



MURRAY PARK SCHOOL

Early Careers Teacher (ECT) Induction Policy

Title of Policy	Early Careers Teacher (ECT) Induction Policy
Date of adoption	September 2021 Updated November 2021 Reviewed July 2022
Originator	Nick Lynn
Date of review	July 2023
Additional information	<p>This policy should be reviewed on an annual cycle by the Governors' Teaching and Learning Committee.</p> <p>Please also refer to UK GDPR DPA Policy.</p> <p>Updated March 2021 following leaving the European Union; policy updated to refer to UK GDPR</p>

1. Aims

The school aims to:

- Run an ECT induction programme that meets all the statutory requirements
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

2. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) [Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- 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](#).

3. The induction programme

For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent.

The lead provider of the ECT programme is the Flying High Trust and the 'appropriate body' will be Derby City Council.

3.1 Posts for induction

Each ECT will:

- have a headteacher in post who is able to make a recommendation about whether their performance against the Teachers' Standards is satisfactory
- be provided with an ECF-based induction programme
- be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period
- have an induction tutor who is expected to hold QTS
- have a designated mentor who is expected to hold QTS

- be provided with a reduced timetable to enable them to undertake activities in their induction programme (10% reduction in their first year; 5% reduction in their second year)
- not have unreasonable demands made upon them
- not normally have teaching outside the age range and/or subject(s) for which they have been employed to teach
- not be presented, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- be involved in regularly teaching the same class(es) and in similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in
- not be involved additional non-teaching responsibilities without the provision of appropriate preparation and support

3.2 Support for ECTs

We support ECTs with:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively
- support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively
- observation of the ECT's teaching with written feedback provided
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.
- A programme of induction related/professional development activities scheduled in the 10% release time in the first year and 5% in the second. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive
- A robust system for monitoring and evaluating the induction process to ensure consistency of provision and judgements for all ECTs
- A timetable of scheduled of meetings, observations, progress review meetings for the ECTs with their induction tutor/mentor over the term/year
- A written action plan with clear objectives and review dates (taking into account previous training and identified support needs)
- Scheduled, regular (at least half termly) formal progress review meetings between the induction tutor/mentor and the ECT where a written record is retained clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets.
- A programme of CPD scheduled across the term/year

- A formal assessment meeting for every assessment period with the Induction tutor/mentor and the ECT
- A personalised action plan in place with clear objectives, review dates and targets

3.3 Assessments of ECT performance

ECTs should have formal assessments carried out by either the headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor.

ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

ECTs should be kept up to date on their progress. There should be nothing unexpected.

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher and the ECT. Once signed, the ECT should be given the original and a copy sent to the

appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting.

3.4 At risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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
- An effective support programme is put in place to help the ECT improve their performance

If the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

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

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors will continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor will 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 induction, updating these as necessary
 - details of additional monitoring and support put in place
 - the evidence used to inform the judgement
- details of the improvement plan for the next assessment period

The progress review record will capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

If the need arises to instigate capability procedures which may lead to dismissal at a stage before the end of the induction period then, for as long as the ECT remains at the institution, the induction process will continue in parallel with the capability procedure. The appropriate body will be informed.

4. Roles and responsibilities

4.1 Role of 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 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/part periods and the dates of any absences from work during any period/part period
- retain copies of all assessment reports

4.2 Role of 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 has the ability and sufficient time to carry out their role effectively
- ensure that 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
- ensure that assessments are carried out and reports completed and sent to the appropriate body
- 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
- retain all relevant documentation/evidence/forms on file for six years

There may also be circumstances where the headteacher is expected to:

- 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
- periodically inform the governing body about the institution's induction arrangements
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction
- provide interim assessment reports for staff moving school in between formal assessment periods
- notify the appropriate body when an ECT serving induction leaves the institution.

4.3 Role of 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)
- carry out regular progress reviews throughout the induction period
- 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 progress 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
- 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

4.4 Role of 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
- take prompt, appropriate action if an ECT appears to be having difficulties

4.5 Role of the governing board

The governing board:

- should ensure compliance with the requirement to have regard to this guidance

- 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 institution's agreed grievance procedures
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process
- can request general reports on the progress of an ECT.

5. Monitoring arrangements

This policy will be reviewed in July 2022 by Nick Lynn, Assistant Headteacher. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay