



## Early Career Teacher (ECT) Induction Policy

### Our Vision

Formation - Inspiration - Transformation

### Our Mission

We develop individual excellence, embrace opportunities and build strong communities with Gospel Values at the heart.

### Our Values

Respect - Innovation - Courage - Trust

 HFCMAT

### Document Management

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# Early Career Teacher (ECT) Induction Policy

(For teachers who are starting their induction on, or after, the 1st September 2021)

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## 1. Aims

Schools within Holy Family Multi-academy Trust (HFCMAT) aim to:

- Run an ECT induction programme that meets all 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. Legislation and statutory guidance

This policy is based upon the following key documentation:

- 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 [Teacher Standards](#).

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

## 3. The ECT Induction Programme

The induction programme offered by HFCMAT schools will be underpinned by the Early Career Framework (ECF).

In most cases, schools will be encouraged to opt for the 'Full Induction Programme' with their local Teaching School Hub. This involves ECTs joining ECF cluster groups that may include, but are also external to,

HFCMAT schools.

For a full-time ECT, the induction period will typically last for two academic years. Part-time ECTs will serve a full-time equivalent, unless it is agreed in collaboration with the 'Appropriate Body', that this can be shorter (see the 'Special Circumstances' section). Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Inspire Learning NW Teaching School Hub who provide the ECF programme in collaboration with UCL and are also the Appropriate Body as of September 2023.

## 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). In most cases, each school will have only one Induction Tutor. This is likely to be a senior member of staff
- Have an appointed school-based mentor, who will have QTS and either have completed ECF mentor training, or be signed up to complete it in the future.
- Have a weekly meeting with their school-based mentor (or every other week if the ECT is in their second year)
- 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
- 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

## **Support for ECTs**

We support ECTs with:

- Their designated Induction Tutor who will be a key point of contact for the ECT within the school and coordinate their assessments
- Their designated school-based mentor, who will provide weekly structured mentoring sessions and targeted feedback, based upon the content of the ECF
- 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

## **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 Induction Tutor.

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.

If 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.

## **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, 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

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, if 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.

## **4. Completing the Induction Programme**

ECTs will have completed their induction period when they have served:

- The full-time equivalent of the standard school year (usually three terms); or
- A reduced period as agreed with the headteacher and the TRA, based on previous teaching experience; or
- An extended period as a result of absences occurring during the period; or
- An extension following a decision by the appropriate body or the appeals body.

The Appropriate Body will make the final decision as to whether an ECT's performance against the relevant standards has been satisfactory, considering the recommendations of the headteacher.

The Appropriate Body will decide within 20 working days of receiving the headteacher's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the headteacher.

If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the Teacher Regulation Agency (TRA). Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.

Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained school.

Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the school will dismiss the ECT within 10 working days.

If the appeal is heard but not upheld, the school will dismiss the ECT within 10 days of receiving the outcome of the hearing.

The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

## **5. Special Circumstances**

To recognise the experience of teachers who already have significant teaching experience, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish.

The Appropriate Body also has discretion to reduce the prescribed induction period by up to 29 days where this is less than a full year and to account for ad hoc absences.

If an ECT is absent for a total of 30 days or more, the induction period will be extended by the aggregate of total days absent.

ECTs who take statutory maternity leave on their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction.

If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

The Appropriate Body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. These may include: illness, personal crisis, disability, a lack of support during induction etc.

If an ECT leaves the school before completing their extension, an interim assessment form will be completed by the headteacher and the appropriate body notified.

In circumstances where an ECT may be unable to, or chooses not to, complete their extension period in the same school, the minimum period of employment will still be served as the ECT will be working in a new school.

In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the Appropriate Body has the discretion to decide if the ECT can be exempt from induction.

The Appropriate Body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision.

In reaching its decision, the Appropriate Body will consider the strength of evidence that an error has occurred or that records are missing or lost.

The Appropriate Body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements.

For ECTs completing induction in more than one school simultaneously:

- The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria.
- One headteacher acts as the lead and will fulfill duties and responsibilities as outlined in this policy.
- One appropriate body will also take the lead in making the decision and is also responsible for gathering evidence from other appropriate bodies who are involved in the process.

## **6. Roles and Responsibilities**

Although there may be some individual differences across schools within HFCMAT, the following provides a

guideline for the roles and responsibilities for each person.

## **The Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor and school-based mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their Induction Tutor and school-based mentor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Engage fully in the ECF full induction programme, including attending facilitated cluster meetings and accessing the online ECF materials
- 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 school-based mentor 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

## **Role of the Headteacher**

The headteacher is responsible for:

- Ensuring that the ECT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring that the ECT knows the school's response to children who go missing from education.
- Ensuring that the ECT has been awarded QTS.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Meeting the requirements of a suitable post for induction.
- Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised induction programme is in place.

- Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- In addition, there may be circumstances when the following should be undertaken:
  - Obtaining interim assessments from the ECT's previous post
  - Alerting the appropriate body when an ECT may not be completing induction satisfactorily
  - Ensuring that an ECT who may not be performing against relevant standards is observed by a third-party
  - Notifying the appropriate body if an ECT is absent for a total of 30 days or more
  - Regularly informing the governing board about the school's induction procedures
  - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed
  - Providing interim assessment reports for staff moving in between formal assessment periods
  - Informing the appropriate body when an ECT serving induction leaves the school

### **Role of the Induction Tutor**

Induction tutors are responsible for:

- Coordinating, guiding, and supporting the ECT's professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking three formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Informing the ECT of the judgements to be recorded in the formal assessment record and inviting the ECT to give their comments.
- Observing the teaching of the ECT and providing feedback.
- Letting ECTs know that they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking appropriate action if an ECT is facing difficulties.

### **Role of the School-based Mentor**

The school-based mentor will:

- Meet with the ECT weekly and provide targeted feedback, based upon their progress in relation to the ECF and the Teacher Standards.
- Act in a supportive role for the ECT – the role is to mentor and ensure that the ECT has the best



- possible chance of success.
- Work with other colleagues within the school to ensure that the ECT receives a high quality ECF-based programme of professional development.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and mentoring.
- Act promptly and appropriately if the ECT is having difficulties.

### **Role of the Appropriate Body:**

Appropriate bodies have a quality assurance role and are responsible for:

- Ensuring the headteacher and governing board are aware of their responsibilities and can meet these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- Consulting with the headteacher on the nature and extent of the quality assurance procedures in the school.
- Taking action to address areas that require further development/support, where an ECT is facing difficulties.
- Training induction tutors to carry out their role effectively.
- Contacting a school when the school's responsibilities are not fulfilled.
- Ensuring that the headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation, and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring FE institutions are supported in finding schools for ECTs so that they may spend their mandatory 10 days teaching pupils of compulsory school age.
- Ensuring records and assessment reports of ECTs are maintained.
- Ensuring an agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the relevant standard.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, require an extension, or left partway through an induction period.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.

### **Role of the Governing Body:**

The governing body is responsible for:

- Ensuring staff and the school are compliant with this policy.

- Ensuring the school has the capacity to support the ECT.
- Ensuring the headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's Complaints Procedures Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

## 7. Unsatisfactory Progress and Appeals

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the headteacher, organising refresher training and providing more guided supervision. The appropriate body and the headteacher will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- An effective support program is in place to help the ECT improve performance.

When there are still concerns about the ECT's progress following intervention, the headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and also discuss the following with them:

- The identified weaknesses
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- Details of additional support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

## 8. Monitoring Arrangements

The Quality of Education & Inclusion Committee is responsible for reviewing this policy **annually**.

The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the Headteacher / Head of School immediately.

Any changes to this policy will be communicated to all members of staff.

