



Early Career Teacher (ECT) Induction Policy 2021

Last update: December 2021
Next reviewed: December 2022

"We know that high-quality teaching is the thing that makes the biggest difference to young people's academic successes,"
Education Endowment Foundation.

1.0 Introduction

The first two years of teaching are not only demanding but also of considerable significance in the professional development of the Early career teacher (ECT). Statutory Induction is the bridge between initial teacher training and a career in teaching. Our induction process ensures the appropriate guidance, support, professional dialogue and training is provided through a structured 2-year [Early Career Framework](#) (ECF) based training and Induction programme.

This 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 secure foundation for ECTs and equip them with the tools to be an effective and successful teacher.

This policy should be read in conjunction with [DfE Statutory Induction Guidance 2021](#) and [Early Career Framework \(March 2021\)](#).

1.1 Aims

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The school were part of the pilot of the National Early Career Framework programme and early roll out as partners with the Red Kite Alliance.

The school will engage with the **Full Induction Programme**: through Red Kite Teaching School Hub, a funded provider led programme offering high quality training for early career teachers and their mentors alongside professional development materials. Red Kite Teaching School Hub will be delivering the **Teach First full induction programme** to our ECTs and ECTs across North and West Yorkshire.

A full induction programme means:

- A sequenced two-year development programme based on the ECF, with funded training delivered directly to ECTs.
- Self-directed study materials for all ECTs.
- Funded training delivered directly to mentors, including materials to support mentor sessions designed to reduce mentor workload.
- Funding to cover ECT and mentor time off timetable in the second year of induction.
- Funding to backfill mentor time spent undertaking training (in addition to the funding for time off timetable).

The purposes of induction include:

- provide an ECF programme appropriate to the individual needs of the ECT;
- to provide appropriate counselling and support through the role of an identified ECF mentor to support the Early Career Framework programme and a separate Induction Tutor to support the induction arrangements;
- an appropriate body (Red Kite Alliance) has been identified as the main quality assurance role within the 2-year induction process. The appropriate body is responsible for checking that head teacher has put in place an induction programme for the EC and ensuring that this programme of support is clearly based on the ECF;
- provide ECTs with examples of outstanding/good practice across the school and/or across the local hub;
- help ECTs form good relationships with all members of the school community and stakeholders;
- help ECTs become aware of the school's role in the local community;
- encourage reflection on their own and observed practice which can be support

- provide opportunities to recognise and celebrate good practice;
- provide opportunities to identify areas for development
- help ECTs to develop an overview of the teacher's roles and responsibilities;
- provide a foundation for longer-term professional development;
- help ECTs meet the Teacher Standards.

All staff will be kept informed of the School's Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

1.3 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 prior NQT induction policy.
- They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance.
- Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:
 - An ECF-based induction for the remainder of the NQT's 1-year induction.
 - An induction mentor for the remainder of the NQT's 1-year induction.
 - If they don'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.

2.0. 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 School Teachers) (England) Regulations 2012
- The 'relevant standards' referred to below are the Teachers' Standards.

2.1 What legislation does this guidance refer to?

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.

3.0 Roles and Responsibilities

3.1 The governing body:

The governing body 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 to meet the requirements of a suitable post for induction.
- Investigating concerns raised by an ECT as part of the institution's grievance procedures.
- Asking for advice from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

3.2 Headteacher

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT throughout their induction together with:

- 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 and mentor has received suitable training and has the time to carry out the role effectively.
- Ensuring that an ECF-based induction programme is in place.
- 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.
- Maintaining and 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.
- Making a recommendation to the Appropriate Body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating appropriately in the Appropriate Body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.

There may also be circumstances where the Headteacher will be responsible for:

- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring the ECT knows the school's response to children who go missing from education.

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

- obtain interim assessments from the ECT's previous post
- act early to alert the Appropriate Body when an ECT may not be completing induction satisfactorily
- ensure that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third-party
- notify the Appropriate Body if an ECT is absent for a total of 30 days or more
- periodically inform the governing board about the school's induction procedures
- advise and agree with the appropriate body where, in exceptional cases, 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
- Consult with the appropriate body in cases where a part time ECT has completed a period covering, but not equivalent to, two years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving in between formal assessment periods
- inform the appropriate body when an ECT serving induction leaves the school
- ensure the ECT's post and responsibilities comply with the school's specific requirements for ECT induction.

3.3 Induction Tutor

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into the schools' systems and structures as well as supporting the assessment and progress of each ECT through formal reporting and regular progress reviews. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of ECTs performance as assessed against the Teachers' Standards.

The induction mentor provides the ECT with regular progress reviews, annual formal assessments, monitoring and support and is expected to:

- register each ECT on the ECF provider led programme (as selected by the headteacher);
- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- 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, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- 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 and appropriate action where an ECT appears to be experiencing difficulties; and ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

3.4 ECF Mentor

ECF mentor will support the ECT through:

- engage with the ECF programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- liaise and feedback on programme support and development with the ECF programme led provider as and when required;
- use reporting arrangements to accurately and consistently to assess, support and intervene when required
- regular one to one mentoring sessions who is expected to hold QTS and has the time and ability to carry out the role effectively;

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT, Induction Tutor 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 and take prompt, appropriate action if an ECT appears to be having difficulties.

The Early career teacher

The ECT has a responsibility to participate fully in the induction programme and to work cooperatively and pro-actively with the School in all aspects of the support and assessment.

- Provide evidence that they have QTS and are eligible to start the formal induction process. Where QTS is not provided as part of their post 16 qualification, the core ECF programme will be delivered, and a formal review process will still be in place in the line with the appropriate body expectations.
- Meet with their induction tutor to discuss and agree priorities for their induction programme 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.
- Participate fully in the agreed monitoring and development programme.
- Raise any concerns with their induction tutor as soon as practicable.
- Consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- 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.
- Use the 10% reduction of timetable to support their professional development in Year 1, and 5% reduction in Year 2.
- Take increasing responsibility for their own professional development.
- Act upon advice and feedback and be open to coaching and mentoring.
- To read, sign and comment on assessment reports.
- Work towards meeting the Teaching Standards throughout the induction period.
- Set and maintain good standards of student behaviour in the classroom.
- Liaise effectively with students, parents and carers.
- Take responsibility for their own professional development; participate in target setting and associated professional development; maintain their record of CPD and keep up-to-date with developments in pedagogy and in the subjects they teach.
- Teach lessons which are thoroughly prepared and which relate to their department's schemes of learning.
- Ensure lessons begin promptly, meeting and greeting students at the door.
- Ensure registers are completed accurately for all lessons.
- Be a positive role model for students. Assess, monitor and support student progress in line with school expectations.

3.6 Appropriate Bodies

The appropriate body has the main quality assurance role within the induction process. The School's Induction programme is quality assured by Red Kite Alliance as our appropriate body.

Through quality assurance, the appropriate body should assure itself that:

- headteachers/principals (and governing bodies where appropriate) are aware of and can meet 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; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- 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.

Please find [link to document Appropriate Bodies Guidance](#) for further detail of responsibilities.

4.0 The Appeal Body

The DfE Teaching Regulation Agency is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- hearing appeals; and ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

5.0 Entitlement

5.1 Our induction programme ensures that ECTs are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ECTs are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor and separate mentor who is trained for the role and will coordinate the induction programme.

- Regular meetings with induction tutor, senior managers, mentors, subject leads and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the academy's and ECF induction programme and a reduction of 5% of the average teachers workload during year 2.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Attend meetings of ECTs arranged by the LA, Teach First and Red Kite Alliance Teaching School Hub where appropriate.
- Opportunities for further professional development based on agreed targets.

5.2 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. The Five Core Areas The content of the ECF has been designed to build upon, and complement, early career teachers' initial teacher education. These **are not** used to assess ECTs against but instead offer support to develop professionally.

It is intended to support them to develop in five core areas:

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional behaviours

5.3 How Does it Link to the Teachers' Standards?

To align these core areas to the existing Teachers' Standards, the content of the ECF is presented in eight sections:

- High Expectations (Standard 1- Set high expectations)
- How Pupils Learn (Standard 2 – Promote good progress)
- Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)
- Classroom Practice (Standard 4 - Plan and teach well-structured lessons)
- Adaptive Teaching (Standard 5 – Adapt teaching)
- Assessment (Standard 6 – Make accurate and productive use of assessment)
- Managing Behaviour (Standard 7- Manage behaviour effectively)
- Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

5.4 How is the Early Career Framework Broken Down?

Each standard is broken down into two types of content, 'Learn that...' and 'Learn how to...'. The 'Learn that...' statements are key statements that have been drawn from current high-quality evidence from the UK and overseas around ECT knowledge. The 'Learn how to....' statements give practical guidance on the skills that the ECTs should be supported to develop.

5.5 How Does the ECF Align with the Teach First Early Career Framework Programme?

The Teach First ECF Programme has expert material, resources and video exemplification that demonstrates each of the statements in the ECF. Throughout the programme the links to the ECF standards have been identified, so it is clear what section of the framework the material is exemplifying.

5.6 What is Instructional Coaching?

Instructional coaching involves an expert teacher working with a novice teacher to give focused, bite-sized feedback on their practice, specifying the 'how' and not just the 'what' of the development need. It also involves using deliberate practice as a key method of developing expertise.

A proportion of the ECF statements are presented as 'learn how to...' objectives. The model is a helpful approach to support the development of the key skills outlined in these statements.

5.7 How Does it Differ from Traditional Coaching Models?

This model does differ from more traditional coaching models, where the coach asks a series of open-ended questions to support a teacher to reflect on their practice and help them to find solutions and next steps independently. Instead, instructional coaching acknowledges that there are areas of practice where the expert teacher has more knowledge, and therefore should share that knowledge with their mentee to expedite their progress.

Evidence from recent meta-analysis, randomised control trials and systematic research programmes, indicates that instructional coaching has a higher impact on pupil outcomes when compared to other forms of professional development.

5.7 Introducing the Model

The feedback model that is used by *Teach First ECF* is based on the work of Paul Bambrick Santoyo. This model is also used as part of our whole school coaching model to ensure consistency of approach. It is made up of 5 discrete stages:



6.0 Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE Induction Guidance on ECT induction unless the ECT is viewed as at risk of failing to meet the necessary standards. All lesson observations will be agreed with the ECT during progress review/discussion meetings; they should link (wherever possible) to current targets set for the ECT, Teachers Standards and ECF modules. Feedback will be given as soon after the lesson observation as possible. Strengths and possible areas for improvement should be discussed. All written observation feedback will be shared with ECTs through the schools observation platform, Blue Sky Education.

7.0 Assessment

The assessment of ECTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (final year assessment report) in term 3 and term 6 will be used.

- Progress reviews will take place regularly and will take place outside of the formal assessments points, at least one per term
- Responsibility for assessment will involve all teachers who have a part in the ECTs development to gain a reliable overall view.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.

8.0 At risk procedures/Unsatisfactory Progress

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the Induction tutor/Headteacher, organising refresher training and providing more guided supervision. The Induction Tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place. The Induction Tutor will notify the Appropriate Body of this determination, as soon as possible and will share the support plan to be reviewed. 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 the following with them:

- The identified weaknesses.
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards.
- Details of additional support put in place.
- Evidence used to inform the judgement.
- Details of the improvement plan for the next assessment period.

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

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.

9.0 Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme or Teach First ECF training, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named AB contact.

10.0 Review and Monitoring

This policy will be reviewed as part of the School's development cycle or prior to this date should there be any changes to statutory requirements.

11.0 Links with Other Policies

DfE Induction Guidance March 21

[Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

DfE Early Career Framework reforms overview

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

DfE Early Career Framework

<https://www.gov.uk/government/publications/early-career-framework>

DfE Teacher Recruitment and Retention Strategy

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

DfE Teacher Standards

<https://www.gov.uk/government/publications/teachers-standard>

Safeguarding Policy (safer recruitment)

<https://www.rossettschool.co.uk/our-school/our-policies/safeguarding-children/>

DfE Appropriate Bodies Guidance (for AB)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/973245/Final_AB_guidance_1.pdf

Full details of Red Kite's full induction programme can be found:

<https://www.redkitetsh.co.uk/wp-content/uploads/2021/06/Red-Kite-ECF-21-22.pdf>

Teach First Early Career Framework-Induction Programme

<https://rossettschool.sharepoint.com/sites/NQT/Shared%20Documents/General/Early%20Career%20Framework/Teach%20First%20Programme%20Guides>