

**St. Michael at Bowes Church of
England Junior School**

**INDUCTION FOR
EARLY CAREER TEACHERS
(ECTs)**



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MODEL POLICY FOR SCHOOLS
INDUCTION FOR EARLY CAREER TEACHERS (ECTs)

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MODEL POLICY FOR SCHOOLS

INDUCTION FOR EARLY CAREER TEACHERS (ECTs)

IMPORTANT NOTES RELATING TO TERMINOLOGY USED IN THIS DOCUMENT

This policy may be adopted by maintained schools, PRUs, Academies and/or other schools. Therefore, where the words 'Headteacher', 'Governing Body', 'Governors' or 'school' are used in this document, this should also be interpreted (and can be adapted) to mean, or read, 'Principal', Chief Executive, Head of School, 'Proprietor', 'PRU Management Committee', Members, Directors, Board of Trustees, Local Governing Body, Governing Board, 'PRU', 'Academy' or 'Academy Trust' etc., as relevant to type of school and structure in place.

1. INTRODUCTION

The early stages of a career in teaching is very demanding and of the utmost significance in the early professional development of new teachers. The statutory Induction period for Early Career Teachers (ECTs) is a stepping stone, bridging the gap between initial teacher training and a fully fledged career in teaching.

Underpinned by the Early Career Framework (ECF), statutory Induction is a structured programme of support, development and monitoring designed for ECTs as individuals, with assessments of their performance taking place against the Teachers' Standards over the period of their induction.

This School's Induction Programme is intended to provide the appropriate support and training required for our ECTs to be able to demonstrate that their performance meets the criteria set out in the Teachers' Standards by the end of their Induction period. Our programme involves named individuals who are there specifically to support individual ECTs. However, induction is also of considerable importance to the whole school and all staff will be kept informed about the school's Induction policy and encouraged to support its implementation and development, as well as the school's ECTs, to ensure the continued success of the Programme and our ECTs.

2. DATA PROTECTION AND CONFIDENTIALITY

The Appropriate Body (AB) and the School will collect and process personal data in full compliance with its obligations under the General Data Protection Regulation (GDPR) (EU) 2016/679 and the Data Protection Act 2018 by keeping employees' personal data up-to-date, by storing and destroying it securely, by not collecting or retaining excessive amounts of data, by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate measures are in place to protect personal data.

The AB and the School will keep employees' personal data confidential and share it only with persons with a genuine need to know, such as the Local Authority, Department for Education (DfE), Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA), in relation to relevant matters. The AB and the School may also share employees' personal data with other third parties, but only where this is necessary to comply with a legal obligation or is permitted under UK law. In relation to induction the AB and the School collates assessment forms electronically for the purposes of ensuring the progress of statutory induction.

For further information relating to the Data Protection arrangements, employees should refer to the School's Privacy Notice and other associated documents. These can be located on the

School's website. Other information may be obtained about the way in which the Appropriate Body uses data on their website

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

The Governing Body (GB) may request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment reports. The exception to this is when an ECT raises concerns about a particular issue/assessment via the school's grievance procedures which will, in many cases, require the GB to investigate the situation. If, at any stage, the GB has questions or concerns about the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the AB.

3. LEGISLATION AND FURTHER GUIDANCE

The main legislation and guidance relating to Induction for Early Career Teachers, on which this policy is based, is as follows:

- 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
- The Department for Education's (DfE's) statutory guidance '**Induction for early career teachers (England)**
- The DfE's '**Early Career Framework**'
- The **Teachers' Standards**. The Teachers' Standards apply to the vast majority of teachers regardless of their career stage, including all teachers completing their statutory induction period

Further, more detailed guidance on which this policy is based is set out in a document produced by the London Borough of Enfield's Schools' Personnel Service, '**Guidance on the Statutory Induction Period for Early Career Teachers (ECTs)**'. This document can be made available by contacting the school office.

4. ROLES AND RESPONSIBILITIES

The Governing Body (GB) will:

- ensure compliance with the statutory guidance on 'Induction for early career teachers (England)' which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs;
- ensure that a suitable, independent Appropriate Body is appointed to provide quality assurance for the ECT programme;
- ensure that the Headteacher is fulfilling their responsibilities, including the responsibility to meet the requirements for providing ECTs with a suitable post for induction;
- investigate concerns raised by an individual ECT as part of the school's grievance procedures.

The Headteacher (HT) will:

- ensure that an ECT is eligible to start induction and, along with the Appropriate Body, ensure that the post is suitable for an ECT to serve statutory induction;
- appoint to, and oversee, Induction Tutor and Mentor roles to support the ECT's Induction programme and ensure that the progress of ECTs is reviewed regularly as planned, or as required;
- ensure that ECTs receive their statutory entitlements during the induction period;
- ensure that the Appropriate Body appointed for quality assurance purposes is kept informed of the progress of ECTs;
- ensure that observations are carried out and that reviews, assessments and reports are completed and submitted to the AB;
- ensure that accurate records are maintained and retained and that all monitoring and record-keeping is carried out in the least burdensome way;
- ensure that ECTs are being provided with the appropriate support;
- make the final recommendation on the outcome of an ECT's Induction period to the Appropriate Body;
- keep the GB aware and updated about induction arrangements.

The Appropriate Body (AB) will:

- provide the main quality assurance role within the induction process and will ensure that Headteachers, as well as GBs, are capable of meeting their responsibilities for Induction;
- assure itself that Induction Tutors (ITs) and Mentors (MEs) are able to carry out their roles effectively;
- provide a named contact within the AB for ECTs on induction matters;
- be responsible for final decisions relating to an ECT's induction period;
- be responsible for liaising with, and providing relevant information about the induction of all ECTs for which it is responsible, to the Teaching Regulation Agency (TRA).

The Induction Tutor (IT)

The main requirement for the IT is to have overall responsibility for management of the ECT's induction programme and initiation into the teaching profession and the school's systems. The IT will:

- be responsible for providing/coordinating an ECT's professional development;
- arrange observations and ensure that feedback is provided;
- carry out scheduled professional progress reviews and formal assessments and submit these to the AB;
- inform ECTs of their progress against the Teachers' Standards;
- have the overall responsibility for managing reports and assessments with the ECT, HT and AB;
- ensure that ECTs are aware of how, both within the school and externally, they can raise any concerns about their induction programme or their progress;
- take prompt action if an ECT is having difficulties;
- ensure that monitoring and record-keeping is carried out and maintained in the least burdensome way.

The Mentor (ME)

In addition to the IT, who has responsibility for the formal assessment of the ECT, a mentor is appointed to provide ongoing support. The ME will:

- meet regularly with the ECT to provide structured one-to-one mentoring sessions, with effective targeted feedback;
- work collaboratively with the ECT and others involved in the ECT's induction to

ensure that they receive their entitlement to 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 the ECT appears to be having difficulties.

The Early Career Teacher (ECT) will:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their IT to discuss and agree priorities for their induction programme, how best to utilise their reduced timetable allowance and commit to their ECF-based induction programme;
- meet and work with their ME on a regular basis;
- participate fully with their IT, ME and others in their programme of mentoring, support, observations and assessment, taking increasing responsibility for their professional development as their induction progresses;
- provide evidence of their progress against the Teachers' Standards;
- raise any concerns with their IT as soon as possible;
- consult the AB Induction Coordinator and, ultimately, the AB named contact at an early stage if there are, or may be, difficulties in resolving issues with their IT/the school.

5. THE ECT INDUCTION PERIOD

The Induction Programme will provide a combination of monitoring, support and assessment which are inter-related. Each component will be addressed early in planning the individual ECT's induction programme to ensure that the ECT is fully supported in meeting the requirements of the induction period and that the assessment is fair and well-founded.

All aspects of the programme will include an active role for the ECT. It will help the ECT take increasing responsibility for his or her own professional development as the induction period progresses.

(a) Length of the Induction Period

- The length of the induction period for an ECT, whether they are full or part-time, is:
 - **for those commencing induction on or after 1st September 2021**, the full-time equivalent of two years/six school terms;
 - OR**
 - **for those who commenced induction prior to 1st September 2021**, the full-time equivalent of one year/three school terms. (Transitional arrangements are in place for those starting, but not completing, induction prior to 1st September 2021).
- The AB will make the final decision about the equivalence of two school years/one school year where the ECT serves induction in more than one setting or in non-standard settings.
- In some exceptional circumstances the length of the induction period may be reduced.
- The minimum period that can count towards completion of the induction period (for both full and part-time ECTs) is continuous employment equivalent to one term. This applies to both permanent staff and long-term supply teachers. In respect of ECTs not working within a term structure, the AB will decide the minimum period of employment to count towards induction.

(b) Early Career Framework (ECF)

- The ECF will provide our ECTs with a funded entitlement to a structured 2-year package of high quality professional development.
- Within the 8 sections, aligned with the Teachers' Standards, the ECF sets out two types of content – what all ECTs should learn about ('Learn that ...') and learn how to do ('Learn how to...') during the first two years of their careers. The school will ensure that ECTs receive a programme of training that allows them to understand and apply the knowledge and skills set out in each of the ECF evidence statements, 'Learn that ...' and 'Learn how to...'.
- ECTs are not expected to collect evidence against the ECF and they will be assessed against the Teachers' Standards only. The ECF is not an additional assessment tool. It underpins an entitlement to training and support and will be embedded as a central aspect of induction.

(c) Monitoring and Support (inc. Observations and Professional Progress Reviews)

A suitable monitoring and support programme, inc. observations and Professional Progress Reviews, will be put in place for the ECT, structured to meet their professional development needs. It will include the elements set out below:

- a training programme that supports the ECT to understand and apply the knowledge and skills set out in the ECF's evidence ('Learn that ...') statements and practice ('Learn how to ...') statements;
- regular one-to-one mentoring sessions from a designated Mentor (ME) who will provide ongoing support for the ECT in meeting the requirements of their ECF-based training programme;
- support and guidance from a designated Induction Tutor (IT). The IT will undertake progress reviews and formal assessments, as well as ensure that monitoring, support and observations are taking place, feedback is provided and records are kept and maintained appropriately;
- **Observations of an ECT's teaching at least once every six to eight weeks (e.g. once each half-term) including in the first four weeks in post.** Where an ECT works part-time, intervals between observations will be adjusted accordingly but the first observation will take place in the first half term.
- The ECT and observer will have a follow-up discussion to analyse lessons observed. Arrangements for observations will be agreed in advance and a record made on each occasion. The record will relate to the ECTs objectives for development and indicate where any action should be taken, inc. any revisions to objectives.
- The IT is likely to undertake most observations but other people, from within or outside the school, may also be involved in observations.
- **Professional Progress Reviews conducted by the IT throughout the induction period**, taking place in each term where a formal assessment is not scheduled, to set and review development targets against the Teachers' Standards;
- Professional Progress Reviews are not formal assessments and will normally be informed by existing evidence of an ECT's teaching. They will be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal

assessment. ECTs are expected to engage with the process and provide copies of existing evidence as agreed with the IT;

- Reviews will be recorded in writing. The record will be retained and provided to the ECT, as well as to the AB, after each meeting and will clearly state whether the ECT is on course to successfully complete induction, summarise evidence collected and state agreed development areas. Objectives will be reviewed and revised in relation to the Teachers' Standards and needs and strengths of the ECT;
- Following a Professional Progress Review, the IT will make clear to the AB and ECT whether or not the ECT is making satisfactory progress.. Where the IT believes the ECT is not making satisfactory progress, they will outline the plan put in place to get them back on track;
- **Opportunities for the ECT to observe experienced teachers**, either within the school or in another institution where effective practice has been identified;
- **Other targeted professional development activities will also be provided** based on the strengths and areas for the professional development of the ECT, focused on assisting the ECT to meet the Teachers' Standards;
- **When compiling a programme of support, ITs will also arrange to ensure that ECTs receive all necessary information** about the school, the post and the induction period in advance of the start date. They will also ensure ECTs participation in the school's general induction arrangements for new staff, as well as other relevant staff training, ensure that ECTs know about whole school policies, procedures and protocols, inc. those on safeguarding and child protection, spend time with relevant staff such as the school's SENCO, and receive any identified and/or relevant external training or advice;
- As part of the overall programme of support, **ECTs will have a reduced timetable of:**
 - **90% of normal average teaching time** that a teacher at the school not subject to induction would be expected to teach **for the first three school terms** of the induction period; and
 - **95% of that time for the remainder** of their induction period.The reduced teaching load applies equally to ECTs eligible to complete induction while working as supply teachers and, on a pro-rata basis, to ECTs working part-time;
- **In general, the school will ensure that ECTs are appointed to suitable posts that do not make unreasonable demands**, that do not normally involve teaching outside the age-range and subject(s) for which they have been employed to teach, that do not present ECTs on a day-to-day basis with discipline problems that are unreasonably demanding for the setting, that involve regular teaching of the same class(es), that involve similar planning, teaching and assessment processes as other teachers in substantive posts and that do not involve non-teaching responsibilities without the provision of appropriate preparation and support.

(d) Formal Assessments relating to Progress (inc. Formal Assessments, Completion of Induction, Unsatisfactory Progress during the Induction Period)

Formal Assessments

- **Two formal assessment meetings** between the ECT and either the Headteacher (HT), or the IT acting on behalf of the HT, will take place in the induction period. (Mentors will not carry out formal assessments unless they are also acting as the IT). **Full-time ECTs will receive an assessment towards the end of the final term of the first year, normally term 3, and towards the end of the final term of the second year, normally term 6.**
- In schools with a **different term pattern, for ECTs starting at a time other than the beginning of term and for those working part-time, the first formal assessment meeting will take place approximately halfway through the induction period. The second assessment meeting will be held towards the end of the final term of induction.**The school will agree with ECTs exactly when the assessment dates are set. Advice may be sought from the AB.
- **Evidence for formal assessments will be drawn from an ECT's work as a teacher during their induction.** Evidence will be gathered during progress reviews, observations and assessment periods leading up to the formal assessments. **This will consist of existing, working documents.** There will be no need for an ECT to create anything new. **Further sources of evidence** may include formal and informal assessment records of pupils for whom an ECT has had particular responsibility, information from liaison with others, inc. colleagues and parents, an ECT's lesson plans, records and evaluations, an ECT's self assessment and professional development records.
- **The final assessment meeting at the end of the induction period will form the basis of the Headteacher's recommendation to the AB** as to whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory or whether an extension should be considered. Once assessment reports have been completed, including the Headteacher's recommendation to the AB, the ECT will add their comments. The ECT will be given the original and a copy sent to the AB.
- **NB. When an ECT leaves a post** after completing a term or more of induction but before the next assessment would take place, **the IT or HT will complete an interim assessment** to ensure that the ECT's progress and performance since the last assessment are captured.

Completion of Induction

- ECTs normally complete their induction when they have served the equivalent of two standard school years (usually six terms, based on a school year of three terms).
- Following the Headteacher's recommendation at the end of an ECT's induction period, the AB will decide whether the ECT has:
 - **performed satisfactorily** against the Teachers' Standards and thereby satisfactorily completed their induction period;
 - **requires an extension** of the induction period; or
 - **has failed to satisfactorily complete** the induction period.
- If the AB's decision is that an extension is appropriate or that the ECT has failed, the ECT will be informed of their right of appeal against the decision, with the name and address of the Appeal Body (the TRA) and the deadline for submitting an appeal.

Unsatisfactory Progress during the Induction Period

- The majority of ECTs complete the induction period satisfactorily. However, if an ECT is not making satisfactory progress, early action will be taken to support and assist the ECT to make the necessary improvements. The school has procedures in place to give early warning of any difficulties experienced by an ECT in making progress towards the Teachers' Standards, as well as to provide the necessary additional monitoring and support to ensure that all appropriate steps are taken with a view to improving the situation.
- Where an ECT has continuing difficulties, the consequences of failure to complete the induction period will be fully discussed with them.
- In these circumstances, it will be recommended to ECTs that they should contact their Professional Association for advice.
- It should be noted that in a small number of particularly serious cases it may be necessary to instigate capability procedures alongside the induction programme, before its conclusion, which may lead to dismissal before the end of the induction period. Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution. All ECTs must complete a full induction period before they can be judged to have failed induction.
- If an ECT believes that the induction support and assessment procedures in the school are not appropriate or adequate, or does not consider that their concerns have been addressed having followed internal procedures, or otherwise the AB's Induction Coordinator, they should inform the named contact within the AB at the earliest opportunity. (See 7. below, 'Addressing ECT Concerns' for details).

6. SPECIAL CIRCUMSTANCES (inc. Reducing the Induction Period, Extending the Induction Period, Data Loss/Error, ECTs Completing Induction in more than one Institution Simultaneously)

Reducing the Induction Period

Even though some teachers already have significant teaching experience when entering the maintained sector, they are still required to serve statutory induction. In such cases, ABs have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms). In making any such decision the AB will take account of advice from the Headteacher and must gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period, they will be permitted to do so.

Separately, ECTs serving induction on a part-time basis may, on completion of a period covering, but not equivalent to, two full years, be able to have their induction period reduced. Where this is being considered, the AB will consult the Headteacher and must gain the agreement of the teacher concerned.

A reduction will only be granted on the basis that the ECT has met the Teachers' Standards.

Extension of the Induction Period Prior to Completion to account for Ad Hoc Absences

The Induction period will be automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of absences for statutory maternity leave, statutory paternity leave, shared parental

leave, statutory adoption leave or parental bereavement leave). In these circumstances, the induction period will be extended by the aggregate total of days absent.

Extension of the Induction Period Prior to Completion due to Statutory Maternity, Paternity, Adoption, shared Parental or Parental Bereavement Leave

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement leave while serving their induction period, or an extension to their induction period, may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose.

Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction. Any such request will be granted.

If an ECT chooses not to extend (or further extend) the induction period, their performance will be assessed against the Teachers' Standards. It is, therefore, recommended that an ECT in this position seeks advice before making a decision.

Extension of the Induction Period after Induction has Concluded

The AB has discretion, when making its decision at the end of Induction, to extend the Induction period if this can be justified. It will determine the length of any extension, assessment procedures during it and the recommendation at its end. An extension may be given in circumstances where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. Reasons may include personal crises, illness, disability, issues around the support during induction or where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the Teachers' Standards is satisfactory.

An extension may be served in a different school or institution. In this case, the minimum period of employment of one term must be served as the ECT will be working in a new Institution.

Where an ECT leaves the school having started, but before completing, induction the Headteacher will complete an interim assessment report and notify the AB.

Induction Periods Extended in Wales (before or after completion)

Where an extension is granted under Welsh Regulations and the ECT is subsequently employed at a school in England, the period is treated as having been extended under English Regulations. Such ECTs will complete the remainder of a two-year statutory induction, unless eligible under transitional arrangements to complete the remainder of a one-year induction.

Data Loss/Error – Determining Whether Induction has been Satisfactorily Completed

In exceptional circumstances, through no fault of the teacher, where records have been lost or are in error, the AB will decide whether the teacher can be deemed to be exempt from induction on the basis that the teacher has met the Teachers' Standards. Each case will be considered on its merits.

The AB will ensure that every avenue has been explored to recover missing data. It will take into account all evidence that the teacher has performed satisfactorily against the Teachers' Standards using any available evidence, for example, from performance management reviews. If in doubt, the AB may wish to consider other options such as a full or reduced period of induction.

ECTs Completing Induction in more than one Institution simultaneously

In all cases where Induction is served in more than one institution simultaneously, one Headteacher acts as the lead, consulting with and gathering evidence from the other Headteacher(s). Similarly, one AB takes the lead in making the decision on the outcome of the Induction period, following the recommendation from the lead Headteacher.

7. ADDRESSING ECT CONCERNS

If an ECT has any concerns about their induction, these should be raised with the school in the first instance using internal procedures, or otherwise with **the AB's Induction Coordinator, St Michael at Bowes Church of England Junior School.**

Where any issues relating to their induction have not been resolved using these routes, ECTs should raise their concerns with the named contact within the AB. **The named contact within the AB is Peter Nathan, Director of Education.**

Further, more detailed guidance on which this policy is based is set out in a document produced by the London Borough of Enfield's Schools' Personnel Service, '**Guidance on the Statutory Induction Period for Early Career Teachers (ECTs)**'. This document can be made available by contacting the school office.