



Early career teacher (ECT) induction policy

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The purpose of ECT induction

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

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 induction programme at Middle Barton School supports early career teachers (ECTs) and provides 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.

1. Aims

The programme of support and other procedures outlined within this policy document will at all times align with the Trust's three core principles:

- Commitment to Excellence
- Everyone Learning
- Respectful Relationships

The River Learning Trust is committed to providing the best possible induction for all ECTs, in line with these values.

The aim of this policy is to support and guide ECTs in their first two years of teaching by making a significant contribution to both the professional and personal development of individual ECTs. The programme aims to:

- be flexible and appropriate to the needs of individual ECTs;
- help ECTs to become fully integrated into the school as a whole;
- help ECTs to understand their responsibilities as part of the teaching profession;
- provide ECTs with the opportunity to observe good practice and to reflect on their own teaching practice with their ECT induction tutor;
- allow opportunities for them to identify areas for development;
- enable ECTs to perform satisfactorily against the Teachers' Standards;
- provide a foundation for ECTs to develop professionally in the long-term.

Middle Barton School school will:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF).
- 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. Legislation and statutory guidance

This policy complies with our funding agreement and articles of association.

Statutory requirements - Teachers' Standards

This policy is informed and underpinned by the *Induction for early career teachers (England) Statutory Guidance for appropriate bodies, headteachers, school staff and governing bodies (Department for Education April 2024)*, the *Early career framework reforms and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012*.

In line with the statutory guidance, the school will:

- ensure the post is suitable for statutory ECT induction;
- register its ECTs for statutory induction with an appropriate body and also for the ECF on the DfE online service;
- appoint a teacher with QTS, to act as the ECT's induction tutor, who will provide regular monitoring and support and coordinate assessment.
- appoint another teacher with QTS to act as the ECT's mentor, who will provide regular structured mentoring sessions and targeted feedback;
- give the induction tutor and mentor sufficient time to carry out the role effectively and meet the needs of the ECT, including in most cases timetabling mentor sessions during teaching hours;
- give ECTs a programme of training that supports them to understand and apply the knowledge and skills set out in the Early Career Framework's evidence and practice statements;
- ensure that ECTs have a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range in year one and no more than 95% of the timetable of the school's existing teachers on the main pay range in year two to enable them to undertake activities in their ECF-based induction programme. This is in addition to the planning, preparation and assessment time (PPA) that all teachers receive;
- facilitate ECT's observation of experienced teachers either in this school or another school where good practice has been identified;
- facilitate observation of the ECTs teaching with written feedback by the induction tutor;
- facilitate professional reviews of progress by the induction tutor to set and review development targets against the Teachers' Standards;
- keep ECTs up to date on their progress – there will be 'nothing unexpected'.

3. 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.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms. In some exceptional circumstances the length of an induction period may be reduced

Where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards, they may be able to have their induction period reduced.

The programme is quality assured by our appropriate body, OTSA.

A suitable post for ECT induction

The school will ensure that the post is suitable for ECT induction to ensure that the supervision and training of the ECT meets their developmental needs. The post will:

- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks and experience of teaching whole classes, as well as the necessary support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject for which the ECT has been employed to teach;
- not present the ECT on a day-to-day basis with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same classes;
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

4.1 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments;
- Their designated 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 termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the Teachers' Standards and their current needs and strengths;
- Chances to observe experienced teachers, either within the school or at another school with effective practice.

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 either the headteacher or the ECT's 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.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the Teachers' 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 Teachers' 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.

The Teachers' Standards

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the Teachers' Standards is satisfactory upon completion of induction will take into account the ECT's work context and will be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements will reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and will not be used as an assessment tool.

4.2 At-risk procedures

ECTs at risk of not meeting the Teachers' Standards

If an ECT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- inform the ECT of the concern and identify where they need to improve their practice;
- ensure that additional monitoring and support measures are put in place immediately;
- set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards;
- put an effective support programme in place to help the ECT improve their performance;
- give the ECT every opportunity to improve their performance;
- inform the appropriate body that there is a concern.

An ECT has only one chance to 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 is not permitted to repeat induction and cannot be lawfully employed in a relevant school.

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 should notify the relevant person, depending on the nature of the complaint.

If the complaint is related to the statutory ECT induction process, the ECT should contact the named contact at the appropriate body.

If the complaint is related to the Early Career Framework, the ECT should contact the ECF delivery partner.

If the complaint is related to the school, college or institution the ECT should contact the headteacher or principal of the school, college or institution.

5. Roles and responsibilities

The ECT

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 induction tutor/within the institution;
- keep track of and participate effectively in the 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; and
- retain copies of all assessment forms.

The headteacher

The headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure the mentor has the ability and 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 of and feedback on their teaching and that progress reviews are sent to the appropriate body on time;
- ensure that assessments are carried out and reports completed and sent to the appropriate body on time;
- 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;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;

- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation, evidence and forms on file for six years.

There may also be circumstances where the headteacher should:

- obtain interim assessments from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the appropriate body as soon as absences total 30 days or more in either year of induction;
- periodically inform the governing body about the school's induction arrangements;
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

The induction tutor

The induction tutor is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- 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 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; and
- take prompt, appropriate action if an ECT appears to be having difficulties;
- 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.

The mentor

The mentor is expected to:

- 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.

The local governing body:

- should ensure compliance with the Statutory Guidance for ECT Induction;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the headteacher 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 school's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the school'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.

6. Monitoring arrangements

This policy will be reviewed every three years by OTSA. At every review, it will be approved by the RLT Trust Board.

7. Links with other policies (all RLT Policies can be found [here](#))

This policy links to the following policies and procedures:

- RLT Appraisal Policy
- RLT Resolving Grievances
- RLT Teachers' Pay