



Induction of Early Careers Teachers Policy

Date of last review:	Jul-25	Date of next review:	Jul-26
Author:	Policy & Projects Mgr	Owner:	CPD and SCITT Lead
Type of policy:	Trust-wide	Approval:	Education Standards Committee

Contents

1. Aims.....	1
2. Scope	1
3. Legislation and statutory guidance	1
4. The induction programme	2
5. Roles and responsibilities	4

1. Aims

The Trust aims to:

- Run an Early Careers Teacher (ECT) induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all induction mentors and staff understand their role in the induction programme.

2. Scope

This policy applies to all ECTs who have started, but not completed, their induction period.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's statutory guidance [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/induction-for-early-career-teachers)
- The [Early Career Framework](https://www.gov.uk/government/publications/early-career-framework)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](https://www.gov.uk/government/consultations/induction-arrangements-for-school-teachers)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

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

4. The induction programme

All schools are expected to provide an induction programme that is underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

The programme will be run by The Education Development Trust through Thames Gateway. This is the assessment body that ensures all statutory entitlements are met and supports the assessment of ECT performance.

The following sets out the statutory minimum for ECT induction programmes.

For a full-time ECT, the induction programme will last for a two-year period.

In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and Headteacher and once the ECT has completed a period covering, but not equivalent to, two school years. The amount of time for reduction will be decided on an individual basis and will take into account previous experience and how well the ECT meets the Teachers' Standards.

In exceptional circumstances, where an ECT has had significant teaching experience prior to securing their QTS, the school and ECT can apply to the Thames Gateway Teaching School Hub (TGTSH), the appropriate body, to have induction reduced.

Should schools have an ECT that they think might be eligible for reduced induction, they should contact catherine.root@tgtsh.org.uk for further information. Agreement will need to be made by TGTSH, the Headteacher and the Trust.

4.1 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 mentor, who will have qualified teacher status (QTS)
- 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
- A 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
- Regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively
- Support and guidance from a designated induction tutor who is expected to hold QTS and has the time, skills and ability to carry out the role effectively
- Regular observation of the ECT's teaching with written feedback provided
- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified
- Time out of the classroom to receive support from mentors and extra training throughout their first two years on the job (10% time-off timetable in year 1 and 5% time-off timetable 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.

4.2 Support for ECTs

We support ECTs with:

- Their designated mentor, who will provide day-to-day monitoring and support
- The Induction tutor will be responsible for co-ordinating the reports
- The designated mentor will hold a regular meeting with the ECT once per week in Year 1 and fortnightly in Year 2. The induction tutor will also do the formal observation at least once a half term
- The Induction tutor will complete formal progress reviews and assessments for ECTs at which we will review their targets and revise them in relation to the Teachers' Standards, identifying their current CPD needs and strengths
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice
- See [link](#) to the TGTSH induction tutor handbook for clarity of roles for Induction tutor and mentor. Pages 13-16 relate.

4.3 Assessments of ECT performance

ECTs are exempt from normal appraisal procedures during their induction period.

There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.

The Teachers' Standards must be used at the end of the induction period to assess the ECTs performance.

These meetings will be informed by clear and transparent evidence gathered 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 TGTSH, the appropriate body, via the ECT Manager platform.

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.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment. These will be completed in terms 1,2,4 and 5.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. However, there will be a meeting at each report point to ensure that the ECT is clear about targets and progress.

ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). These assessments must make reference to evidence linked to the Teachers' Standards.

At the end of the programme, ECTs will take part in a final formal assessment meeting.

The outcomes of this meeting will be used by the Headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

4.4 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
- An effective, time limited, support programme is put in place to help the ECT improve their performance
- Any ECTs causing concern must be flagged early to the Trust ECT Manager and the Appropriate body and support measure put in place.

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 ECTs progress during their subsequent progress review or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will:

- Continue to deliver progress reviews
- Revise the ECTs objectives and support plan in line with the Teachers' Standards
- Share these with the ECT, headteacher and appropriate body.

4.5 Capability procedures

In the event of serious capability concerns, the induction mentor or headteacher can decide to instigate capability procedures in line with the Trust's capability policy. They will inform the appropriate body when these procedures are instigated.

The ECTs induction process will continue alongside these capability procedures for as long as the ECT remains at the Trust, or the procedures are concluded.

5. Roles and responsibilities

5.1 Role of the ECT

- Provide evidence that they have QTS and are eligible to start induction

- Meet with their induction mentor at the start of the programme to discuss and agree priorities and keep these under review
- Agree with their induction mentor 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 ECT development programme including attending face to face meetings and engage with on- line learning
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Engage with meetings with their induction tutor and mentor and agree aspects of the induction programme to be covered
- Agree with their induction tutor the start and end dates of the induction period
- Inform of any dates of any absences from work during the period
- Electronically sign and keep copies of all assessment forms/reports.

When the ECT has any concerns, they will:

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

5.2 Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve 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
- Have a Headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory
- Provide the ECT with the Trust ECT induction programme i.e. The Education Development Trust
- Provide the ECT with the necessary employment tasks, experience, and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period
- Include the appointment of an induction tutor who is expected to hold QTS and ensure that time is provided to meet within their directed time
- Include the appointment of a designated mentor who is expected to hold QTS and ensure that time is provided to meet within their directed time
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme including any required face to face Meetings with TGTSH.
- Not make unreasonable demands upon the ECT
- Not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach
- Not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- Involve the ECT regularly teaching the same class(es)

- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support
- Make sure the ECT's post is suitable according to statutory guidance
- Ensure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that the ECT fully participates in The Education Development Trust Induction programme
- Ensure that all assessments are carried out and reports completed and sent to TGTSH and the appropriate body where required
- Maintain and keep accurate records of employment that will count towards the induction period
- Make the governing body aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- 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.

5.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- 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 appropriate 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
- Make sure that all monitoring and record keeping is done in the least burdensome way possible, and that ECTs are not asked for any evidence that requires the creation of new work
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress.

5.3 Role of the induction mentor

The induction mentor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring
- The mentor will have a key role in the induction of the ECT
- Engage with the full Education Development Trust programme of delivery
- Hold a weekly timetabled meeting and maintain records of the meetings
- Use the online platform to access the ECT curriculum to support embedding the theory into ECTs practice
- Carry out regular progress reviews throughout the induction period
- Undertake regular, formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Attend mentor events
- Ensure that the ECT's teaching is observed, and feedback is provided
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the academy
- Take prompt, appropriate action if the ECT appears to be having difficulties.

5.4 Role of Area School Improvement Partners

The Area School Improvement Partner will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure 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 Trust's grievance procedure.

5.5 Role of Trust CPD and SCITT Lead

- Liaise with headteachers to ensure that ECTs are registered with the appropriate body
- If it wishes, seek guidance from the appropriate body 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.