

Early Career Teacher (ECT) Induction Policy

Document Control:

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|---------------------------------|--|------------------------|-----------------|
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| Approval Body: | JCC | Date | 12 October 2022 |
| | SET Trustees | Date | 3 November 2022 |
| Version Number: | 2 | | |
| Version Issue Date: | 2 December 2022 | Effective Date: | 5 December 2022 |
| Review Frequency: | Annually by the Director of Standards & Director Professional Learning | | |
| Method of Dissemination: | Electronic publication to membership and published on each school's website. | | |
| For Use By: | Membership and all staff where applicable | | |

Version History:

| Version | Date | Author | Reason |
|---------|----------------|-------------|-----------------------|
| V1 | 1 October 2021 | Kirsty Bray | To originate document |
| V2 | Sept 2022 | Kirsty Bray | To update |

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1. Aims

The school will work in conjunction with the Sapientia Education Trust ('The Trust') to ensure that statutory obligations are met and that key personnel – induction tutor, mentors and ECTs, as well as the Schools' SLT – are fully briefed/trained as appropriate as to how the school can ensure that its obligations are met.

The school, with support from the Trust where required will:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021.
- 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 by working with Mentors and induction tutor where appropriate.

3. Legislation and statutory guidance

This policy is based on:

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

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

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.

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 Norfolk County Council Appropriate Body.

The training programme followed by Trust ECTs is Capita/University of Birmingham and delivered via the University of East Anglia.

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.
- As well as the 10% planning, preparation and assessment (PPA) time that all teachers are entitled to, as an ECT you are entitled to 10% additional release time in year 1 and 5% additional release time in year 2.
- 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.

4.2 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, logging them as appropriate on ECT Manager.
- 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 at least termly (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.
- The opportunity to complement the Capita learning materials with support from the Sapientia Academy of Learning (SAL) CPD opportunities and in-school training/CPD.

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 relevant Induction Tutor and, where possible, the Head Teacher of the school where the ECT is employed.

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. This interim assessment will be uploaded to the NCC Appropriate Body ECT Manager system.

4.4 At-risk procedures

If it becomes clear during a half termly / 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, which could also include Appropriate Body support.

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/Tutor at the start of the programme to discuss and agree priorities and keep these under review at least half termly.
- Agree with their Induction Tutor/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 and ensure that they are following the Capita learning materials and meeting deadlines set by the University of East Anglia.
- Participate in 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 during the period.

When the ECT has any concerns, they will:

- Raise these with their Induction Tutor as soon as they can, either directly or via their School Mentor and/or the in-school lead for ECTs
- 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 school.

5.2 Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Notify the Trust's HR department and the Trust's Induction Leads for Secondary/Primary so that the Appropriate Body is informed in advance 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).
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECF-based induction programme is in place in school and via the Sapientia Academy of Learning.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.
- 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 6 years, liaising as appropriate with the Trust's HR department and the Trust's Induction Mentors.

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:
 - Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
 - Make sure that formal assessments are carried out and reports completed and sent to the Appropriate Body.
- 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.
- Make sure that the ECT's teaching is observed and feedback is provided.
- Make sure 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.
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

5.4 Role of the Induction Mentor

The table below outlines how the early career teacher will apportion their time on different aspects of their training over the course of programme

At the start of the programme, mentors will receive training from the AB and/or Capita to develop skills in:

- assessing teacher progress
- providing effective feedback
- using deliberate practice to accelerate progress
- how to provide further challenge to high-performing early career teachers.

Mentors will also have the opportunity to learn from experts as part of the programme. Through half-termly online or in-person seminars, they'll discover the best ways to reflect on their practice and develop their instructional coaching skills.

| Feature | Year 1 | Year 2 |
|--|-------------------------|----------------------|
| Mentor interactions | 1 hour per week | 1 hour per fortnight |
| Online self directed study | 4.5 hours per half term | TBC |
| ECT Training (face to face or webinar) | Two per half term | TBC |

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 Trust's Board

The Trust Board will:

- Make sure the school and Trust comply with statutory guidance on ECT induction.
- Be satisfied that the school and Trust has the capacity to support the ECT.
- Make sure the Headteacher and Induction Mentors are 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 procedures
- 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.

6. Monitoring arrangements

This policy will be reviewed annually by the Trust's Education Team, headed by the Director of Education in association with HR and the Director of Education.

At every review, it will be approved by the HR and Remuneration Committee or Trust Board.

7. Links with other policies

This policy links to the following policies and procedures:

- Performance Management Policy
- Grievance Policy
- Pay Policy
- Appraisal
- Code of conduct

Disciplinary policy