



# **Early Career Teacher Induction Policy**

**(for Early Career Teachers starting their  
induction on or after 1 September 2021)**

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## 1. Aims

Reach South Academy Trust aims to:

- Run an Early Career Teacher (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.
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## 2. Transitional Arrangements for Newly Qualified Teachers (NQTs)

- 2.1 This policy applies to ECTs who start their induction on or after 1 September 2021.
- 2.2 NQTs who have started, but not completed their induction before 1 September 2021, will continue to receive an appropriate package of support from their individual school and their Appropriate Body.
- 2.3 They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT Induction Guidance. NQTs under the transitional arrangements will be encouraged to attend Reach South ECT events for the remainder of their 1-year induction.
- 2.4 Any NQT who does not complete their induction by 1 September 2023, will be required to transfer 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.

## 3. Legislation and Statutory Guidance

- 3.1 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](#)

## 4. The ECT Induction Programme

- 4.1 The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

- 4.2 Prior to the ECT serving their induction, the Headteacher and Appropriate Body must agree that the post is suitable for an ECT.
- 4.3 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 the induction period.
- 4.4 All Reach South Early Career Teachers will engage in the Early Career Framework through South Central Teaching School Hub, who are a delivery partner for University College London, one of the six national ECF providers. The programme is quality assured by South Central Teaching School Hub. Quality assurance is also undertaken by the Appropriate Body. Individual schools are responsible for enrolling their ECTs with an Appropriate Body. Schools are encouraged to use South Central Teaching School Hub as their Appropriate Body where possible.

#### **4.5 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 addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction. This reduction is in addition to Planning, Preparation and Assessment (PPA) time, but can include ECT mentoring time.
- 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.

#### **4.6 Support for ECTs**

Reach South Academy Trust will support ECTs through:

- Their designated Induction Tutor, who will oversee the assessment of the ECTs. They will provide regular monitoring and support. They will also liaise with the Appropriate Body and Induction Mentor regarding assessments.
- Their designated Induction Mentor, who will provide daily support and regular structured mentoring sessions with targeted feedback.
- A designated member of the Central Team, the Head of CPD, who will support and meet regularly with ECTs, Induction Mentors and Induction Tutors.
- Observation of their teaching, at least once per half-term, accompanied by follow-up discussion and constructive feedback.
- Regular professional reviews of their progress will occur once per full term (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.
- Encouraging the ECT to observe experienced teachers at least once a half-term.
- Providing one day of cover per year of induction to enable ECTs to visit, and learn from, another Reach South school.

#### **4.7 Assessments of ECT Performance:**

- Formal assessment meetings will take place in the final term of the ECT's first year and the final term of their second year of induction. For the majority of ECTs this will be the summer term. The formal assessment meeting will be carried out by the Induction Tutor and should be attended by both the ECT and the Induction Mentor.
- 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. This could include lesson observations, minutes from mentor meetings, planning documents or evidence of pupil assessment or feedback. Copies of the evidence relied on will be provided to the ECT and the Appropriate Body if requested.
- 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 as to whether the ECT's performance is satisfactory against the relevant standards. Any concerns regarding the progress of ECTs should be shared immediately with the Head of CPD.
- 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 their 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.
- Alongside formal assessment conducted by Appropriate Bodies, ECTs are also expected to fully engage with the Early Career Framework. This means following the weekly self-study set out by the provider and attending all meetings, including mentor meetings. ECTs and Mentors are expected to complete the 'End of Module Completion Form' at the end of each unit. The Head of CPD may request copies of these documents to monitor ECF engagement and progress.

#### **4.8 At-risk procedures**

If it becomes clear during a progress review, or at the first formal assessment point, that the ECT is not making sufficient progress, the Head of CPD must be informed and 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.
- 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 and/or Headteacher will discuss this with the ECT. The objectives and support plan are then updated and revised to cover the next assessment period.

### **5. Roles and Responsibilities**

#### **5.1 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 at the start of the programme to discuss and agree priorities, and keep these under review.
- Agree with their Induction Tutor and/or Mentor how best to use their reduced timetable allowance to guarantee engagement with their ECF programme.
- 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 planned absences from work during the period.
- Keep copies of all assessment reports.

[Please find further support here](#)

## **5.2 When the ECT has any concerns, they will:**

- Raise these with their Induction Tutor or the Head of CPD as soon as they can.
- Consult with their named contact at their Appropriate Body at an early stage if there are difficulties in resolving issues with their Induction Tutor and Head of CPD.

## **5.3 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.
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above).
- 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 the ECT is enrolled with South Central Teaching School hub.
- 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 on time.
- 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 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 programme.
- Ensure all relevant documentation, evidence and forms are kept on file for 6 years.

[Please find further support here](#)

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

The Induction Tutor will:

- Provide guidance and support to the ECT.
- 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 a full term where a formal assessment does not occur.
- Inform the ECT, following progress reviews, of their progress against the relevant standards, and share records with the ECT, Headteacher and Appropriate 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 at least once per half-term 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.

[Please find further support here](#)

## 5.5 Role of the Induction Mentor

The Induction Mentor will:

- Meet with the ECT weekly for their designated, structured mentor session, providing 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.
- Notify the Induction Tutor immediately if the ECT appears to be having difficulties.

## 5.6 Role of the Central Team

The Central Team will:

- Make sure the school adheres to statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.
- Make sure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns if they are raised by the ECT.
- If it has any concerns or questions, seek guidance from an Appropriate Body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- If it wishes, request copies of ECT progress reports and mentoring records.

## 6. Monitoring arrangements

This policy will be reviewed annually by the Head of CPD. At each review, it will be sent to Induction Tutors for consultation and approved by the Executive Board.

## 7. Links with the other policies

### 7.1 Safeguarding and Child Protection

Every child and young person should feel safe and protected from any form of abuse. As part of their induction to the Trust, all ECTs will receive relevant safeguarding training. The Trust's Safeguarding and Child Protection Policy can be found [here](#), alongside [Keeping Children Safe in Education](#). A comprehensive list of the Trust's safeguarding policies are available on the Trust [website](#).

## 7.2 Other Relevant Policies

This policy also links to the following policies and procedures:

- [Appraisal](#)
- [Grievance](#)
- [Pay](#)

## POLICY HISTORY

<b>Policy Date</b>	<b>Summary of change</b>	<b>Contact</b>	<b>Implementation Date</b>	<b>Review Date</b>
February 2022				