supports 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 early career teachers (ECTs) and equip them with the tools to be an effective and successful teacher.

Roles and Responsibilities

The ECT

The early carer teacher is expected to:

- Provide evidence that they have QTS and are eligible to start induction;
- 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 School;

Engage with the induction programme

- Provide evidence of their progress against the Teachers' Standards;
- Participate fully in the agreed monitoring and development programme;
- Engage fully with the progress review process and provide copies of existing evidence as agreed with the induction tutor
- Retain copies of all assessment reports.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;

Work with induction tutor

- 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;
- Raise any concerns with their induction tutor as soon as practicable in the first instance
- 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

The Local Governing Body and Trust Board

The Local Governing Body will:

- Ensure each school upholds their responsibility to provide the necessary monitoring, support and assessment for ECTs
- Ensure the Head of School is fulfilling their responsibility to meet the requirements of a suitable post for induction
- Investigate concerns raised by an individual ECT as part of the Trust agreed grievance procedures;
- Ensuring the Head of School have put in place an induction programme for the ECT and ensure that this programme of support is clearly based on the ECF
- The Local Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the Head Teacher's report and/or direct contact with the ECT Coordinator in school.
- Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all of its obligations

The Trust Board will quality assure work of the Local Governing Body in undertaking these duties relating to ECT induction.

The 'Appropriate body'

The 'appropriate body' has been chosen by the Trust as a teaching school hub – Thames Gateway

The appropriate body provide independent quality assurance of the statutory induction programme. An ECT cannot commence their induction until the appropriate body has been agreed.

- The appropriate body makes the final decision as to whether the performance of the ECT is satisfactory, drawing on the recommendation of the Headteacher
- Within 20 working days of receiving the Headteacher recommendation the appropriate body must decide whether the ECT has performed satisfactorily against Teacher standards and therefore completed induction successfully, requires an extension, or has failed to satisfactorily complete the induction period
- Within 3 working days of making the decision, provide written notification to the ECT, Headteacher and employer. They must also notify the Teaching Regulation Agency
- Should the decision be made for an extension, they will notify the ECT of their right to appeal
- The appropriate body should, on a regular basis, consult with Head of School on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Schools are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

Reducing induction period

Where a teacher has significant teaching experience when starting the induction period, the appropriate body can use discretion to reduce the length of the induction period.

In making that decision they will seek the advice of the Head of School and gain agreement with the teacher involved. The ECT may choose to serve the full induction period. The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment. Reductions should only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards

In such cases, only the final assessment meeting and report will be required with the Head of School's recommendation on whether the teacher's performance against the Teachers' Standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way

Extending the induction period

The appropriate body has the option to extend the induction period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. This may include personal crisis, illness, disability, issues around support or where there is insufficient evidence in documentation.

The Head of School/Head Teacher

The Head of School (HoS) /Head Teacher (HT) plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction

Programme has been delegated to a coordinator, the HoS/HT will also observe each ECT, through 'drop-ins,' to ensure the induction programme is effective. Statutory responsibilities are:

Before taking up the post

Before the ECT takes up the post, the HoS/HT (or a person directed by the HT) will:

- Undertake pre-employment checks which includes checking with the Teaching Regulation Agency that they hold QTS;
- Clarify whether the teacher needs to serve an induction period or is exempt;
- Agree the start date for the induction programme to commence. This may be different to the contractual start date;
- Notify the 'appropriate body' in advance that the ECT is taking up the post;
- Obtain progress reviews and interim assessments from the ECT's previous post.

During the induction programme

The HoS/HT will:

- Appoint an induction tutor and a mentor to support the ECT;
- Ensure the ECT's 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 the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- Ensure a reduced timetable is in place and that the time off timetable is used specifically to undertake activities in their induction programme;
- Make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- 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.

Other responsibilities

- Ensure the induction tutor 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;
- Participate appropriately in the appropriate body's quality assurance procedures;
- Notify the appropriate body as soon as absences total 30 days or more;
- Periodically inform the governing body about the Trust 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 institution.

- Ensure assessment reports are retained by the school for a minimum of 6 years
- Review actions taken to identify concerns where the ECT is at risk of not meeting the Teacher Standards and the support put into place.

Induction Coordinator (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 the school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

Induction tutor roles and responsibilities include:

Induction programme

- Ensure that the induction programme is delivered through the ECF principles.
- Provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary).

Observations

- Meet with the ECT to review the observed teaching and arrange post-observation review meetings in advance.
- Provide constructive feedback from the observation in a prompt manner with a brief written record on each occasion which identifies where any development needs.
- Ensure that the ECT's teaching is observed and feedback provided.

Progress reviews

- Carry out regular progress reviews throughout the induction period.
- 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, Head of School and appropriate body.
- Conduct progress reviews, informed by the ECT teaching with sufficient detail that there is nothing unexpected when it comes to formal assessment.
- Provide a written record of each progress review clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.
- Inform the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress.
- Provide copies of the progress reviews for the ECT to the appropriate body if requested.

Formal assessment meetings

- 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).
- Formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents.
- Where the induction tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track.
- 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.

- The assessment reports should be signed by the induction tutor, ECT and Headteacher. Once signed, the ECT should have the original and the induction tutor will send a copy to the appropriate body within 10 working days of the assessment meeting.
- The last formal assessment is at the end of the induction programme and will form the basis of the Headteacher recommendation to the appropriate body as to whether the ECT performance is satisfactory, or where unsatisfactory whether an extension should be considered.
- Should the ECT leave the post after completing more than 1 term but before the next formal assessment, the induction tutor will undertake an interim assessment which takes place before the ECT leaves. This should progress and performance since the last formal assessment was undertaken.

Support

- 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.
- If the induction tutor is not the Head of School, update the Head of School on the ECT's progress after each progress review.

Mentor

In addition to the Coordinator, who has the responsibility for the formal assessment of ECTs, a Mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The Mentor will contribute to the judgements about the ECT's progress against the Teachers' Standards and will support the training and development opportunities for the ECT throughout their induction period.

Mentor roles and responsibilities:

- 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; and
- Take prompt, appropriate action if an ECT appears to be having difficulties.

Entitlement

Our induction programme ensures that new teachers 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 the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for ECTs in the Trust are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post but run for the first two school years
- Structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these;
- Help and guidance from an Induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme;

- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc;
- A programme of observations of experienced colleagues' teaching;
- A reduced timetable. In the first year (seasonal terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (seasonal terms 4-6) of induction must not teach more than 95%;
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term);
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided;
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner;
- Opportunities for further professional development based on agreed targets and identified needs;
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.

Monitoring, support and assessment

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This includes:

- A programme 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;
- Regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- Support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- Observation of the ECT's teaching with written feedback provided;
- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards;
- ECT's observation of experienced teachers either in the ECT's own school or in another school where effective practice has been identified;
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point;
- Assessment is only against the Teacher Standards and not against any element of the ECF. Early Career Teachers are not expected to collect evidence against the ECF;
- The end of induction programme assessment should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.

Note that an ECT can only have one chance to successfully complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Data Protection

The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and ECTs must be made aware of who has been granted access to their assessments.

The governing body can request general reports on the progress of an ECT on a 26 termly basis but are not automatically entitled to have access to an individual's assessment reports. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the appropriate body.

Induction period

An induction period may be automatically extended prior to completion when the ECT absence per year of induction (or equivalent for part-time teachers) total 30 days or more.

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

Training

There are three approaches to delivery of ECT training and the Trust will decide on the most appropriate for the ECT and the schools within the organisation. The Trust has chosen:

- A funded provider led programme – our schools work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.

At risk procedures

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

- 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 should be clearly stated on the progress review, or the first formal assessment
- Agreed, attainable targets for action set for a minimum of 4 weeks, 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 particular areas of teaching through observation.
- Early warning of the risk of failure will be given to the ECT and the school's concerns communicated to Kent 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. The induction tutor will explain the consequences of failure to complete the induction period to the ECT and discuss the identified weaknesses, agreed objectives, details of the additional support and monitoring put in place, evidence used to inform the judgement and the details of the improvement plan for the next assessment period. Completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

The named appropriate body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

Serious capability problems

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. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction

Addressing ECT Concerns

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.