



EARLY CAREER TEACHERS (ECT) POLICY

1. Principles

The ECT Induction Process at Abbot's Lea School ensures that the appropriate guidance, support and training is given to ECT's in order to appropriately develop skills and knowledge to complete their induction programme.

The statutory induction is the bridge between initial teacher training and a career in teaching. A 2 year induction programme should support the ECT in demonstrating that their performance against the relevant standards is satisfactory.

2. Purpose

To outline the key features and responsibilities in relation to ECT's at the school.

3. Personalised Induction Programme

Each ECT should have an individual programme of professional development, support, monitoring and assessment. The programme should be planned by the Induction Tutor in conjunction with our chosen provider.

It should include training, observing experienced teachers, team teaching, visits to other schools (where possible due to COVID-19), observations and feedback.

4. Assessments

- Formal assessments

ECTs should have formal assessments carried out by either the 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 6) and in the final term of the second year of induction (term 12). 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 (see paragraph 1.8).

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. These may be submitted electronically.

- Interim assessments

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor is expected to complete an interim assessment.

This is expected to take place before the ECT leaves their post to ensure that the ECT's progress and performance since the last assessment are captured.

This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post.

This is also required if the ECT leaves during their final term of induction.

5. ECT Entitlement

Inductions should be well planned to ensure they meet both the general and individual needs of ECT's providing a firm foundation for career long professional development. During the induction period an ECT must receive:

- A 10% reduced timetable (in addition to PPA time) in their first year
- A 5% reduced timetable (in addition to PPA time) in their second year
- This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme
- 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
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards

- 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
- 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
- Monitoring and support, including two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.
- Regular reviews of progress towards meeting the core standards
- A named contact outside of the school with whom they can discuss any concerns that go beyond the school, or are not addressed internally.

6. Roles and Responsibilities

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; and
- 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.

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; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

The Headteacher is, along with the appropriate body, jointly responsible (though delegated leadership to the Deputy Headteacher) 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 (through delegated leadership to the Deputy 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.

The Appropriate Body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- headteachers/principals (and governing bodies where appropriate) (through delegated leadership) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.
- The appropriate body should, on a regular basis, consult with headteachers/principals (through delegated leadership) on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body is expected to take steps to ensure that:

- headteachers have (through delegated leadership) put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers/principals (and governing bodies where appropriate) (through delegated leadership) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers/principals (through delegated leadership) are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the headteacher/principal (through delegated leadership) has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- ECTs' records and assessment reports are maintained;
- 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;

- agreement is reached with the ECT and the headteacher/principal (through delegated leadership) is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher/principal (through delegated leadership) is consulted 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;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and • they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

The Governing Body

- 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 (through delegated leadership) 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.

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 (see para 1.8);
- 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.

7. Raising Concerns

In the first instance an ECT should raise concerns about their induction programme with their Induction Tutor.

If the matter is not resolved, the ECT may notify the named contact at the Appropriate Body who will investigate the issues raised.

8. References

Supporting documents to this policy include:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

<https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework>

<https://www.gov.uk/government/publications/early-career-framework>

9. Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website;
- The school intranet;
- New employee induction.

10. Monitoring the effectiveness of the Policy

Review of Policy

This procedure shall be subject to periodic review and may be changed from time to time.

Management of Policy

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy.

Date of Policy	Date of Approval by GB	Comments
October 2019		New policy.
July 2020		Reviewed by ALS – no change required
July 2021		Significant changes due to 1 year NQT induction changing to 2 year ECT induction