

## Early Careers teacher (ECT) Induction Policy for ECTs starting their induction on or after 1 September 2021

This policy is applicable to all the Trust schools in the Wolds Learning Partnership

### Version 3

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| Name of Responsible Committee/Individual:  | Board of Trustees<br>LGC   |
| Implementation Date:   | 1 <sup>st</sup> September 2021   |
| Review Date:   | 1 <sup>st</sup> September 2024   |
| Target Audience:   | Headteachers, governors, lead early career induction tutors, early career mentors, early career teachers and all staff.  |
| Reference Documents:   | <ul style="list-style-type: none"> <li>• The Department for Education's (DfE's) statutory guidance <a href="#">Induction for early career teachers (England)</a> from 1 September 2021</li> <li>• The <a href="#">Early career framework reforms</a></li> <li>• <a href="#">The Education (Induction Arrangements for School Teachers) (England) Regulations 2012</a></li> <li>• The 'relevant standards' referred to below are the <a href="#">Teachers' Standards</a>.</li> <li>• Appraisal</li> <li>• Grievance</li> <li>• Pay</li> <li>• Capability</li> </ul> |

## Context:

From the 1<sup>st</sup> of September 2021 all Early Careers Teachers are legally bound to satisfactorily complete a full-time, two-year equivalent induction programme, to be employed as a teacher in a relevant school in England in accordance with 135A-C and 141C (1)(b) of the Education Act 2002 and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 and with the guidance of the Department for Education's Induction for early careers teachers (England) [2021, 2022].

## Section 1. Aims

The Trust aims to:

- Facilitate an Early Careers Teacher, hereafter referred to as 'ECT' statutory induction programme of development, support, and professional dialogue, underpinned by the early career framework hereafter referred to as 'ECF', as outlined in the Department for Education's hereafter referred to as 'DfE' Induction for ECTs (England) [DfE 2021, 2022].
- To ensure that the provision of the ECT statutory induction meets the requirements of sections 135A-C and 141C (1)(b) of the Education Act 2002 and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, hereafter referred to as 'Regulations'.
- To deliver the necessary guidance to Headteachers/ lead induction tutors/early careers mentors and Governors to ensure compliant provision across Trust Schools.

## Section 2. Legislation and statutory guidance

This policy aligns with:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021 [updated April 2022]
- 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](#).

## Section 3: Compliance

### 3 (a) Compliance prior to facilitating the Early Careers Statutory Induction Programme

(i). The Trust will:

- Retain strategic oversight of the Early Careers Statutory Induction Programme across the Trust Schools.
- Collect a central register of all lead induction tutors and mentors with responsibilities for delivering the Early Careers Statutory Induction Programme across the Trust Schools.
- Collect a central register of all ECTs participating in the Early Careers Statutory Induction Programme across the Trust Schools and keep a record of their progress across the Trust Schools.
- Communicate which model of induction provision is appropriate for the Early Careers Statutory Induction Programme across the Trust Schools, to all Headteachers across the Trust for each academic year.

The Trust has chosen to use a DfE funded training provider for the academic year 2023 – 2024. The Lead Provider chosen by the Trust is Teach First and the delivery partner is Vantage Teaching School Hub, for the academic year 2023 – 2024.

- Ensure that each school in the Trust facilitating the Early Careers Statutory Induction Programme across the Trust Schools has registered with the Lead Provider.
- Ensure that that each school in the Trust facilitating Early Careers Statutory Induction Programme has registered an Early Careers Induction Tutor, to liaise with the DfE.
- Ensure that each school in the Trust facilitating the Early Careers Statutory Induction Programme has registered all Early Careers mentors, hereafter referred to as ECMs and all ECTs (before they start their induction period) with the DfE.
- Ensure that any ECT transferring from another school, who has partially completed their Early Careers Statutory Induction Programme is registered by the school facilitating the remainder of their Early Careers Statutory Induction Programme with the DfE prior to starting their appointment.
- Ensure that all ECMs have received training in instructional coaching.
- Ensure that no Trust school, once they have entered special measures recruits any new ECTs, unless an Ofsted Inspection makes a judgement that the setting is suitable for the purposes of an induction and gives permission for ECT appointments within specific departments or subject areas of the school.

(ii). The headteacher/ head of school will:

- Retain operational responsibility for the implementation of the Early Careers Statutory Induction Programme.
- Liaise with the governing body to ensure that they are satisfied that there is capacity to support an ECT.
- Liaise with the Trust in terms of providing a central register of ECTs, the lead induction tutor and the ECMs at the beginning of each academic year.
- Inform the DfE before the start of the academic year whether ECTs are expected to join in the next academic year.
- Appoint and register with the DfE an Early Careers induction tutor who is expected to have QTS and has the necessary time and training to carry out this role effectively.
- Choose the training programme as directed by the Trust.
- Register with the lead provider and the delivery partner as directed by the Trust.
- Verify that the ECT has been awarded QTS with the Teaching Regulation Agency.
- Contact the ECT's previous appropriate body, if the ECT has completed part of their period in another institution, to obtain copies of any progress review records or assessment reports (including any interim assessments, if applicable). They should then establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the ECT's progress by previous employers.
- Ensure with agreement with the appropriate body that the post is suitable for the ECT to serve induction. A suitable post is expected to:
  - Have a headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teaching Standards is satisfactory.
  - Have a prior agreement with an appropriate body to act in this role to quality assure the induction process
  - Provide the ECT with an ECF Induction programme
- Be jointly responsible with the appropriate body for ensuring supervision and training of the ECT meets their development needs.
- Confirm with the ECT, prior to the commencement of their induction, the identity of their appropriate body.
- Agree with the appropriate body in advance, the start date for the induction period, which may differ from when the ECTs contract commences.

- Appoint an ECM who is expected to have QTS, who has the necessary time and training to carry out this role effectively.
- Register all ECMs and ECTs with the DfE.
- Ensure that all ECTs who had started their induction period prior to 1<sup>st</sup> September 2021, hereafter referred to the 'pre-September 2021 cohort' complete their induction, within three terms by the 1<sup>st</sup> of September 2023. Where possible these ECTs should have an ECF based induction and a mentor for the remainder of their induction.
- Ensure that when the transitional period ends, that the pre-September 2021 cohort who have not completed, follow a two-year induction period. This will not entail restarting the induction process but will require them to complete what remains of the two-year induction. At this point they will be able to access ECF support and entitlements for the remainder of their induction.
- Perform the roles outlined for the lead induction tutor if they are completing both roles for the Early Careers Statutory Induction Programme.

**(iii). The lead induction tutor will:**

- Complete the necessary training as directed by the appropriate body and delivery partner.
- Read all the literature relating to the different roles within the Early Careers Induction Programme for both Year 1 and Year 2 ECTs, as directed by the appropriate body and delivery partner.
- Collate an events calendar for ECT seminars/meetings with the delivery provider for the academic year and takes appropriate action to ensure attendance.
- Ensure that all ECMs have registered/completed the appropriate training programme as directed by the appropriate body and delivery partner.
- Ensure that all ECMs have been allocated sufficient time to carry out their mentoring duties, as directed by the delivery partner.
- Set up an assessment calendar for the ECT formal assessments that is shared with ECTs at the start of the induction programme.

**(iv). The ECM will:**

- Complete the necessary training as directed by the appropriate body and delivery partner.
- Read the mentor handbook and completed all the necessary requirements as directed by the delivery partner.
- Have completed training in instructional coaching.

**(v). The Governing body will:**

- Ensure that they are satisfied that there is capacity to support an ECT in the following academic year.

**(vi). The ECT will:**

- Provide evidence of achieving Qualified Teacher Status.

### **3 (b) Compliance during the Early Careers Statutory Induction Programme**

**(i). The Trust will:**

- Liaise with the Headteacher's facilitating the Early Careers Statutory Induction Programme to arrange an Early Careers Statutory Induction Review to ensure compliance with the Statutory Requirements as outlined in this policy and within the DfE statutory guidance on the Induction for early careers

teachers (England) [2021, 2022].

- Quality Assure the resources provided by the appropriate body and the Early Careers Statutory Induction Programme being delivered within Trust Schools.

(ii). The headteacher/ head of school will:

- Provide an ECF Induction programme that:
  - Provides the ECT with the necessary employment task, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period.
  - Ensure that an Induction Tutor and designated mentor has been appointed to monitor and support the ECT throughout the induction process.
  - Provide the ECT with a reduced timetable to allow for them to complete induction activities. A year one ECT (terms 1 - 3) will teach no more than a 90% timetable of the timetable of existing teachers on the main scale. A Year two ECT (terms 2 – 6) will teach no more than a 95% timetable of the timetable of existing teachers on the main scale. This time must be specifically allocated to completing induction activities and must be in addition to the planning, preparation, and assessment time (PPA) that all teachers receive.
  - Not make unreasonable demands on the ECT
  - Not normally demand that the ECT teaches outside the age range and/or subjects 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 class(es)
  - Involve similar planning, teaching, and assessment processes to those in which teachers working in similar substantive posts are engaged in
  - Not involve additional non-teaching responsibilities, without the provision of appropriate preparation and support.
- Perform the roles outlined for the lead induction tutor if they are completing both roles for the Early Careers Statutory Induction programme.

(iii). The lead induction tutor will:

- Provide or co-ordinate guidance and effective for the ECT's professional development (with the appropriate body where necessary).
- Will meet with the ECT to discuss and agree priorities for their induction programme and keep these under review
- Agree with the ECT how best to use their reduced timetabled allowance
- Review the ECTs progress against the Teachers' Standards throughout the induction period.
- Carry out termly progress reviews throughout the induction period when a formal assessment is not taking place. Progress reviews will:
  - Be informed by existing evidence of the ECTs teaching and should be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to the formal assessment.
  - Not require the ECT to create evidence specifically to inform a progress review.
  - Require the ECT to engage in the process and provide copies of existing evidence as agreed with the induction tutor.
  - Provide a written record that is retained and shared with the ECT.
  - Clearly record whether the ECT is on track to successfully complete induction.
  - Agree development targets should be set and expected objectives should be reviewed and revised in relation to the Teacher's Standards and the needs/strengths of the ECT.

- Update the Headteacher of the ECTs progress after each progress review.
- Notify the appropriate body after each progress review stating whether the ECT is making satisfactory progress and if not, outline a plan to assist the ECT in getting back on track.
- Have regular contact with the appropriate body throughout the induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate (normally at the end of term three and at the end of term six). Formal assessments will:
  - Be at dates agreed with the ECT at the start of their induction programme.
  - Use evidence that is transparent and clear, with copies being provided to the ECT and the appropriate body.
  - Use evidence that is drawn from the ECT's work as a teacher during their induction.
  - Be informed by evidence gathered during progress reviews and assessments periods leading up to the formal assessment.
  - Use judgements made during the induction period that relate directly to the Teachers' Standards.
  - Produce formal assessment reports, which clearly show the assessment of the ECT's performance against the Teachers' Standards at the time of assessment.
  - Inform the ECT of the judgements to be recorded on their formal assessment record and provide the ECT with an opportunity to add their own comments.
  - Ensure that the formal assessment record is signed by the Induction Tutor, the headteacher and the ECT.
  - Ensure that the ECT is given the original formal assessment record and that a copy is sent to the appropriate body shortly after the meeting and within 10 working days of the final assessment meeting. These may be submitted electronically.
  - Form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed the induction period, the ECT's performance against the Teachers' Standards is satisfactory or unsatisfactory, or whether an extension should be considered. This recommendation will be recorded on the final assessment record.
- Will ensure that if an ECT leaves post after completing one term or more in the school but before the next formal assessment would take place, that the induction tutor or headteacher completes an interim assessment. This should take place before the ECT leaves post. This is also required if they leave during their final term of induction.
- Ensure that the ECT's teaching is observed (this can be by the induction tutor or another appropriate person from within the Trust). Arrangements are made for a post observation review meeting and that constructive feedback from the observation is provided in a prompt manner, with a brief written record made on each occasion.
- 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 and appropriate action if the ECT appears to be having difficulties.
- Make sure that all monitoring and record keeping is done in the most streamline and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- Will retain assessment reports for a minimum of six years.
- Ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.
- Ensure confidentiality at all time and will not share assessments generated from the induction process, with anyone who is not directly involved in the induction process.
- Ensure that anyone viewing the ECT assessment documents is aware that the information is confidential.
- Ensure that the ECT is aware of who has been granted access to their assessments.
- Quality assure the content of mentoring meetings, mentor documentation records and if appropriate lesson observation outcomes and retain evidence that this QA process has been completed.

(iv). The induction ECM will:

- 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.
- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback as directed by the appropriate body. First Direct stipulate that mentoring should take place weekly in the first year of the induction programme and fortnightly in the second year of the induction programme.
- Arrange opportunities for the ECT to observe other colleagues both within and outside the school setting.
- Regularly observe the ECTs teaching and provide written feedback.
- Adopt a feedback- coaching model for mentoring meetings, with instructional coaching employed following a lesson observation, or to practise a discrete skill or technique.
- Provide, or broker, effective support – including subject-specific, phase-specific, coaching and/or mentoring.
- Liaise with the Induction tutor to communicate what effective support may need to be brokered, when appropriate.
- Act promptly and appropriately if the ECT appears to be having difficulties by liaising with the Induction tutor, when appropriate.
- Ensure confidentiality at all time and will not share assessments generated from the induction process, with anyone who is not directly involved in the induction process.
- Ensure that anyone viewing the ECT assessment documents is aware that the information is confidential.
- Ensure that the ECT is aware of who has been granted access to their assessments.

(v). The governing body will:

- Ensure that the school complies with the Statutory Requirements as outlined in this policy and within the DfE statutory guidance on the Induction for early careers teachers (England) [2021, 2022].
- Ensure that the headteacher/head of school is fulfilling their responsibility to meet the requirements of a suitable induction post.

The governing body may:

- Request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment reports.
- See an individual's assessment reports, if the ECT has raised concerns about a particular issues/assessment via the school's grievance procedures, which in many cases would require the governing body to investigate the situation.
- Contact the appropriate body for guidance, if they have any questions or concerns about the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process.

(vi). The ECT will:

- 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 Teachers' Standards

- Participate fully in the monitoring and development programme
- Raise any concerns with their induction tutor as soon as practicable
- Keep track of and participate effectively in scheduled classroom observations, progress reviews and form assessment meetings.
- Agree with the induction tutor the start and end dates of their induction part/part periods and the dates of any absences from work during any period/part period
- Retain copies of all assessment reports

## Section 4. Unsatisfactory progress

(i). Where the induction tutor determines during a termly progress review that the ECT is not making sufficient progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan that they have put in place to assist the ECT to get back on track.

(ii). If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed and the headteacher should ensure that additional monitoring and support measures will be put in place immediately. The ECT should be made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher and the appropriate body should be satisfied that:

- Areas in which improvement is needed have been correctly 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

(iii). If progress continues to be unsatisfactory in subsequent progress reviews, following the first assessment point, induction tutors should continue to deliver progress reviews as stipulated in 4 (a), including reviewing and revising the ECT's objectives and support plan linked to the Teachers' Standards and sharing this with the ECT, headteacher and appropriate body.

(iv). Where concerns persist about the ECT's progress between formal assessments one and two, the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- The identified weaknesses
- The agreed objectives previously set in relation to the requirements for the satisfactory completion of the induction, updating these as necessary
- Details of additional monitoring and support put in place
- The evidence used to inform the judgement and
- Details of the improvement plan for the next assessment period

The progress review should reflect the unsatisfactory progress against the Teachers' Standards and be shared with the appropriate body alongside the support plan. The assessment report will reflect the current rate of progress and brief details of the issues discussed.

## Section 5. Action in event of serious capability problems

(i). If it becomes necessary to instigate capability procedures 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 employed by the school, the Induction process must continue in parallel with the capability procedure and the appropriate body must be informed.



(ii). 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 their induction.

## **Section 6. Pay and career progression**

The 2-year induction has no adverse impact on ECTs' pay or career progression opportunities. ECTs are still able to progress on the pay scale both during and after induction.

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