

# FIRTHMOOR PRIMARY SCHOOL



## Early Career Teachers (ECT) Induction Policy

Approved by	Governors
Last reviewed on	January 2024
Review date	January 2025

This policy should be considered alongside other related policies within school

Other related policies and procedures are:

Pay Policy  
Appraisal Policy  
Recruitment & Selection Policy  
Equality Policy  
Code of Conduct  
Disciplinary Policy  
Grievance Policy  
Safeguarding and Child Protection Policy

### **Aims**

The school aims to:

- Run an ECT induction programme that meets all the statutory requirements
- 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 induction programme

### **Legislation and statutory guidance**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Induction for early career teachers (England)' – revised April 2023 to come into force on 1<sup>st</sup> September 2023
- DfE (2021) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF) – updated June 2022
- DfE (2011) 'Teachers' Standards' – updated December 2021
- Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.
- DfE (2023) 'School teachers' pay and conditions document 2023 and guidance on school teachers' pay and conditions'

Early Career Framework (ECF) The Early Career Framework (ECF) underpins an entitlement to additional support and continued professional development for ECTs in the first two years of their career. 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 UCL Institute of Education, our 'appropriate body'

## **Roles and Responsibilities**

### ECTs are responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meet with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards'.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining all copies of assessment reports

### The Headteacher is responsible for:

- Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- Ensuring that the ECT has been awarded QTS prior to undertaking induction at the school.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Ensuring the requirements of a suitable post for induction are met.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECF-based induction programme is in place.
- Making a recommendation to the appropriate body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension
- Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Participating in the appropriate body's quality assurance process.

- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Ensuring that the ECT is provided with the relevant school policies, specifically Safeguarding and Child Protection policy and procedures
- Informing the governing board about the school's induction procedures
- Ensuring that, under certain circumstances, the following steps are undertaken:
  - Obtaining interim assessments from the ECT's previous post
  - Acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily
  - Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party
  - Notifying the appropriate body if an ECT is absent for a total of 30 days or more
  - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed
  - Providing interim assessment reports for staff moving in between formal assessment periods
  - Informing the appropriate body when an ECT serving induction leaves the school

Induction tutors are responsible for:

- Coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

Mentors are responsible for:

- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ECF.

- Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties

Appropriate bodies have a quality assurance role and are responsible for:

- Ensuring the headteacher and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate and maintaining full responsibility for their regulatory duties.
- Consulting with the headteacher on the nature and extent of the quality assurance procedures in the school.
- Ensuring the headteacher has implemented a programme which is clearly based on the ECF.
- Acting to address areas that require further development and support, where an ECT is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Ensuring an agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the headteacher with information on the types of induction available.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

The governing board is responsible for:

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the headteacher is fulfilling their responsibilities.

- Investigating concerns raised by an ECT as part of the school's Grievance Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

### **Statutory Induction**

The 'Teachers' Standards' will be used to assess an ECT's performance during their induction period. These standards will be considered against what can reasonably be expected of the ECT within their work context. All judgements will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period. The ECF will not be used as an assessment tool.

A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in [Appendix A](#).

ECTs serving induction on a full-time basis are required to complete an induction period of two academic years, unless they are subject to an official and agreed reduction or extension to this period in some circumstances. ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

Short-term supply teaching of less than one term will not count towards an ECT's induction, as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension.

Where an ECT is judged to have failed to meet the 'Teachers' Standards' at the end of their induction period, they will not be permitted to repeat induction. They will, however, have the opportunity to appeal against the decision.

### **Mentoring and support**

ECTs will be provided with a designated mentor to support them through their induction period, usually a relevant member of the school's teaching staff.

The role of the mentor will be held by a different individual to the induction tutor where at all possible. Where this is not possible, the headteacher may decide to designate a single individual to hold both roles, which may be the headteacher themselves in exceptional circumstances.

Mentors are provided for ECTs in a supportive and advisory capacity only and will not carry out formal assessments of ECTs (the exception would be if the mentor is the same individual as the induction tutor). Mentors will hold regular one-to-one sessions with ECTs to discuss how the ECT's induction is going, including offering advice and providing an opportunity for the ECT to ask questions or raise any issues.

## **Monitoring and assessment**

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 either the headteacher or 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 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.

## **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 headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

### **Special circumstances**

To recognise the experience of ECTs who already have significant experience teaching whole classes and working to the 'Teachers' Standards', appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish.

If an ECT is absent for a total of 30 days or more, the induction period will be extended by the aggregate of total days absent. ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement leave during their induction period may decide whether their induction should be extended accordingly to meet this purpose.

The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. Reasons for this may include illness, personal crisis, disability, a lack of support during induction, data loss etc.

### **Unsatisfactory progress and appeals**

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place and notify the appropriate body of the support plan. The appropriate body and the headteacher will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- An effective support program is in place to help the ECT improve performance.

When there are still concerns about the ECT's progress following intervention, the headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and discuss this with them during the review meetings.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

### **Monitoring and review**

The governing board is responsible for reviewing this policy annually.



## Exemptions

## Appendix A

The following lists where a qualified teacher may be employed by the school without having satisfactorily completed an induction period:

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving their induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.

Exemption	Explanation
<p>A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2015, including where the person is entitled to partial access to the profession of school teacher by virtue of Part 1 of those Regulations.</p>	<p>A teacher from the EEA who has applied successfully to the Teaching Regulation Agency, for QTS, or a teacher from the EEA who has declared successfully to the Teaching Regulation Agency, to work in England on a temporary basis, or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely SEND teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.</p>
<p>A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.</p>	<p>A teacher who has been judged by the TRA as meeting the specified QTS standards, whilst working in an independent school, where the ECT must have:</p> <ul style="list-style-type: none"> <li>• Been employed by an independent school before 1989; and</li> <li>• Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>
<p>A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.</p>	<p>Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.</p>

Exemption	Explanation
An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.
Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.
A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school.	<p>A teacher who has been judged by the TRA as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the ECT must have:</p> <ul style="list-style-type: none"> <li>• Been employed by an FE school before 1989; and</li> <li>• Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>
<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none"> <li>• On or before 31st October 2014, by the Institute for Learning; or</li> <li>• On or after 1st November 2014, by the Education and Training Foundation</li> </ul>	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.
Completed a course of ITT in Wales before September 2003.	A teacher who completed a course of initial teacher training in Wales before September 2003.

Exemption	Explanation
<p>A person:</p> <ul style="list-style-type: none"> <li>a) Who has been informed in error by the General Teaching Council for England or the Secretary of State that they are exempt from the requirement to complete an induction period; or</li> <li>b) Who has satisfactorily completed an induction period but is unable to produce verifying data.</li> </ul>	<p>A teacher who has been informed in error by General Teaching Council for England or the Secretary of State that they do not need to complete an induction period; or a teacher who has completed induction but cannot produce the relevant verifying data, and the appropriate body is satisfied that the ECT meets the relevant standards.</p>