

## Early Career Teacher (ECT) Induction Policy

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## Contents

1. Aims .....	3
2. Legislation and statutory guidance .....	3
3. The ECT induction programme .....	3
4. Posts for induction .....	4
5. Support for ECTs .....	4
6. Assessments of ECT performance .....	5
7. At-risk procedures .....	6
8. Roles and responsibilities .....	7
Role of the ECT .....	7
Role of the Headteacher .....	8
Role of the Induction Tutor .....	8
Role of the Induction Mentor .....	9
Role of the Trust Board .....	10
9. Monitoring arrangements .....	10
10. Links with other policies .....	11

## 1. Aims

Schools in Sapientia Education Trust (**the Trust**) will work in conjunction with the Trust to ensure that all statutory obligations are met and that key personnel – induction tutor, mentors and Early Career Teachers (**ECTs**), as well as the Schools' Senior Leadership Team (**SLT**) – are fully briefed/trained as appropriate in how the school can ensure that its obligations are met.

The school, with support from the Trust where required, will:

- Run an ECT induction programme that meets all the statutory requirements underpinned by the early career framework (**ECF**) from 1 September 2021;
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers; and
- Make sure all staff understand their role in the ECT induction programme by working with mentors and induction tutor where appropriate.

## 2. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (**DfE's**) statutory guidance **Induction for early career teachers (England)**.
- 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**.

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

## 3. The ECT induction programme

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

Prior to the ECT serving their induction, the Headteacher and Appropriate Body (**AB**) must agree that the post is suitable.

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 and schools should register an ECT accordingly with the AB.

The programme is quality assured by the Julian Teaching School hub or the Unity Teaching School hub. Norfolk based schools typically register with Julian, Suffolk based schools typically with Unity. However, schools have discretion on which Teaching School hub they use and should take into account the distance the mentor and ECT would need to travel to attend training events held by each of the Teaching Schools.

The training programme followed by Trust ECTs is via the Ambition Institute **(AI)** for both the Julian and Unity teaching school hubs. Please note that some ECTs in year 2 or who have been extended into year 3 will conclude their training with the provider they were initially registered with, which in some case is UEA following the Best Practice Network **(BPN)** materials.

#### 4. Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period;
- Have an appointed induction tutor, who will have qualified teacher status (QTS);
- Have an appointed in school induction mentor, who will have QTS;
- As well as the 10% planning, preparation, and assessment (PPA) time that all teachers are entitled to, ECTs are entitled to 10% additional release time in year 1 and 5% additional release time in year 2;
- Regularly teach the same class or classes;
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts;
- Not be given additional non-teaching responsibilities without appropriate preparation and support;
- Not have unreasonable demands made upon them;
- Not normally teach outside the age range and/or subjects they have been employed to teach;
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis;
- Not be called on to take cover lessons.

#### 5. Support for ECTs

The Trust will support ECTs via:

- A designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments, logging them as appropriate on ECT Manager and engaging with the Trust and the relevant to ensure adequate training and support as required;
- A designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback;
- Observations of the ECT's teaching at regular intervals, and follow-up discussions with prompt and constructive feedback;
- Regular professional reviews of the ECT's progress, to take place at least termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them as required in relation to the relevant standards and their current needs and strengths;
- Chances to observe experienced teachers, either within the school or at another school with effective practice (arranged between the Director of Standards and the school's induction tutor);
- The opportunity to complement the AI or BPN learning materials with support from the Sapientia Academy of Learning **(SAL)** CPD opportunities and in-school training/CPD.

## 6. Assessments of ECT performance

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 the relevant Induction Tutor and, where possible, the Head Teacher of the school where the ECT is employed. These will be supported by the Director of Standards and the AB if the ECT has been on a support plan in their final term.

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 AB most usually in the form of the recommended electronic logging document between the ECT and their mentor.

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 AB 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 AB. The final assessment report will be sent within 10 working days of the meeting, for the AB 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. This interim assessment will be uploaded to the NCC AB ECT Manager system.

## 7. At-risk procedures

If it becomes clear during a half termly/termly progress review or at the first formal assessment point that the ECT is not making sufficient progress the induction tutor should inform the Director of Standards for additional Trust support. 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; and
- An effective support programme is put in place to help the ECT improve their performance, which could also include AB support.

The progress review record or formal assessment report will be shared with the AB, 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.

Note that absence levels that meet the usual Trust threshold for intervention will also apply to ECTs. As such, ECTs absences of 10 days or more in one calendar year will trigger absence management, and an occupational health referral as required.

If an ECT is absent for 30 or more days, these absences are added to the end of the second year. During this extension into a third year, the ECT will continue to be treated as an ECT and as per this policy. At the end of that extension period, the school can review timetable allocation, removing the additional contact time that ECTs are permitted.

If the ECT has a long-term absence, both HR and the AB will be involved. If the ECT continues to accrue days of absence that are deemed by the AB and the Trust to endanger their capacity to pass the ECT, then a meeting will be held

with the ECT and their representative to discuss. In such circumstances, it is usual for the ECT to elect to temporarily de-register from the ECF. If this occurs, then:

(a) the ECT is no longer participating in the ECF at the school and can elect to leave;

or

(b) the ECT is no longer participating in the ECF at the school and will be required to leave.

Both outcomes and potential implications will be discussed with the ECT, their representative (if desired) and Trust HR with the involvement of the AB and the Trust's Director of Professional Standards.

If the ECT continues to work as a teacher at the school through a temporary agreement before re-registering as an ECT, they will be paid as an unqualified teacher and not as an ECT for the duration of their de-registration and the period of this arrangement will not count towards their ECT requirements.

## 8. Roles and responsibilities

### Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction;
- Meet with their Induction Tutor/Tutor at the start of the programme to discuss and agree priorities and keep these under review at least half termly;
- Agree with their Induction Tutor/Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction;
- Provide evidence of their progress against the relevant standards;
- Participate fully in the monitoring and development programme and ensure that they are following the Capita or BPN learning materials and meeting deadlines set by the University of East Anglia;
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings; and
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period.

When the ECT has any concerns, they will:

- Raise these with their Induction Tutor as soon as they can, either directly or via their School Mentor and/or the in-school lead for ECTs or the Director of Standards;
- Consult with their contact at the AB at an early stage if there are difficulties in resolving issues with their Induction Tutor or within the school.

## **Role of the Headteacher**

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period;
- Notify the Trust's HR department and the Trust's Induction Leads for Secondary/Primary so that the AB is informed in advance when an ECT is taking up a post and undertaking induction;
- Make sure the ECT's post is suitable according to statutory guidance (see section 4 above);
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively;
- Make sure an appropriate ECF-based induction programme is in place in school and via the SAL;
- Maintain and keep accurate records of employment that will count towards the induction period;
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way;
- Make a recommendation to the AB on whether the ECT's performance against the relevant standards is satisfactory;
- Participate in the AB's quality assurance procedures of the induction programmes; and
- Keep all relevant documentation, evidence and forms on file for 6 years, liaising as appropriate with the Trust's HR department and the Trust's Induction Mentors.

## **Role of the Induction Tutor**

The Induction Tutor will:

- Provide guidance and effective support to the ECT (with the AB and Director of Standards where necessary);
- Carry out regular progress reviews throughout the induction period;
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate:
  - Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching; and

- Make sure that formal assessments are carried out and reports completed and sent to the AB.
- Carry out progress reviews in terms where a formal assessment doesn't occur;
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and relevant body;
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments;
- Make sure that the ECT's teaching is observed, and feedback is provided;
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school;
- Take prompt, appropriate action if the ECT appears to be having difficulties; and
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

### **Role of the Induction Mentor**

The table below outlines how the early career teacher will apportion their time on different aspects of their training over the course of programme.

At the start of the programme, mentors will receive training from the AB and/or Capita or BPN to develop skills in:

- assessing teacher progress;
- providing effective feedback;
- using deliberate practice to accelerate progress; and
- how to provide further challenge to high-performing early career teachers.

Mentors will also have the opportunity to learn from experts as part of the programme. Through half-termly online or in-person seminars, they'll discover the best ways to reflect on their practice and develop their skills.

Feature	Year 1	Year 2
Mentor interactions	1 hour per week	1 hour per fortnight

Online self-directed study	4.5 hours per half term	TBC
ECT Training (face to face or webinar)	Two per half term	TBC

The Induction Mentor will:

- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme;
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring; and
- Act promptly and appropriately if the ECT appears to be having difficulties.

### **Role of the Trust Board**

The Trust Board will:

- Make sure the school and Trust comply with statutory guidance on ECT induction;
- Be satisfied that the school and Trust has the capacity to support the ECT;
- Make sure the Headteacher and Induction Mentors are fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the ECT as part of the school's grievance procedures;
- If it has any concerns or questions, seek guidance from the AB on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process; and
- If it wishes, request general reports on the progress of the ECT on a termly basis.

### **9. Monitoring arrangements**

This policy will be reviewed annually by the Trust's Education Team, headed by the Director of Education in association with HR. At every review, it will be approved by the HR and Remuneration Committee or Trust Board.

## 10. Links with other policies

This policy links to the following policies and procedures:

- [SET EDI Policy Dec 23.pdf](#)
- [SET Grievance Policy 2022.pdf](#)
- [Pay Policy Sept 2023.pdf](#)
- [SET - Performance Management 2019.pdf](#)
- [SET - Code of Conduct.pdf](#)
- [SET - Disciplinary Policy 2021.pdf](#)