EARLY CAREER TEACHERS (ECTs) INDUCTION POLICY

(for ECTs starting their induction on or after September 2021)

PRESTON MANOR SCHOOL

An All-Through School

Governors' Committee Responsible: Curriculum & Teaching Committee	
Statutory Provision: Statutory Policy	
Policy Author: Keir Crawley	**Review Period:** Annual
Date reviewed: February 2023	**Next Review:** February 2024

1. Aims

The school aims to:

- 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

2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

Legacy NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy, which can be found in the school policies folder of the staff share drive. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and Appropriate Body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction
- An induction tutor for the remainder of the NQT's 1-year induction

If LNTQs don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period. Typically only 2 extensions may be granted by the Appropriate Body which are reviewed on a case by case basis.

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:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

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

4. The ECT induction programme

The following sets out the statutory minimum for ECT induction programmes.

- The induction programme will be underpinned by the Early Careers Framework, 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 the North West London Teaching School Hub, our 'Appropriate Body'. Quality Assurance Visits may be conducted during the academic year to highlight areas of best practice, areas for development and to ensure that the school is adhering to policy.

The last Quality Assurance visit was conducted on Wednesday 2nd November 2023.

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, a subject specialist, 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% of the timetable of our existing teachers on the main pay range
- The timetable reduction will facilitate time to complete online Ambition/StepLab self-study modules – these should be completed at the rate of at least one per week.
- Regularly teach the same class or classes across Key Stage 3, 4 and 5 where possible.
- 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:

- A senior lead overseeing the ECT programme who is responsible for: registering the ECT with an Appropriate Body, ensuring (with HR) pre-employment checks are carried out, appointing an appropriate and supportive Induction Tutor and a designated Mentor, who are appropriately trained and have sufficient time to carry out their roles effectively and ensuring in Year 1 the

ECT has a 10% reduction in teaching load, in addition to 10% PPA time and in Year 2 has a 5% additional reduction in teaching load.
- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- 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 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
- Access to the whole school induction programme for new teachers which is closely tailored to the teacher standards and early careers framework.

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). These will be carried out by the ECT's induction tutor. Outcomes will be uploaded to ECT Manager.
- 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 senior lead 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 will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures

If it becomes clear during a 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, outlining:

- 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

This will take the form of a support plan which may contain but not be limited to:

- Opportunities to observe more experienced colleagues with identified classes
- Conduct learning walks of the School with ECT colleagues
- Team teaching and joint lesson planning opportunities with mentors, post holders and Heads of Department / Phase
- 20 minute lesson drop ins conducted by members of the SLT, ELG or the Induction Tutor Team with feedback identifying areas of both strength and for development
- 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 senior lead will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period. In the case of the final formal assessment the Appropriate Body support plan document may be used which, once complete, will be reviewed and approved by the Appropriate Body. The templates for these may be found within the resources section of ECT Manager,

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 outlining any previous experiences including extensions to the induction period that may have been granted
- 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 relevant standards
- Participate fully in the monitoring and development programme
- 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
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor or the senior lead 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 school

5.2 Role of the senior lead induction tutor

The headteacher will:

- In partnership with HR Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the Appropriate Body
- Notify the Appropriate Body 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 that the Induction Lead Tutor has an appropriate amount of time complete the tasks requited without undue stress
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- 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
- 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
- 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 the governing board aware of the support arrangements in place for the ECT
- 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

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 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- 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 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
- Update, in collaboration with HR, ECT Manager ensuring that termly assessments are completed in a timely manner and relevant supporting documents are uploaded.

5.5 Role of the governing body

The governing body will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is 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 Keir Crawley, Associate Assistant Headteacher / Head of Performing Arts. At every review, it will be approved by the full governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- **Appraisal:**
- **Grievance:**
- **Pay:**