



# Red Hill C of E Primary School

## Policy for Early Career Teacher

### (ECT) Induction

(for ECTs starting their induction on or  
after 1 September 2021)

DATE: September 2021

REVIEW DATE: January 2023

## Introduction

This policy has been written to support all our staff involved with ECT induction. It has been designed to be used in conjunction with the following statutory guidance:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021 and [Appropriate bodies guidance induction and the early career framework.pdf](#)
- 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](#)
- [Covid-19 Induction for Newly Qualified Teachers During the Coronavirus Outbreak](#)

## Rationale

The first few years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Red Hill C of E's Early Career Teachers' induction process combines a structured programme of support, and dedicated time for evidence-informed professional development and professional dialogue underpinned by the Early Career Framework. The induction period is monitored and assessed against the Teachers' Standards.

## Aims

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of our ECTs. The aims of induction are

- 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

This policy reflects a structured, whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

## Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**. NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow the NQT induction. 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 induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they 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.

## Newly qualified teacher (NQT) induction impacted by Coronavirus

This policy also applies to our current recently qualified NQTs **who started their induction on or after 1 September 2020**. In recognition of the challenging initial teacher training and induction newly qualified teachers (NQTs) may have experienced due to the pandemic, at the discretion of the head teacher, Red Hill C of E may provide them with

- An induction mentor for the remainder of the NQT's second year of teaching if required

This induction mentor will provide a bespoke and carefully-crafted professional development programme. It draws upon research materials provided by the Ambition Institute and incorporates weekly observation and

coaching in order to build upon the knowledge, skills and achievements in relation to the Teachers' Standards in their second year of teaching.

### **The ECT induction programme**

The induction programme will be underpinned by the Early Career Framework, enabling our ECTs to understand and apply the knowledge and skills set out in the ECF. Prior to the ECT serving their induction, the head teacher 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 provided by the DFE accredited **Ambition Institute** and quality assured by **Prince Henrys** as our 'appropriate body'.

### **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
- 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 have unreasonable demands made upon them

### **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
- 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

### **Assessments of ECT performance Lesson Observations**

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards.

Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution. The ECT and the observer meet to review any teaching that has been observed, with arrangements for post observation review meetings made in advance. Feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on the **Ambition Step Lab portal** on each occasion which will indicate where any development needs have been identified.

### **Progress Review Meetings**

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. A written record of each progress review is expected to be retained and provided to the ECT after each meeting,

with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

The induction tutor will update the head teacher on the ECT's progress after each progress review and also notify the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

### **Formal Observations**

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 ECT's 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 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 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 head teacher 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, as long as it is not the final formal assessment, the induction tutor or head teacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

### **Role of the ECT**

The ECT will

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their mentor and induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their mentor and 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 mentor and 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 mentor/ induction tutor 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 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
- 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

**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, head teacher 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

### **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

### **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
- Monitor the development and well being of the ECTs