



ELSTON HALL
Learning Trust

Early Career Teacher (ECT) Induction Policy

Updated: July 2024

Approved by Executive Leaders: 8 July 2024

Review date: September 2025

Amendments to this policy document:

- Rationale added
- Change from 'Model Policy for the Induction of Newly Qualified Teachers (NQTs)' to 'Model Policy for the Induction of Early Career Teachers (ECTs)' including guidance and statutory requirements set out by the DfE.

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1 Rationale

The first year of teaching is demanding and of critical significance in the professional development of the new teacher, however, is also very rewarding. It is vital that new teachers get a good start to their teaching careers through appropriate support. We take our responsibilities very seriously in planning for the best possible experience for our Early Career Teachers (ECTs). Our school's Induction Process aims to support our ECTs in realising their potential to become highly effective teachers through a combination of appropriate guidance, support, continued professional development opportunities and challenge. Our Induction Programme will enable an ECT to establish a secure foundation upon which to build a successful teaching career as well as enable them to fulfil their professional duties with pride and confidence.

2 Legislation and Statutory Guidance

This policy is based on, and follows, the guidance and statutory requirements set out in the current DfE statutory guidance – [Induction for Early Career Teachers \(England\)](#)

Other key guidance documents include:

[Appropriate Bodies Guidance: Induction and The Early Career Framework](#)

[Early Career Framework](#)

[Teachers' Standards](#)

3 Aims

Our school's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, through providing the support that should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

The school aims to:

- run an ECT Induction Programme that meets all the statutory requirements underpinned by the Early Career Framework (ECF)
- provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- ensure all staff understand their role in the ECT Induction Programme

- provide opportunities for ECTs to observe and recognise good practice – within our own school setting and in other schools
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- help ECTs form productive relationships with all members of the school community and stakeholders
- support ECTs in developing a comprehensive overview of teacher’s roles and responsibilities and provide sufficient opportunities for them to meet the required standards

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

4 Duty of Care

We are aware of our duty of care to all our teachers, particularly our ECTs. It is important to us that our teachers feel valued, confident, and well-motivated members of our community. We want to ensure that our ECTs thrive in their new teaching environment by providing personalised training and informal, nurturing support.

5 Roles and Responsibilities

The following is based on recommendations from the [Induction for Early Career Teachers \(England\)](#)

5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- 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 (noting that until 1 September 2022, absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their 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.

5.2 Role of the headteacher

The headteacher 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
- Ensure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the induction mentor is appropriately trained and has 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 and feedback of their teaching
- Ensure 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 (Ensure 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 six 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 two 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

- Ensure that the ECT's teaching is observed, and feedback is provided
- Ensure 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
- Ensure 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

5.5 Role of governors

The governors will:

- Ensure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Ensure 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
- 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 they have any concerns or questions,
- Request general reports on the progress of the ECT on a termly basis, if it wishes

6 The ECT Induction Process

The induction programme will be underpinned by the ECF, 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 two 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 our 'appropriate body': Manor Teaching School Hub (Year 1 ECTs) & Wolverhampton Local Authority/ConnectEd (Year 2 ECTs)

6.1 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, 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 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

6.2 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

6.3 ECT Pay Progression

The two-year induction has no adverse impact on ECTs' pay or career progression opportunities. ECTs are still able to progress on the pay scale both during and after induction

6.4 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term three) and the final term of their second year (term six) 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 which will include at least one formal lesson observation undertaken during the assessment period. Other evidence drawn from the ECT's work as a teacher and from their induction programme will also inform the formal assessment.

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.

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 headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

6.5 At-risk procedures

If an ECT is identified as being at risk of failing to meet the teachers' standards, they will be informed promptly. These concerns should also be communicated to the appropriate body and ECTs should be advised to seek support from their Trade Union Representative

The following '*at risk of failure*' procedures will be implemented:

- 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, which will include:
 - a record of the exact nature of the issues requiring improvement, detailing the Teachers' Standards that are not being met
 - agreed and attainable targets for action, documented on an action plan will be set
 - experienced colleagues will model aspects of good practice where appropriate

If there are concerns about the ECT's progress during their subsequent progress reviews or 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.

Where the final formal assessment is approaching, the induction tutor will collaborate with the ECT to implement a special plan.

7 Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, they should be raised within the school (mentor, induction tutor, headteacher) in the first instance. Where the school does not resolve them, the ECT should consult with the named appropriate body contact and their Trade Union representatives.

Appropriate Body for ECTs: Manor Teaching School Hub.

Contact Name: Louise Wedge

Job Title: Director of Manor Teaching School Hub

Contact Address: Ettingshall Road, Coseley, West Midlands WV14 9UQ

Telephone Number: 01902 558901

Email: ahalford@manorteachingschoolhub.com

8 Exemptions to ECT Induction

Newly Qualified Teacher (NQT) induction transitional arrangements

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

NQTs who started but did not complete their induction by 31 August 2021 are now known as 'transitional ECTs'.

To complete a one-year induction, transitional ECTs must finish by 1 September 2023. Schools should refer to the statutory guidance on NQT inductions starting before 1 September 2021.

From 1 September 2023, all ECTs will need to complete a 2-year induction period.

If a transitional ECT has not completed their induction by 1 September 2023, they do not need to start induction again. Instead, they must complete what remains of a 2-year induction. The ECT should be given access to ECF-based training, mentor support and other statutory entitlements in this case.

For Further information, please access - [Changes to statutory induction for early career teachers \(ECTs\) - GOV.UK \(www.gov.uk\)](#)

9 Links with other policies

- Appraisal
- Pay
- Grievance

10 Equality and Diversity

The employer is committed to equality and fairness for all employees and will not discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.