



# Early Career Teacher (ECT) Induction Policy

Jan 2025

## 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. 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.

## 3. The ECT induction programme

Prior to the ECT serving their induction, the Head Teacher and appropriate body (Chiltern Teaching School Hub) 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 school will opt into a fully funded, two-year induction programme from a Department for Education accredited provider, Ambition Institute, delivered in partnership with Advantage Schools. This programme is called Early Career Teachers and is underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

As we are using a national provider, the programme is quality assured by Ofsted.

Our appropriate body will be Chiltern Teaching School Hub.

### 3.1 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 coordinator, who will have qualified teacher status (QTS)
- \*Have an appointed induction mentor, who will have QTS and have received training specific to the role
- \*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 Scale, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the Main Pay Scale
- \*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

### **3.2 Support for ECTs**

We support ECTs with:

\*A designated induction coordinator, who will provide day-to-day monitoring and support, and co-ordinate their assessments

\*A designated induction mentor, who will provide regular structured instructional coaching sessions and targeted feedback based on observation of teaching; in their first year this will take place once a week, and in their second year once a fortnight

\*Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction coordinator 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

### **3.3 Assessments of ECT performance**

The assessment of ECTs will be rigorous but objective. The school will adopt the framework provided by the appropriate body and will observe the following:

\*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 coordinator

\*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. Copies of the evidence relied on will be provided to the ECT and the appropriate body

\*The criteria used for formal assessments will be shared with the ECT and the induction coordinator will involve the ECT in making assessment judgements

\*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 Head teacher 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 Head teacher, induction coordinator 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.

\*The induction coordinator will ensure that assessment procedures are consistently applied and will observe the ECT to ensure judgements are fair and representative of the ECT's current practice

\*Copies of any records will be passed to the ECT concerned and should be stored in the ECT's file

\*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 coordinator or Head teacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured

\*It is the responsibility of the Head teacher to formally notify, using the final assessment form, the Appropriate Body as to whether the ECT has met the Teachers' Standards

### **3.4 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, 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 be reviewed.

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 coordinator or Head teacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

#### **4. Roles and responsibilities**

##### **4.1 Role of the ECT**

The ECT will:

- \*Provide evidence that they have QTS and are eligible to start induction
- \*Meet with their induction coordinator and/or induction mentor at the start of the programme to discuss and agree priorities, and keep these under review
- \*Agree with their induction coordinator and/or induction mentor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- \*Engage fully in the Ambition Institute Early Career Teachers programme including completion of weekly self-study, participation in regular coaching with their mentor and participation in Ambition Institute/Advantage Schools clinics and conferences
- \*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 coordinator 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 mentor as soon as they can
- \*Escalate their concerns with the induction coordinator and/or Head teacher if there are difficulties in resolving issues with their induction mentor
- \*Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues within the school

##### **4.2 Role of the Head teacher**

The Head teacher will:

- \*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 the induction coordinator 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

### **4.3 Role of the induction coordinator**

The induction coordinator will:

- \*Promote engagement with the programme in line with the principles of the ECF, championing the ECF and its delivery in their school
- \*Monitor participant engagement with the programme through Ambition Institute's user platform, holding ECTs and mentors to account as necessary
- \*Liaise between school, Advantage Schools central team and Ambition Institute to raise participant concerns and queries concerning the programme
- \*Manage the registration of ECTs and Mentors to the programme through an online form
- \*Updating participant information if/when changes occur i.e. updating personal email addresses to school email address once set up
- \*Ensure the ECT is registered with the appropriate body
- \*Ensure the ECT has a designated induction mentor
- \*Ensure the ECT undergoes the usual school induction process, including provision of the following
  - Names of key personnel and their roles and responsibilities, including safeguarding lead and SENCO
  - School layout – emergency exits, toilets, classrooms etc.
  - Term dates, school times, meeting dates and times
  - Signing in procedures, fire drill arrangements and other safety and security issues
  - Emergency procedures and Health and Safety requirements (including first aid and accidents)
  - Timetable and class lists
  - Special Needs information (Provision Map)
  - Pupils' medical information
  - Behaviour policy
  - Staff handbook (including guidance on the code of conduct, staff absence etc)
  - ECT Policy
- \*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, Principal 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

### **4.4 Role of the induction mentor**

The induction mentor will:

\*Engage and participate fully in the mentor training provided by Ambition Institute in partnership with Advantage Schools

\*Engage in the online content of the Early Career Teachers programme in order to familiarise themselves with the content

\*Use the online platform (Step Lab) to facilitate regular instructional coaching in line with the appropriate module focus

\*Regularly meet with the ECT for structured mentor sessions to provide targeted feedback and coaching

\*Work with the ECT and colleagues within the school and at Advantage Schools 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

\*Act promptly and appropriately if the ECT appears to be having difficulties

#### **4.5 Role of the governing board**

The governing board 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 Head Teacher 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

#### **5. Monitoring arrangements**

This policy will be reviewed every three years by the Induction Co-ordinator. After every review, it will be approved by the Local Governing Board.

#### **Equal Opportunities**

Scott Primary School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

#### **Disability Discrimination Act**

Scott Primary School is committed to having due regard to the following

The Equality Act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.