

ECT Induction Policy

Version 2.0

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RATIONALE

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

The induction with Ventrus schools supports early career teachers (ECTs) to demonstrate that their performance against the relevant standards is satisfactory by the end of the period and equipping them with the tools to be an effective and successful teacher. The programme is structured but flexible so that it can respond to individual development needs and provides appropriate guidance, support and training, which will enable ECTs to form a secure foundation for a successful teaching career.

1. AIMS

The Trust aims to support and guide ECTs in their first two years of teaching by making a significant contribution to both the professional and personal development of individual ECTs through the Early Career Framework.

The Framework aims to:

- be flexible and appropriate to the needs of individual ECTs.
- help ECTs to become fully integrated into their school as a whole.
- help ECTs to understand their responsibilities as part of the teaching profession.
- provide ECTs with the opportunity to observe good practice and to reflect on their own teaching practice with their ECT Induction Tutor and mentor.
- allow opportunities for them to identify areas for development.
- enable ECTs to perform satisfactorily against the Teachers' Standards.
- provide a foundation for ECTs to develop professionally in the long-term

2. LEGISLATION AND STATUTORY GUIDANCE

This policy is informed and underpinned by the *Induction for Early Career Teachers (England) Statutory Guidance for appropriate bodies, Headteachers, school staff and governing bodies (Department for Education)*.

In line with the statutory guidance the school will:

- Register their ECT with the DfE portal, an Appropriate Body and an Early Career Framework provider
 - identify a person(s), with QTS, to act as the ECT's induction tutor and mentor, giving them sufficient time to carry out the role effectively and meet the needs of the ECT.
 - ensure that ECTs have a reduced timetable to enable them to undertake tasks within their induction programme, with 10% in Year 1 and 5% in Year 2 in addition to their PPA.
 - facilitate ECTs' observation of experienced teachers either in this school or another school where good practice has been identified.
 - keep ECTs up to date on their progress – there will be 'no surprises' for all involved.
 - have a Headteacher who will make the recommendation as to whether the ECT is satisfactorily performing against the Teacher Standards.

3. THE INDUCTION PROGRAMME

For a full-time ECT, the induction programme will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent.

The programme is quality assured by the Teaching School Hub Appropriate Body: (SWIFT – Colyton Teaching School Hub)

Mentors / Tutors regular meetings and observations will then form a termly assessment. Through the AB, the ECT will receive termly moderations of these assessments.

With the new DfE Early Career Framework reforms for early career teachers, each ECT is now entitled to a programme of professional development. The school will have signed up with a provider for the Full Induction Programme (FIP) and ensure there is sufficient time given to the mentor and ECT to complete their PD.*

**Should a school wish to provide their own Early Career Framework Programme, (Core Induction Programme – CIP / School-based Programme – SBP), they will need to organise additional time, resources and PD leads, including additional costs with the Appropriate Body.*

3.1 ECTs at Risk of Failing ECT Induction

If an ECT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- inform the ECT of the concern and identify where they need to improve their practice.
- ensure that additional monitoring and support measures are put in place immediately.
- set appropriate objectives to guide the ECT towards satisfactory performance against the relevant standards.
- put an effective support programme in place to help the ECT improve their performance.
- give the ECT every opportunity to improve their performance.
- inform the Appropriate Body that there is a concern.

3.2 Addressing ECT Concerns

If an ECT has any concerns about their ECT induction, these should be raised within the school in the first instance. Where the school is not able to resolve them, the ECT should raise concerns with the named contact at the Appropriate Body.

4. ROLES AND RESPONSIBILITIES

4.1 The ECT

The ECT should:

- provide evidence that they have QTS and are eligible to start induction.
- meet with their induction tutor / mentor to discuss and agree priorities for their induction programme and keep these under review.
- agree with their induction tutor / mentor how best to use their reduced timetable.
- provide evidence of their progress against the relevant standards.
- participate fully in the agreed monitoring and development programme.
- participate fully in the agreed Early Career Framework programme
- raise any concerns with their induction tutor as soon as possible.

- 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 and the dates of any absences from work; and
- retain copies of all assessment forms.
- participate appropriately in the Appropriate Body's quality assurance procedures if required

4.2 The Mentor

The mentor should:

- Have time to carry out the role – (1 hour a week)
- If relevant, be subject / phase specific
- Be someone who is driven and enthused by high quality evidence-based, two year-long professional development, (including completion of their own ECF training programme)
- Regularly meet with the ECT for structured sessions, providing effective and targeted feedback
- Work collaboratively with the ECT and other colleagues to help ensure the ECT receives a high quality ECF-based induction programme
- Inform the Induction tutor of any concerns / if the ECT is struggling
- participate appropriately in the Appropriate Body's quality assurance procedures if required

4.3 The Induction Tutor

The induction tutor should:

- Identify if and when early action / intervention is needed for ECTs experiencing difficulties, raising this with the Headteacher, ECT and Appropriate Body
- Put in place a support plan for any struggling ECTs
- Receive termly engagement data about the ECTs and their mentor's engagement with the ECF
- Regularly liaise with the ECT mentor for professional development and future needs of the ECT
- Support the ECT in assessing their needs against the Teacher Standards and any additional professional development needs of the ECT.
- Ensure the ECTs are aware of how to raise a concern if needed
- participate appropriately in the Appropriate Body's quality assurance procedures if required.

4.4 The Headteacher

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

- check that the ECT has been awarded QTS.
- clarify whether the teacher needs to serve an induction period or is exempt.
- agree, in advance of the ECT starting the induction programme, which Body will act as the Appropriate Body and which training provider the ECT will complete their ECF with.

- notify the Appropriate Body and training provider when an ECT is taking up a post in which they will be undertaking induction.
- meet the requirements of a suitable post for induction as defined by the DfE statutory Induction Guidance document.
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- ensure an appropriate and personalised induction programme is in place for the ECT to receive their statutory entitlements
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- ensure that termly assessments are carried out and reports completed and sent to the Appropriate Body.
- maintain and retain accurate records of employment that will count towards the induction period.
- make the Governing Body aware of the arrangements that have been put in place to support ECTs serving induction.
- make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension.
- participate appropriately in the Appropriate Body's quality assurance procedures.
- retain all relevant documentation, evidence, and forms on file for six years.

There may also be circumstances where the Headteacher should:

- obtain interim assessments from the ECT's previous post.
- act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards.
- notify the Appropriate Body as soon as absences total 30 days or more.
- periodically inform the Governing Body about the school's induction arrangements.
- contact and request with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the Appropriate Body when an ECT serving induction leaves the institution.

4.5 The Board of Trustees

The Board of Trustees:

- should ensure compliance with the Statutory Guidance for ECT Induction.
- should be satisfied that the institution has the capacity to support the ECT.
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- must investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures.
- can seek guidance from the Appropriate Body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process
- participate if required, in the Appropriate Body's quality assurance procedures if required.

- can request general reports on the progress of an ECT

5. MONITORING ARRANGEMENTS

This policy will be reviewed **annually** by the Training School Lead. At every review, it will be approved by the full Board of Trustees.

6. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay

This policy is based on:

- The Department for Education's (DfE's) statutory guidance – [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory Induction Guidance 2021 final 002 1 1 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf) (induction for ECTs)
- The Early Career Framework reforms - <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

APPENDIX 1: POLICY HISTORY

Version	Summary of Change	Review Date	Lead Author/s
V.1.0	First draft of new policy	06.11.20	CBarnett
V.1.1	Role of LGB amended and replaced with The Board of Trustees	16.11.20	KBishop
V.1.1	Review of policy – renamed ECT (previously NQT)	10.11.21	CBarnett
V.2.0	Additions to rationale: ‘a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers’ Standards’	11.11.22	CBarnett
V.2.0	Additions to Section 3.0 – named Appropriate Body Service: ‘SWIFT – Colyton Teaching School Hub’	11.11.22	CBarnett
V.2.0	Amendment to 4.5 (vi) - The Board of Trustees: ‘Participate if required , in the Appropriate Body’s quality	11.11.22	CBarnett

	assurance procedures if required.'		
V.2.0	Additions to Section 6 – links to DfE Guidance and ECF reforms documents.	11.11.22	CBarnett