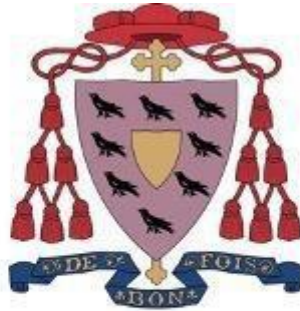




**Bishop Chadwick**  
Catholic Education Trust

# Early Career Teacher (ECT) Induction Policy

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|---------------------|--------------------|------------------------------------|
| Approved by:        | Board of Directors | Date: 3 <sup>rd</sup> October 2022 |
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## Quotes

### 1. Statement of Intent

At Bishop Chadwick Catholic Education Trust we recognise that the appointment and successful induction of Early Career Teachers strongly contributes to both the development of our schools and the ECTs. Teachers are the foundation of the Education system and ECTs bring innovation, enthusiasm and the most contemporary evidence-based teaching to the classroom. In turn, our schools are committed to supporting those new to the profession to have a rewarding and successful career.

Our schools aims to:

- Run a high quality, evidence-based and personalised ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF).
- Enable ECTs to build on existing knowledge, skills and understanding.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.
- Be systematic, fair and rigorous in the assessment of ECTs' professional practice.
- Provide support to ECTs failing to make satisfactory progress.

### 2. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DFE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021. Updated April 24.
- DFE (2021) Appropriate bodies guidance: induction and the early career framework.
- DFE: The [Early career framework \(ECF\)](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [The Teaching Standards](#)
- [Guidance from our Appropriate Body – The Tees Valley Teaching School Hub.](#)

### 3. The ECT induction programme

The statutory induction of an ECT is the bridge between ITT and a career in teaching. The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. Our Trust's current provider is Teach First. The ECF covers the following core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

Prior to the ECT serving their induction, the headteacher and appropriate body 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.

Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of 1 term or more may count towards the induction period.

The 'Teachers' standards will be used to assess an ECT's performance during their induction period. These standards will be considered against what can reasonably be expected of the ECT within their work context.

The programme is quality assured by the Tees Valley Teaching School Hub, our 'appropriate body'.

Short-term supply teaching of less than 1 term will not count towards an ECT's induction, as the time frame is too short to enable them to demonstrate performance against relevant standards.

#### 3.1 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) and the necessary knowledge, experience and time to carry out the role effectively.
- Have an appointed induction mentor (a different individual to the induction tutor where at all possible), who will have QTS. The mentor should be willing to undertake mentor training.
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.
- 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 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.

### **3.2 Support for ECTs**

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments following the best practice guidance from Tees Valley.
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback and regularly reviewed Professional Development Plans.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Chances to observe experienced teachers, within the school and at another school with effective practice [ Appropriate Body – best practice guidance]

### **3.3 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 ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the teaching standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the teaching standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment.

### **3.4 At-risk procedures**

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified.

- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
- An effective support programme is put in place to help the ECT improve their performance e.g. refresher training and more guided supervision.

The Director of Teacher Development should be informed for support and the progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

If there are serious capability issues, capability procedures may be instigated before the end of induction, which may lead to dismissal.

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

## **4. Roles and responsibilities**

### **4.1 Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review.
- Discuss and agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction with Teach First.
- Provide evidence of their progress against the teaching standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- 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.
- Keep copies of all assessment reports.

**When the ECT has any concerns**, they will:

- Raise these with their induction tutor as soon as they can.
- Consult with the Director of Teacher Development and their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

### **4.2 Role of the headteacher**

The headteacher will:

- Check that the ECT has been awarded QTS and need for an induction period.
- Agree, in advance of the ECT starting, who will act as the appropriate body.
- Notify the appropriate body 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 3.1 above).
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECF-based induction programme is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body.
- 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 the governing board aware of the ECT's in school and their progress.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension.
- Participate in the appropriate body's quality assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence and forms on file for 6 years.
- Ensure that, under certain circumstances, the following steps are undertaken:
  - interim assessments from the ECTs previous post are obtained.
  - inform the appropriate body when an ECT serving induction leaves the school.

### **4.3 Role of the induction tutor**

The induction tutor will:

- Coordinate the ECT's professional development and provide guidance and effective support to the ECT including ensuring all ECT's complete the programme provided by Teach First.
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate following Appropriate Body Induction Process.
- Ensure all untrained mentors follow the Teach First Mentor Training Programme.
- 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 using appropriate Body Induction process – best practice guidance. Following observations, review targets on Professional Development Plans.
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if the ECT appears to be having difficulties and may not complete induction satisfactorily by alerting the Head first and Director of Teacher Development.
- Notify the appropriate body if an ECT is absent for a total of 30 days or more.

#### **4.4 Role of the induction mentor**

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide effective, targeted feedback.[ weekly for ECT year 1, fortnightly for ECT Year 2]
- Work with the ECT, the ECF provider (Teach First) 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 following the Teach First programme.
  - Complete their own programme of mentor training with the understanding that this can be completed even if they are not mentoring an ECT any more.
- Act promptly and appropriately if the ECT appears to be having difficulties.

#### **4.5 Role of the governing board**

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.
- Make sure the headteacher is 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.
- seek guidance from the appropriate body if it has any concerns or questions, on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- If it wishes, request general reports on the progress of the ECT on a termly basis.

#### **4.6 Role of the Appropriate Body**

The Appropriate Body (The Tees Valley Teaching School Hub) has a quality assurance role and will be responsible for ensuring:

- the headteacher and governing body are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring, support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor and a reduced timetable.
- Headteachers have put in place an ECF-based induction programme for the ECT.
- Headteachers 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.
- Induction tutors and Mentors have sufficient time to carry out their role effectively.
- ECTs' records and assessment reports are maintained.

- Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.
- A final decision is made on whether the ECTs performance against the Teaching standards is satisfactory or whether an extension is required.

## **5. Monitoring arrangements**

This policy will be reviewed by the ECT Lead at the Trust. At every review, it will be approved by the Board of Directors. The next scheduled review of this policy is September 2025.

## **6. Links with other policies**

This policy links to the following policies and procedures:

➤ Appraisal ➤

Grievance ➤

Pay

## **7. Exemptions**

Please refer to Annex A of the Statutory Induction Guidance for Early career teachers for exemptions to an induction period.