



EARLY CAREERS TEACHER (ECT) INDUCTION POLICY

Introduction

This policy outlines the arrangements the Academy has in place for the induction period of an ECT (which will be referred to as “you” in this policy).

It applies to ECTs who begin their induction on or after 1 September 2021.

The induction period provides a bridge between initial teacher training and a career in teaching. These first 2 years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher.

The Academy’s induction process aims to ensure that the appropriate guidance, support and training are provided through a structured but flexible individual programme underpinned by the Early Career Framework (ECF) to enable each ECT to form a secure foundation to become an effective and successful teacher.

This policy applies to employees only. It does not form part of your contract of employment and the Academy may amend it at any time.

General principles

The induction process is designed to enable you to gain personal and professional development for your career in teaching moving forward and give you the tools to become an effective and successful teacher. The Academy’s aim through the induction period is to:

- provide an induction programme appropriate to your individual needs and underpinned by the ECF;
- provide appropriate support to you through the roles of an identified mentor and induction tutor;
- provide you with examples of good practice including observation of experienced teachers with effective practice;
- help you form good relationships with all members of the Academy community;
- help you to become aware of the Academy’s role in the local community;
- encourage you to reflect on your own and observed practice;
- provide opportunities to identify areas for development;
- help you to develop an overview of a teacher’s roles and responsibilities; and

- help you to perform satisfactorily against the Teachers' Standards.

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 our NQT induction policy, which can be found on the Academy website. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance.

The NQT provision will be in conjunction with KCC (Kent-Teach). We will provide the NQT with:

- An induction mentor for the remainder of their 1-year induction
- A Professional Studies programme that provides weekly access to experienced members of the Academy's teaching body to discuss and develop practice in a number of pedagogical areas and Academy specific procedures

If an NQT doesn'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.

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 Academy Teachers) (England) Regulations 2012

Confidentiality and Data Protection

The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and you must be made aware of who has been granted access to their assessments.

The 'relevant standards' referred to below are the [Teachers' Standards](#).

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

The ECT induction programme

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

Prior to you serving your induction, the Head Teacher and appropriate body must agree that the post is suitable.

Early Careers Teacher (ECT) Induction Policy

Review level: Academy Trust Board / C&S recommendation

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 quality assured by the Kent Teaching School Hub, the Academy's 'appropriate body'.

Posts for induction

You will:

- Be provided with the necessary employment tasks, experience and support to enable you 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 you to undertake activities in your induction programme; in your first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in your 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 you
- Not normally teach outside the age range and/or subjects you have been employed to teach
- Not be presented with unreasonably demanding student discipline problems on a day-to-day basis

Support for ECTs

We support you with:

- Your designated Induction Tutor, who will provide day-to-day monitoring and support, and co-ordinate your assessments
- Your designated Induction Mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of your teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of your progress, to take place termly (except in terms where formal assessment is held), at which your Induction Tutor will review objectives and revise you in relation to the relevant standards and your current needs and strengths
- Chances to observe experienced teachers, either within the Academy or at another school with effective practice
- A Professional Studies programme that provides weekly access to experienced members of the Academy's teaching body to discuss and develop practice in a number of pedagogical areas and Academy specific procedures

Assessments of ECT performance

Formal assessment meetings will take place in the final term of your first year (Term 3) and the final term of their second year (Term 6) and will be carried out by your Induction Tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from your work as a teacher and from your induction programme. Copies of the evidence relied on will be provided to you and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how you are 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 your performance is satisfactory against the relevant standards.

You will add your own comments, and the formal assessment report will be signed by the Head Teacher, Induction Tutor and you.

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 you have passed your induction period.

In the event that you leave this post after completing one term or more but before the next formal assessment would take place, the Induction Tutor should complete an interim assessment to ensure that your 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 you are not making sufficient progress, additional monitoring and support measures will be put in place as soon as is practicable, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide you towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help you 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 your progress during your 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 you, updating objectives as necessary and revising the support plan for the next assessment period.

As you have only one chance to complete statutory induction, the Academy encourages you to raise any concerns you may have about your induction period with your Induction Tutor as early as possible.

If this has not resolved the issues and you still have concerns, you should raise these concerns with the named person at the Appropriate Body, given to you upon registration.

Roles and responsibilities

Role of the ECT

You will:

- Provide evidence that you have QTS and are eligible to start induction
- Meet with your Induction Tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with your Induction Tutor how best to use your reduced timetable allowance and guarantee engagement with your ECF-based induction
- Provide evidence of your 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 your 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

Should you have any concerns you will:

- Raise these with your Induction Tutor as soon as you can
- Consult with your contact at the appropriate body at an early stage if there are difficulties in resolving issues with your Induction Tutor or within the Academy

Role of the Head Teacher

The Head Teacher will:

- Ensure the post is suitable for induction
- Ensure an appropriate ECF based induction programme is set up to help you meet the relevant standards
- 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
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Keep the Trustee Board aware and up to date about induction arrangements
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the Assistant Head Teacher i/c Professional Development

The Assistant Head Teacher will:

- Make sure your post is suitable according to statutory guidance (see section Posts for Induction above)
- Make sure an appropriate ECF-based induction programme is in place
- Make sure your 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 Board of Trustees aware of the support arrangements in place for you
- Participate in the appropriate body's quality assurance procedures of the induction programmes

Role of the Induction Tutor

The Induction Tutor will:

- Notify the appropriate body when you are taking up a post and undertaking induction
- Check that you have been awarded QTS and whether you need to serve an induction period
- Ensure you have a reduced timetable
- Provide guidance and effective support to you (with the appropriate body where necessary)
- Be responsible for the overall management of initiating you in to the teaching profession and our systems and structures
- Provide regular monitoring and support and coordination of assessment
- 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 you, following progress reviews of your progress against the relevant standards, and share records with you, Assistant Head Teacher i/c Professional Development and relevant body
- Inform you during the formal assessment meeting of the judgements to be recorded on your formal assessment record and invite you to add their own comments
- Make sure that your teaching is observed and feedback is provided
- Identify any development needs
- Review and revise objectives
- Make sure you are aware of how you can raise concerns about their induction programme or their personal progress, both within and outside of the Academy
- Take prompt, appropriate action if you appear to be having difficulties
- Alert the appropriate body in cases where you may be at risk of not completing induction satisfactorily
- Ensure third party observation are carried out where you may be at risk of not performing satisfactorily against the relevant standards
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that you 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 you for structured mentor sessions to provide targeted feedback
- Work with you, and colleagues within the Academy who are involved in your induction, to help make sure you receive 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 you appear to be having difficulties

Role of the Board of Trustees

The Board of Trustees will:

- Make sure the Academy complies with statutory guidance on ECT induction
- Make sure the Head Teacher is fulfilling their responsibility to meet the requirements of a suitable induction post

The Appropriate Body

The Appropriate Body has the main quality assurance role within the induction process. It has specific responsibility for (among other things):

- Ensuring the Head Teacher (and Trustees where appropriate) is aware of, and capable of meeting their responsibilities for monitoring support and assessment
- Agreeing the post is suitable for you to serve your induction period and that you will be receiving an ECF based induction programme
- Ensuring an appropriate Induction Tutor and Mentor are assigned and the monitoring, support, assessment and guidance procedures are appropriate and fair
- Informing the Teaching Regulation Agency that you are starting induction or taking up a post to continue induction and the outcome of their induction period
- Providing you with a named contact with whom you may raise any concerns about your induction
- Ensuring that your supervision and training meets your development needs (with the Head Teacher)
- Determining and agreeing the length of the induction period
- Overseeing induction and decisions on passing induction
- On a regular basis, consulting with the Assistant Head Teacher i/c Professional Development on the nature and extent of the quality assurance procedures it operates, or wishes to introduce
- Ensuring action is taken to address areas of performance requiring further development and support where you may be experiencing difficulties
- Maintaining records and assessment reports
- Ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from you does not require new documentation but draw on existing working documents

Policy Monitoring arrangements

This policy will be reviewed annually by the Strategy Group. At every review, it will be approved by the full Board of Trustees.

Links with other policies

This policy links to the following policies and procedures:

- Pay Policy
- Data Protection Policy
- HR policies including Staff Code of Conduct and Grievance Policy

Early Careers Teacher (ECT) Induction Policy

Review level: Academy Trust Board / C&S recommendation