



Extend Learning
Academies Network

Early Career Teacher (ECT) Induction Policy

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3.0	July 2023	Kerri McArdle	Annual review: section 2 changed from NQT transitional arrangements to pre-September 2021 cohort. Reference to new 2023 DfE induction for ECT guidance. Additional paragraph added to role of the appropriate body.

Contents

1. Statement of intent	4
2. Pre-September 2021 cohort	4
3. Legislation and statutory guidance	4
4. The ECT induction programme	5
5. Roles and responsibilities.....	6
6. Monitoring arrangements	9
7. Links with other policies	9

1. Statement of intent

At Extend Learning Academies Network (ELAN), we recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the schools and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the schools endeavour to develop and nurture a promising career.

The induction period for ECTs will:

- Enable ECTs to build upon existing knowledge, skills and understanding.
- Assist ECTs in becoming full members of the teaching profession and provide a foundation for CPD.
- Enable ECTs to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of ECTs' professional practice.
- Provide support to ECTs failing to make satisfactory progress.

This policy has been established to ensure that the requirements listed above are met, that all parties benefit from arrangements, and that all staff members know their roles, responsibilities and expected practice. Government guidance is followed and all relevant staff will read the following document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1_.pdf

2. Pre-September 2021 cohort

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

ECTs who, on 1 September 2021, had started but not completed their induction, are referred to as 'the pre-September 2021 cohort' and had until 1 September 2023 to complete induction within three terms.

If an ECT in the pre-September 2021 cohort had concluded their three-term induction before 1 September 2023 but the appropriate body decided that an extension period was required in order to evidence meeting the Teachers' Standards which takes the ECT past 1 September 2023, they only need to complete the agreed period of extension.

Where possible these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction. This is to be decided by the headteacher and appropriate body given what is most appropriate in the circumstances and considering what proportion of the induction period remains to be served. It is expected that they will be able to access ECF support and entitlements for the remainder of their induction.

3. Legislation and statutory guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2023) 'Induction for early career teachers (England) statutory guidance for appropriate bodies, headteachers, school staff and governing bodies revised April 2023 to come into force on 1 September 2023'
- DfE (2021) 'Induction for early career teachers (England)'
- DfE (2021) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- [Updated] DfE (2011) (latest terminology update December 2021) 'Teachers' Standards' Education Act 2002

- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- [Updated] [Maintained schools] DfE (2021) 'School teachers' pay and conditions document 2021 and guidance on school teachers' pay and conditions'

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. Schools will use a [DfE-funded training provider](#).

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 The Five Counties Teaching School Hub, our 'appropriate body'.

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)
- › Have an appointed induction mentor, who will have QTS
- › Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- › Regularly teach the same class or classes
- › Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- › Not be given additional non-teaching responsibilities without appropriate preparation and support
- › Not have unreasonable demands made upon them
- › Not normally teach outside the age range and/or subjects they have been employed to teach
- › Not usually be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for ECTs

We support ECTs with:

- › Their designated induction tutor, who will provide regular monitoring and support, and coordinate their assessments against the teacher standards
- › Their designated induction mentor, who will provide regular structured mentoring sessions 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 on a termly basis (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
- › Access to a comprehensive range of training and professional development opportunities programme through the Five Counties Teaching Schools Hub and ExtendEdsuita.
- › Access to a wide network of professional support.

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 induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

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

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

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

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher 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 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
- Be responsible, with the support of their tutor, for their ongoing continuing professional development (CPD) and to visit other year groups and schools to observe good practice.
- 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 records of lesson observations, feedback and agreed targets
- Keep copies of all formal assessment forms
- Follow school policies and procedures
- Show commitment to completing the induction process.

When the ECT has any concerns, they will:

- Raise these with their 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 tutor or within the school

5.2 Role of the headteacher

The headteacher of the school taking on the ECT will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period or is exempt
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the induction 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 progress reviews and 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
- Ensure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing body 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 six years

Where an ECT serves induction at more than one school in the trust, we will appoint one headteacher to act as the **lead headteacher**.

They will take on overall responsibility for ensuring the above is in place, working with individual headteachers as necessary. In addition, the lead headteacher will:

- Provide a fair opportunity for the ECT to demonstrate that they have performed against all of the relevant standards by the end of the induction period
- Consult with, and gather evidence from, the other headteachers
- Co-ordinate the evidence to make the recommendation to the appropriate body on whether the ECT's performance is satisfactory against all of the relevant standards

- Make clear the methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments to the other headteachers and to the ECT

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 two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body.
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure 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
- Ensure that all monitoring and record keeping is done in the least burdensome way, and that the ECTs are not asked for any evidence that requires the creation of new work
- Ensure the health and wellbeing of the ECT is supported and regular opportunities in place to discuss any concerns.

5.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- 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
- Act promptly and appropriately if the ECT appears to be having difficulties

5.5 Role of the local governing body

The local governing body will:

- Ensure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Ensure 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 procedure
- 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

5.6 Role of the appropriate body

Appropriate bodies have a quality assurance role and are responsible for:

- Ensuring the headteacher and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This

includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.

- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- Maintaining full responsibility for their regulatory duties, and not delegating these.
- Consulting with the headteacher on the nature and extent of the quality assurance procedures in the school.
- Ensuring the headteacher has implemented a programme which is clearly based on the ECF.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Ensuring an agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the headteacher with information on the types of induction available.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.
- Ensuring that the headteacher/principal has contacted the ECT's previous appropriate body and has obtained the necessary reports to ensure induction can be continued effectively. Where agreed with the headteacher/principal the appropriate body may contact the ECT's previous appropriate body to obtain the necessary reports

6. Monitoring arrangements

This policy will be reviewed **annually** by ELAN executive team. At every review, it will be approved by the full board of trustees.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Disciplinary
- Pay

- Staff code of conduct
- Leave of absence
- Data retention schedule
- Individual schools' behaviour policies
- Child protection and safeguarding
- Safer recruitment