



Early Career Teacher (ECT) Induction Policy

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

Date of Approval:	23rd June 2023
Approved by:	Education Committee
Review date	June 2024

Policy Information:

Date of last review	June 2023	Review period	Annually
Date approved	23 rd June 2023	Approved by	Education Committee
Policy owner	Workforce Development Partner	Date of next review	June 2024

Updates made since the last review:

Review date	Changes made	By whom
24/05/2022	Pgs. 3, 4, 5 & 7	Workforce Development Partner
12/06/2023	Pgs 3, 4,5 & appendix I	Workforce Development Partner

1. Aims

The Trust 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
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy, which can be found OneDrive – Forward Education Trust Site – Trust Policy File. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them 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

If they don't complete their induction by 1 September 2023, they will 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 ECT induction period.

3. Legislation and statutory guidance

This policy is based on:

- 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.

4. 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.

Forward Education Trust uses Arthur Terry Teaching School Hub and Best Practice Network as our ECF training providers.

Prior to the ECT serving their induction, the headteacher 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 Services for Education, Birmingham LA, for ECT2s, and from September 2023, for ECT1s, Arthur Terry Teaching School Hub, as our 'Appropriate Bodies.' The induction tutor is responsible for signing off that ECTs meet the required standard at the end of the induction period.

4.1 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) and oversee the assessment aspects of ECT induction
- Have an appointed **ECT mentor**, who will have QTS and oversee the development aspects of ECT induction
- 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 without appropriate support to manage the behaviour challenges within the context of the school and its pupils needs.

4.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide monitoring and support, and co-ordinate their assessments
- Their designated ECT mentor will provide regular structured mentoring sessions, day to day support and targeted feedback
- 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
- The induction tutor role and ECT mentor role can be carried out by the same person, but it is recommended that this is carried out by two different people as the two roles are very distinct and different. If one person carries out both roles, then they will need sufficient capacity to complete both aspects effectively.

4.3 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 mentor. 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 (tracking sheet and meeting log – Appendix 1) relied on will be provided to the ECT and the Appropriate Body as appropriate. 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 headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the Appropriate Body (Services for Education and Arthur Terry Teaching School Hub), via ECT Manager (a virtual platform for recording ECT assessment, supplied by our Appropriate Body, Services for Education.) 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 should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured. This interim assessment will be given to the ECT and a copy sent to the appropriate body.

4.4 At-risk procedures

If it becomes clear during an ECT mentoring meeting, termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, the ECT mentor and / or induction tutor will put in place additional monitoring and support measures will be put in place immediately through the creation of an ECT support plan, in conjunction with Vicki Evans, Workforce Development Partner, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards within an appropriate and realistic timeframe
- An effective support programme is put in place to help the ECT improve their performance

The ECT support plan is then reviewed with the ECT mentor / induction tutor and workforce development partner. This will also be discussed with, and advice gathered from the appropriate body.

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 ECT mentor / induction tutor will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

5. Roles and responsibilities

5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their ECT mentor / induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their ECT mentor / 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 (e.g. planning, from a lesson observation, a book scrutiny, learning walk etc,)
- Participate fully in the monitoring and development programme (both in school and through Best Practice Network and Arthur Terry Teaching School Hub, which are the Trust's training providers)
- 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 ECT mentor or induction tutor as soon as they can
- Consult with their contact at the Appropriate Body at an early stage if there are difficulties in resolving issues with their ECT mentor or induction tutor or within the school

5.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- 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 (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the ECT induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure that the ECT accesses the ECF-based induction programme through the local Teaching School Hub and also ensures that the ECT receives in school induction
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Support the induction tutor to ensure 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
- Register ECTs with the DFE
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the Local Academy Council 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

5.3 Role of the induction tutor

The induction tutor 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 school 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, ECT mentor, headteacher and appropriate 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
- Make sure that the ECT's teaching is formally observed and feedback is provided once every half term

- 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

5.4 Role of the ECT mentor

The ECT mentor will:

- Prepare for and regularly meet with the ECT for structured mentor sessions to provide targeted feedback and enable professional reflection (including using the mentor materials)
- Work with the ECT, and colleagues within the school 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, observation of other practitioners
- Act promptly and appropriately if the ECT appears to be having difficulties
- To participate fully in the development programme for ECT mentors (delivered by the Trust, Tudor Grange Teaching School Hub and / or BPN)

5.5 Role of the Trust (responsibility delegated to Workforce Development Partner)

The Workforce Development Partner will:

- Make sure an appropriate ECF-based induction programme is in place across the Trust through a local Teaching school hub and / or national ECF training provider and register ECTs
- Ensure sure that formal assessments are carried out and reports completed and sent to the Appropriate Body
- Agree, in advance of the ECT starting, who will act as the Appropriate Body
- 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 headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- 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
- Provides updates and communications to headteachers, ECT mentors, Induction tutors and ECTs
- Support schools with proformas to collect information about compliance, ECT learning in order to inform assessment judgements
- Facilitate the sharing of best practice
- Support Trust-wide ECT training

6. Monitoring arrangements

This policy will be reviewed **annually** by the Trust Workforce Development Partner. At every review, it will be approved by the Trust Education Committee.

7. Extending an induction period to account for ad hoc absences

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave). In these circumstances the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

8. Extension of the induction period prior to completion due to statutory maternity, paternity, adoption, shared parental, or parental bereavement leave

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.

9. Links with other policies

This policy links to the following policies and procedures:

- > Appraisal
- > Grievance
- > Pay

APPENDIX 1- ECT Mentor Meeting Record 202_-202_

Mentee: _____ ECT Year: _____

PART ONE: TEACHING

Sub Standards	1. Set high expectations which inspire, motivate and challenge pupils		
1.a establish a safe and stimulating environment for pupils, rooted in mutual respect 1.b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 1.c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Date	Strengths/ Areas requiring further development/ Evidence	Module

Sub Standards	2. Promote good progress and outcomes by pupils		
2.a be accountable for pupils' attainment, progress and outcomes 2.b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Date	Strengths/ Areas requiring further development/ Evidence	Module

<p>2.c guide pupils to reflect on the progress they have made and their emerging needs</p> <p>2.d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>2.e encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>			

Sub Standards	3. Demonstrate good subject and curriculum knowledge		
	Date	Strengths/ Areas requiring further development/ Evidence	Module
<p>3.a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>3.b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>3.c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <p>3.d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>3.e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>			

Sub Standards	4. Plan and teach well structured lessons		
<p>4.a impart knowledge and develop understanding through effective use of lesson time</p> <p>4.b promote a love of learning and children’s intellectual curiosity</p> <p>4.c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>4.d reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>4.e contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	Date	Strengths/ Areas requiring further development/ Evidence	Module

Sub Standards	5. Adapt teaching to respond to the strengths and needs of all pupils		
<p>5.a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>5.b have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these</p> <p>5.c demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development</p>	Date	Strengths/ Areas requiring further development/ Evidence	Module

<p>5.d have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>			
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Sub Standards	6. Make accurate and productive use of assessment		
<p>6.a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>6.b make use of formative and summative assessment to secure pupils' progress</p> <p>6.c use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>6.d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	Date	Strengths/ Areas requiring further development/ Evidence	Module

Sub Standards	7. Manage behaviour effectively to ensure a good and safe learning environment		
<p>7.a have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and</p>	Date	Strengths/ Areas requiring further development/ Evidence	Module

<p>courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p>7.b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>7.c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>7.d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>			

Sub Standards	8. Fulfil wider professional responsibilities		
	Date	Strengths/ Areas requiring further development/ Evidence	Module
<p>8.a make a positive contribution to the wider life and ethos of the school</p> <p>8.b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>8.c deploy support staff effectively</p> <p>8.d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>8.e communicate effectively with parents with regard to pupils' achievements and well-being.</p>			

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

Sub Standards	A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.		
	Date	Strengths/ Areas requiring further development/ Evidence	Module
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> ② treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position ② having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions ② showing tolerance of and respect for the rights of others ② not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ② ensuring that personal beliefs are not expressed in ways which exploit 			

<p>pupils' vulnerability or might lead them to break the law.</p> <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>			
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