



EARLY CAREER TEACHER (ECT) INDUCTION POLICY

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Abbreviations of note

DfE – Department for Education

ECT – Early Career Teacher

ECF – Early Career Framework

EEF – Education Endowment Foundation

NQT – Newly Qualified Teacher

QTS – Qualified Teacher Status

1. Policy aims

Aston Community Education Trust (ACET) is committed to:

- recruiting new teachers of the highest calibre to work with our children, young people and communities
- providing new teachers with the opportunities and environments in which they flourish and move forward into successful teaching careers

This policy reflects a structured trust approach to Early Career Teacher (ECT) induction. Every academy within our trust will:

1. Ensure that their ECT Induction Programme meets all of the statutory requirements as detailed in the Early Career Framework (ECF) from 1st September 2021.
2. Ensure that all ECTs receive their entitlement to a high quality, structured and comprehensive programme of professional development and support.
3. Enable ECTs to participate in a process that positively contributes towards their personal and professional development.
4. Empower ECTs so that they are successful in meeting the Teachers' Standards and are equipped with the skills and expertise to be effective and successful teachers.
5. Ensure that all colleagues understand their collective roles and responsibilities in supporting and nurturing our new teachers.

We recognise the importance of providing high quality training and development opportunities for new teachers and welcome the introduction of the Early Career

Framework (ECF) which marks a change in support entitlement for early career teachers. The ECF provides a funded entitlement to a two year programme of professional development, validated by the Education Endowment Foundation (EEF). The reforms are part of the Government's wider teacher recruitment and retention strategy, which aims to enhance the training and development opportunities available to teachers.

2. Newly Qualified Teacher (NQT) induction transitional arrangements

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

NQTS who have started but not completed their induction before 1st September will continue to follow our NQT Induction Policy. They have until 1st September 2023 to complete their induction within three terms (a single academic year) as outlined in the previous NQT induction guidance.

To provide further support, where necessary and applicable, we will ensure that they:

1. Access an ECF-based induction for the remainder of the NQT's 1 year induction
2. Are allocated an induction mentor for the remainder of the NQT's 1 year induction

The decision regarding providing the additional support above should be made with mentors/tutors/the ECF lead and the Principal in each academy.

Should a Newly Qualified Teacher not complete their induction by 1st September 2023, they will be required to switch to the full ECT induction for the remainder of their induction period. Time already spent in ECT induction will count towards the 2 year ECT induction period.

3. Legislation and statutory guidance

This policy is informed by the following legislation and guidance:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1st September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [Teachers' Standards](#)

4. The ECT induction programme

Our Trust's induction process has been designed to make a significant contribution to the professional and personal development of our ECTs. All staff will have awareness of the Trust ECT induction policy and will be encouraged to participate, where applicable, in its implementation and development. This shared sense of ownership and collective responsibility is important in ensuring that ECTs receive the best training, guidance, support and care in their early career.

The purposes of our induction programme are:

- to provide a high quality, evidence-informed programme for all ECTs
- to provide appropriate coaching and support through an identified mentor, best placed to support the ECT
- to ensure that the ECT engages with the ECF programme; facilitated by our chosen accredited provider, The South Yorkshire Teaching Hub/Potentia

TSH, following the Education Development Trust's full programme

- to ensure that ECTs see strong, effective pedagogy and practice
- to help ECTs build positive professional relationships with all members of the trust and wider academy community
- to encourage ECTs to be reflective, thinking about their own practice and that which they observe
- to provide a platform for longer-term professional development and growth
- to help ECTs to meet all of the areas of statutory induction
- to support ECTs in developing their practice to meet the Teachers' Standards

Our ECT induction programme is underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Course duration

For a full time ECT the induction period will typically last 6 terms (2 academic years). Part-time ECTs will serve a full time equivalent. Up to one term of continuous employment can count towards completion of the induction period.

Eligibility

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

The programme

All schools within the Trust will be following a provider-led programme. Our accredited provider of choice is the Education Development Trust (EDT), in partnership with The South Yorkshire Teaching Hub/Potentia TSH.

Training through the framework occurs through three strands – self-directed study, group seminars and instructional coaching. A virtual learning environment is also available to mentors, ECTs and school leaders.

An overview of the programme can be seen below:

Year One – Blocks 1-6	Year Two – Blocks 7-12
<p>ECTs access one block each half term. Blocks are designed in collaboration with national experts and are carefully sequenced to fit day-to-day teaching needs and requirements.</p> <p>Block 1 – Establishing a positive climate for learning</p> <p>Block 2 – How pupils learn: memory and cognition</p> <p>Block 3 – Developing effective classroom practice: teaching and adapting</p> <p>Block 4 – The importance of subject and curriculum knowledge</p> <p>Block 5 – Assessment, feedback and questioning</p> <p>Block 6 – A people profession</p>	<p>Block 7 – Embedding a positive culture for learning</p> <p>Block 8 – How pupils learn: making it stick</p> <p>Block 9 – Enhancing classroom practice: grouping and tailoring</p> <p>Block 10 – Revisiting the importance of subject and curriculum knowledge</p> <p>Block 11 – Deepening assessment, feedback and questioning</p> <p>Block 12 – Continuing your professional development</p>

Each ECT is allocated an induction tutor and mentor in their academy. There may also be an overseeing ECF lead in their academy. In line with the requirements of the Trust's nominated accredited provider, mentors will spend one hour per week with their ECT. This hour could include observing, providing feedback and instructional coaching to develop the ECT, or discussing a topic in depth to enhance the ECT's understanding of a topic within the academy's context. These meetings reduce to one hour per fortnight in the second year of 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%.
- 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

Support for ECTs

ECTs receive the following support:

1. Designation and allocation of an appropriate induction tutor who will provide day-to-day monitoring and support and coordinate ECT formal observations and assessment
2. Designation and allocation of an appropriate induction mentor, who are 'expert colleagues' in that particular, subject/phase that the ECT teaches in and who provide regular structured mentoring session and targeted feedback.
3. Observations of their teaching at regular intervals and follow-up discussions with prompt and constructive feedback.
4. 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 their objectives and revise them in relation to the relevant standards and their current strengths and development areas.
5. Chances to observe experienced teachers, within their own academy and across the trust, that show effective practice.

Assessment of ECT performance

The assessment of ECTs is rigorous, objective and developmental. Responsibility for assessment will involve all teachers who have a part in the ECT's development to gain a reliable, overall view. The ECF lead/induction tutor has the responsibility of ensuring that assessment procedures are consistently applied.

Termly progress reviews are undertaken in each term where a formal assessment is not scheduled. These are not formal but formative. A written record should be retained with a record clearly stating whether the ECT is on track to successfully complete induction.

Formal assessment meetings will take place in the final term of the ECTs first year (term 3) and the final term of their second year (term 6) and will be carried out by either the Principal or the ECTs induction tutor. Mentors should not carry out formal assessments or progress reviews.

The meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment periods and drawn from the ECT's work as a teacher and from their induction programme. Copies of evidence used are provided to the ECT and appropriate body. ECTs are not assessed against the ECF but the Teachers' Standards.

After each formal assessment meeting, a formal assessment report will be completed that clearly indicates how the ECT is performing against the relevant standards. The Principal will also recommend to the appropriate body in the final assessment report at the end of the programme whether or not 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 Principal, induction tutor and ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report is sent within 10 working days of the meeting. The appropriate body then make the final decision regarding 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 Principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is recorded.

Our ECT programmes are quality assured in our academies by our appropriate bodies including (dependent upon geographical location) – South Yorkshire Teaching Hub/Derbyshire Local Authority/Potentia TSH

ECTs at risk of not meeting the Teachers' Standards

Principals and induction tutors should have due regard to paragraphs 4.1-4.10 of the DfE's statutory guidance for the induction of ECTs.

If it becomes clear during a termly progress review or at the first formal meeting 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

It is the responsibility of the induction tutor to notify the appropriate body after each progress review, stating whether or not the ECT is making satisfactory progress.

Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards. The progress review record or formal assessment report should be shared with the appropriate body, alongside the support plan, for them to review it.

If there are concerns about an ECT's progress during subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or Principal will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Where there are still concerns about an ECT's progress between formal assessment points one and two, the induction tutor should explain the consequences of failure to complete the induction period satisfactorily.

Monitoring, Evaluation and Review

The process of induction should be monitored throughout the course of the programme through quality assurance and review practices.

All ECTs will complete a full evaluation and written exit survey at the end of their induction period.

The induction tutor and mentor will evaluate the success of the programme each year and write a report on their recommendations for any amendments the following academic year. This will be forwarded to the ACET ECT Lead.

5. Roles and responsibilities

5.1 The role of the ECT

The ECT will:

- Provide evidence that they have QTS 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
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their tutor the start and end dates of the induction period
- Keep copies of all assessment reports

Where an ECT has a concern, they will:

- Raise these concerns with their induction tutor/Principal 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 induction tutor or within the

academy

5.2 The role of the Principal

- The principal, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:
- Have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- Check that the ECT has been awarded QTS
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Appoint induction tutors and mentors in line with paragraphs 2.41-2.43 of the statutory induction guidance, ensuring that both the induction tutor and mentor have the ability and sufficient time to carry out their respective roles effectively
- Ensure that an appropriate induction programme is in place
- Ensure that time is timetabled for the mentor and ECT to meet together on a weekly basis (1 hour) in the first year and on a fortnightly basis (1 hour) in the second year
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that assessments are carried out and reports completed and sent to the appropriate body
- Ensure that an ECT receives a 10% timetable reduction in their first year of induction and a 5% reduction in the second year
- Recommend to the appropriate body whether an ECT's performance against the Teachers' Standards is satisfactory or if an extension is required
- Ensure that all relevant documentation relating to an ECT's induction is retained on file for six years

There may also be specific circumstances where the principal may need to:

- Alert the appropriate body 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
- Notify the appropriate body when an ECT serving induction leaves the school

5.3 The role of the Induction Tutor

The role of the induction tutor is separate from the role of a mentor. Induction tutors are expected to:

- Have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- Provide guidance and effective support to the ECT (with the

appropriate body where required)

- 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
- Conduct progress reviews in terms where a formal assessment does not occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, principal 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
- Ensure that the ECT's teaching is observed and feedback provided
- Ensure that the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the academy
- Take prompt and appropriate action if the ECT appears to be having difficulties
- Ensure that any assessment processes are not burdensome and do not add unnecessary workload to the ECT. ECTs should not be asked for any evidence that requires the creation of new work

5.4 The role of the Induction Mentor

The mentor will:

- Act as a critical friend, mentor and coach
- Meet regularly (weekly in the first year and fortnightly in the second year) with the ECT for structured mentor sessions and to provide targeted feedback, in line with the requirements of the ECF
- Ensure that meetings are thoroughly prepared
- Work closely with the ECT and colleagues within the school who are involved in the ECT's induction to ensure that the ECT receives a high quality ECF-based induction programme
- Engage fully with the mentor training and development provided
- Provide effective support for ECTs – including subject specific, phase-specific, coaching and/or mentoring
- Share any concerns about an ECT's progress with the ECT and induction tutor and address these through a supportive programme

5.5 The role of the Local Governing Body

The Local Governing Body will:

- Ensure compliance with the statutory induction guidance
- Be satisfied that their school has the capacity to support the ECT fully and effectively
- Ensure the principal is fulfilling their responsibility to meet the requirements of a post suitable for induction

- Investigate concern raised by an individual ECT as part of the Trust's grievance procedures
- Request general ECT progress updates each term

6. Pre-induction arrangements

Before ECTs commence in role, and usually in the term before they take up their position, they should have:

1. A timetable of no more than 90% of that given to a main scale teacher in year one and not more than 95% of the same in year 2
2. A copy of the ECF Induction Policy
3. A copy of the DfE Teachers' Standards
4. A staff handbook, containing reference to procedures including attendance, standards and expectations, health and safety, safeguarding and pastoral systems
5. A chance to meet their induction tutor, mentor and other colleagues as appropriate

6. Links with other policies

This policy links to the following policies and procedures:

1. ACET Appraisal
2. ACET NQT Induction Policy
3. ACET Confidential Reporting Code
4. ACET Single Equality Policy
5. ACET Pay Policy