



Early Career Teacher Induction Policy

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1. Introduction

- 1.1 This Policy is based on the full set of Roles and Responsibilities outlined in DfE's Statutory Guidance for Appropriate Bodies, Head Teachers, School Staff and Governing Bodies (Revised March 2021). [statutory induction guidance 2021](#). This statutory guidance should be followed by all TKAT academies with ECTs. This guidance is the basis for all other policies and partnership agreements and therefore should be the main reference document for academies.
- 1.2 Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the [Early Career Framework](#), with monitoring and an assessment of performance against the Teachers' Standards (see para 3.1). The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.
- 1.3 The Awarding Body, ECTs, mentors, assessors, induction coordinators and Headteachers will treat the induction process and all the assessments associated with it with confidentiality and will not share them with anyone not directly involved with the induction process.
- 1.4 TKAT Academies work with GLF Teaching School Hub as the Appropriate Body for ECTs. and should follow their partnership agreement (Appendix 1)
- 1.5 The Early Career Framework and the ECT Assessment process are two separate and discrete processes. The work the ECT does on the ECF should not be used to inform the assessment judgements made against the teacher standards

2. Scope

- 2.1 This policy applies to all employees of TKAT whether permanent or fixed term.
- 2.2 The minimum period that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term (based on an institution that operates three terms in a school year). This applies to both permanent and long-term supply teaching posts.
- 2.3 The ECT must have completed a UK Initial Teacher Training programme (or equivalent EU or Commonwealth exempt programme) and been awarded QTS.

3. Induction Process.

- 3.1 The [Teachers' Standards](#) will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements should

reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

- 3.2 The headteacher/principal must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.
- 3.3 The Early Career Framework (ECF) is the evidence base which underpins the high-quality funded professional development entitlement that all ECTs must receive. It sets out what early career teachers should learn about and learn how to do, during the first 2 years of their careers. All ECTs must follow this programme of training and support. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

4. The Role of the ECT

- 4.1 The ECT is expected to:
- provide evidence that they have QTS and are eligible to start induction
 - meet with their induction tutor to discuss and agree priorities for their induction programme, using any relevant documentation from ITT, 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 programme
 - provide evidence of their progress against the Teachers' Standards (see para 3.1)
 - participate fully in the agreed monitoring and development programme
 - raise any concerns with their induction tutor as soon as practicable
 - Consult with TKAT Director of Professional Learning or Deputy Director of Professional learning at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution. Then consult with their appropriate body named contact if these issues are not resolved.
 - keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
 - Be reflective about their teaching, discussing their strengths and areas for development honestly with the mentor and induction tutor
 - agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period
 - retain copies of all assessment reports
- 4.2 As a minimum, each ECT will be entitled to:
- A trained mentor

- 10% additional non-contact time in year one and 5% additional in year two
- Regular mentor meetings (one every two weeks as a minimum) which follows the ECF incremental coaching model
- Two formal assessments conducted by the Induction Tutor or an assessor
- Access to appropriate technology to support completion of assessment requirements and the ECF
- Termly progress check by the Induction coordinator
- Their evidence being reviewed by the Awarding Body

5. The role of the Mentor

5.1 Appointment of a mentor

The headteacher/principal should identify a person to act as the ECT's mentor, to provide regular support. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

5.2 The mentor and the induction tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher/principal themselves. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

5.3 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 mentor should not carry out formal assessment observations.

5.4 It is also expected that

- the observer holds QTS
- 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 each occasion
- any written record will indicate where any development needs have been identified.

5.5 As a minimum, each ECT mentor will:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted

feedback

- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme
- provide, or broker, effective support, including phase or subject specific mentoring and coaching
- take prompt, appropriate action if an ECT appears to be having difficulties.
- complete any initial, and follow-up, training provided by the Awarding Body or ECF provider in preparation for mentoring in the current academic year
- have a sound understanding of the requirements of the induction year, the Early Career Framework and teachers' professional standards

6. The Role of the Induction Tutor/Induction Coordinator

6.1 The Role of the Induction Tutor/Coordinator

The School-Based Induction Tutor is likely to be a member of the school's leadership team or a senior middle leader with a specific responsibility for ECT induction

6.2 The induction tutor (or the headteacher/principal if carrying out this role) is expected to

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- provide a complete list of all ECTs to the Awarding Body with their ITT providers listed
- complete any initial training provided by the Awarding Body or ECF provider
- carry out regular progress reviews throughout the induction period
- Review the progress of the ECT at least termly
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff)
- carry out progress reviews in terms where a formal assessment does not occur
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- ensure that the ECT's teaching is observed and feedback provided
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- take prompt, appropriate action if an ECT appears to be having difficulties
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents

- provide additional support should the ECT and/or mentor require
- contact the Awarding Body, as soon as possible, should the ECT be at risk of failing to meet the Teachers' Standards
- ensure that the information provided to the Awarding Body is accurate
- facilitate any visits by the Awarding Body

7. The Role of the Headteacher

7.1 The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to;

- check that the ECT has been awarded QTS
- clarify whether the teacher needs to serve an induction period or is exempt
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction
- ensure that the requirements for a suitable post for induction are met
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively
- ensure that the mentor has the ability and 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 of and feedback on their teaching
- ensure that assessments are carried out and reports completed and sent to the appropriate body
- maintain and retain accurate records of employment that will count towards the induction period
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- participate appropriately in the appropriate body's quality assurance procedures
- retain all relevant documentation/evidence/forms on file for six years.
- Endorse the contract/partnership agreement between the school and the Awarding Body
- Provide the ECT with an appropriate timetable which includes 10% additional non-contact time in year one and 5% in year two
- Ensure that ECTs, their mentors and assessors are appropriately trained and provided with support in order to meet the requirements of the Awarding Body
- Review the progress of the ECTs and, on a termly basis, confirm (or otherwise) via digital

signature that they have met the Teachers' Standards .

- Put additional monitoring and support in place immediately if it becomes apparent that an ECT is not making satisfactory progress

7.2 There may also be circumstances where the headteacher/principal is expected to:

- obtain interim assessments from the ECT's previous post
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
- notify the appropriate body as soon as absences total 30 days or more
- periodically inform the governing body about the institution's induction arrangements
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction
- provide interim assessment reports for staff moving school in between formal assessment periods
- notify the appropriate body when an ECT serving induction leaves the school

8. The role of the Governing Body

8.1 The governing body should ensure compliance with the requirement to have regard to the statutory guidance.

- should be satisfied that the institution has the capacity to support the ECT
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirement of a suitable post for induction
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process
- can request general reports on the progress of an ECT.

9. The role of the Appropriate Body

9.1 The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that

- headteachers/principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable

- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- the GLF Appropriate Body Partnership Agreement can be found in Appendix 1

9.2 The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

9.3 The appropriate body is expected to take steps to ensure that

- headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF
- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns
- induction tutors have the ability and sufficient time to carry out their role effectively
- mentors have the ability and sufficient time to carry out their role effectively
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce
- the headteacher/principal has verified that the award of QTS has been made
- the school is providing a reduced timetable in addition to PPA time
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns
- all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents
- agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed
- agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing

The appropriate body should also (as local capacity, resources and agreements allow)

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes
- provide information to the headteacher on the types of induction available
- respond to requests for assistance and advice with training for induction tutors and mentors.

10. Special Circumstances

- 10.1 Section 3 of the Statutory guidance relates to special circumstances. It explains the regulations that apply on a less regular basis. It covers;
- reducing an induction period in recognition of previous teaching experience and exceptional circumstances
 - extending an induction period
 - short-term supply teaching and ECTs
 - ECTs employed simultaneously in two or more institutions
 - determining completion of induction in the event of loss of data/incorrect data
 - special provisions applying to a qualified teacher who has not passed the numeracy skills test on completion of the induction period (Cohort 1).

11. Unsatisfactory Progress and Appeals

- 11.1 Where the induction tutor determines that the ECT is not making satisfactory progress against the Teachers' Standards they should ensure the ECT, head teacher and Appropriate body are made aware as soon as possible. They should also follow the guidance in section 4 of the [statutory induction guidance 2021](#).
- 11.2 Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.
- 11.3 If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher/principal and the appropriate body should be satisfied that:
- areas in which improvement is needed have been correctly identified
 - appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards
 - an effective support programme is in place to help the ECT improve their performance.
- 11.4 Making an appeal against a decision by the appropriate body 4.9 If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council. 4.10 Further guidance about the appeals process is available at: <https://www.gov.uk/government/publications/induction-appealsprocedures>