

INCLUSIVE | MULTI ACADEMY TRUST

INDUCTION OF EARLY CAREER TEACHERS (ECTs) POLICY

DOCUMENT DETAIL	
Approving Body	Executive Leadership
Responsibility	Lizzie Butler
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Introduction

This policy outlines the arrangements the Inclusive Multi Academy Trust has in place for the induction period of an ECT (who will be referred to as “you” in this policy). It applies to ECTs who begin their induction on or after 1 September 2021.

The induction period provides a bridge between initial teacher training and a career in teaching. These first 2 years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher.

The Trust’s induction process aims to ensure that the appropriate guidance, support, and training are provided through a structured but flexible individual programme underpinned by the Early Career Framework (ECF) to enable each ECT to form a secure foundation to become an effective and successful teacher.

We shall have regard to the DfE’s Statutory guidance on ‘Induction for early career teachers (England)’ (“DfE Guidance”) throughout the induction period of ECTs.

This policy applies to employees only. It does not form part of your contract of employment and we may amend it at any time.

Roles and responsibilities

The induction process is designed to enable you to gain personal and professional development for your career in teaching moving forward and give the ECT the tools to become an effective and successful teacher. Our aim throughout the induction period is to:

- provide an induction programme appropriate to your individual needs and underpinned by the ECF;
- provide appropriate support to you through the roles of an identified mentor and induction tutor;
- provide you with examples of good practice including observation of experienced teachers with effective practice;
- help you form good relationships with all members of the Trust community;
- help you to become aware of the Trust’s role in the local community;
- encourage you to reflect on your own and observed practice;
- provide opportunities to identify areas for development;
- help you to develop an overview of a teacher’s roles and responsibilities; and
- help you to perform satisfactorily against the Teachers’ Standards.

Roles and responsibilities

The **Trust Board** has the following key responsibilities:

- ensuring compliance with the requirement to have regard to the DfE’s statutory guidance on ‘Induction for early career teachers (England)’. This document sets out the Trust’s responsibilities towards you during your induction period;
- being satisfied that the Trust has the capacity to support you;
- ensuring the Headteacher fulfils their responsibility to meet the requirements of a suitable post for induction; a teaching position that is appropriate for an ECT who is going through their induction period.
- to investigate any concerns raised by you under the grievance procedure;
- to seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process; and

- to request general reports on your progress where appropriate.

The Headteacher plays a key role during your induction period. Along with the appropriate body, the Headteacher is jointly responsible for the monitoring, support and assessment during your induction.

Responsibilities include:

- ensuring compliance with the most recent version of the Education (Induction Arrangements for School Teachers) (England) Regulations.
- ensuring necessary checks are carried out on you prior to induction, including that you hold QTS;
- ensuring the post and responsibilities are suitable for statutory induction;
- clarifying whether you need to serve induction or if you are exempt;
- agreeing, in advance of you starting the induction programme, which body will act as the appropriate body;
- determining and agreeing the length of the induction period in conjunction with the appropriate body;
- ensuring you have a reduced timetable;
- ensuring an appropriate induction tutor and mentor are appointed and they have sufficient time to carry out the role effectively and meet your needs;
- ensuring your progress is reviewed regularly including: observations of teaching; assessments; ensuring feedback is provided; progress reviews/reports are conducted and sent to the appropriate body;
- keeping the Executive Leaders aware and up to date about induction arrangements;
- making a recommendation to the appropriate body about whether your performance against the Teachers' Standards is satisfactory, an extension may be required or in some cases, induction may be reduced;
- obtaining interim assessments, any formal assessment and progress reviews from your previous post where relevant;
- acting early, alerting the appropriate body when necessary, in cases where you may be at risk of not completing induction satisfactorily;
- ensuring third-party observations are carried out where you may be at risk of not performing satisfactorily against the Teachers' Standards;
- providing interim assessment reports if you move schools in between formal assessment periods;
- notifying the appropriate body if you leave the school;
- maintaining and retaining accurate records; and
- ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way.

The Headteacher will appoint an induction tutor who has QTS and the time, skills and experience to carry out the role effectively and meet your needs.

The key responsibilities of the **induction tutor** include:

- providing or coordinating guidance for your professional development (with the appropriate body where necessary);
- notifying the appropriate body in advance of you taking up the post;
- ensuring an appropriate ECF based induction programme is set up to help you meet the Teachers' Standards;
- having responsibility for the overall management of initiating you into the teaching profession and our systems and structures;
- notifying the appropriate body as soon as absences, within each year of induction, total 30 days or more;
- providing regular monitoring and support and coordination of assessment;
- ensuring your teaching is observed and you are given feedback;

- carrying out regular progress reviews and providing feedback, including your progress against Teachers' Standards;
- ensuring that progress reviews are timely and in line with the Appropriate Body's schedule;
- sharing progress review records with you, the Headteacher and appropriate body;
- identifying any development needs;
- reviewing and revising objectives;
- carrying out the requisite formal assessments (with input from colleagues where appropriate) and providing feedback;
- informing you during the assessment meeting of the judgements to be recorded in the formal assessment record and inviting you to add your comments;
- ensuring you are aware of how you can raise any concerns about your induction programme or your personal progress both within and outside the school;
- taking prompt, appropriate action if you appear to be having difficulties;
- ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way; and
- ensuring requests for evidence from you do not require new documentation but instead draw on existing working documents.

In addition to the induction tutor, who has the responsibility for your formal assessment, a mentor must be appointed to provide on-going support on a daily basis (in exceptional circumstances, the induction tutor may also carry out this role). **The Mentor** will contribute to the judgements about the performance against the Teachers' Standards and their key responsibilities include:

- ensuring that you have access to a structured support programme based on the Early Career Framework (ECF).
- holding regular structured meetings with you to provide effective targeted feedback (these should be scheduled in teaching hours wherever possible);
- working collaboratively with you and other colleagues to help ensure you receive a high quality ECF based induction programme;
- providing (or arranging) appropriate support including phase or subject specific mentoring and coaching;
- taking prompt action if you appear to be having difficulties.

An appropriate body must be appointed for each ECT. You may use more than one appropriate body allowing a new ECT or group of ECTs to choose theirs, or where an ECT did their initial teacher training through the Trust's usual appropriate body and cannot be registered with the same body for their induction.

The Appropriate Body has the main quality assurance role within the induction process. It has specific responsibility for (among other things):

- ensuring that the induction process complies with the most recent version of the Education (Induction Arrangements for School Teachers) (England) Regulations and the DfE's statutory guidance.
- ensuring the Headteacher (and Trust Board where appropriate) is aware of, and capable of meeting their responsibilities for monitoring support and assessment;
- ensuring the Headteacher has verified you have QTS;
- ensuring the post is suitable for you to serve your induction period and that you will be receiving an ECF based induction programme and a reduced timetable in addition to PPA;
- ensuring an appropriate induction tutor and mentor are assigned and they have the time to carry out the role and meet the ECTs needs;
- ensuring the monitoring, support, assessment and guidance procedures are appropriate and fair;
- considering when to request or schedule progress reviews;
- informing the Teaching Regulation Agency that you have started, completed or are extending your induction period or that you left school partway through the induction period, along with details of the type of induction you are accessing;

- providing you with a named contact with whom you may raise any concerns about your induction;
- ensuring that your supervision and training meets your development needs (with the Headteacher);
- determining and agreeing the length of the induction period in conjunction with the Headteacher;
- retaining full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction, agreeing reductions and extensions;
- ensuring a final decision is made on your performance against Teachers' Standards and relevant parties are notified;
- making direct decisions in every case regarding the suitability of posts and institutions;
- maintaining oversight of and accountability for all activities undertaken by third parties;
- on a regular basis, consulting with the Headteacher on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- ensuring action is taken to address areas of performance requiring further development and support where you may be experiencing difficulties;
- ensuring your records, progress reviews and assessment reports are maintained;
- ensuring progress reviews and assessment reports, including interim assessments, are submitted on time;
- where applicable, ensuring the Headteacher has obtained interim assessments, formal assessments and progress reviews from your previous post to ensure induction can be continued effectively (unless it is agreed the appropriate body will do this itself); and
- ensuring all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from you do not require new documentation but draw on existing working documents.

The ECT has a key part to play in their own induction, and you are expected to, among other things:

- provide the requisite evidence that you have QTS and are eligible to start induction;
- meet with your induction tutor to discuss and agree priorities for your induction programme and keep these under review;
- agree with your induction tutor how best to use your reduced timetable allowance and guarantee engagement with your ECT-based induction programme;
- provide evidence of your progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- keep track of and participate fully in classroom observations, progress reviews and formal assessment meetings;
- raise any concerns with your induction tutor as soon as practicable;
- consult the appropriate body named contact if concerns remain;
- agree with your induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

Suitability of Post

We will ensure your post is identified as being suitable for induction by:

- providing you with an ECF-based induction programme;
- giving you necessary duties and experience of teaching whole classes;
- ensuring you receive sufficient support to enable you to perform satisfactorily against the Teachers' Standards;
- appointing a separate induction tutor and mentor with QTS, and ensuring they have the ability and sufficient time to carry out their role effectively and meet your needs;
- providing you with a reduced timetable (10% reduction in teaching in the first year and 5% in the second year), in addition to PPA time;
- not putting unreasonable demands on you;
- not usually requiring you to undertake teaching outside the age range and/or subjects for which you are employed;

- not presenting you on a day-to-day basis with discipline problems which are unreasonably demanding for the school in which you work;
- involving you regularly teaching the same class(es);
- giving you planning, teaching and assessment processes which are similar to other teachers working in similar roles at the school; and
- not giving you additional non-teaching responsibilities without providing you with appropriate preparation and support.

Length of Induction Period

For a full time ECT, the induction period will typically last for 2 academic years. Part time ECTs will serve a fulltime equivalent of that period. Up to one term (based on three terms a year) of continuous employment may count towards completion of the induction period.

Mentoring and Support during Induction

It is important to ensure that every ECT has a suitable monitoring and support programme put in place to help meet your professional needs and successfully pass induction. This will usually include:

- a training programme to help you understand and apply the knowledge and skills set out in the ECF evidence statements and practice statements;
- regular one to one mentoring sessions;
- support and guidance being provided by your induction tutor;
- undertaking teaching observations and providing you with feedback;
- the induction tutor carrying out progress reviews enabling progress against the Teachers' Standards to be set and reviewed; and
- you observing experienced teachers.

Observations

During your induction period, your teaching will be observed at regular intervals to enable a fair and effective assessment of your teaching practice, conduct, and efficiency against the Teachers' Standards. These observations may be carried out by your induction tutor or another suitable person, following each observation, you will be given prompt feedback and any development needs will be identified.

Progress Reviews

Your induction tutor will undertake progress reviews each term (based on three terms a year) where a formal assessment is not scheduled. Your progress will be reviewed against the Teachers' Standards. You will not be required to create evidence specifically for the progress review but are required to engage in the process and provide copies of existing evidence. You will be provided with a written record after each meeting which will usually:

- set out whether you are on track to successfully complete induction;
- outline the support plan put in place if concerns have arisen;
- summarise evidence collected by your induction tutor;
- set out agreed development targets;
- review and revise objectives in relation to Teachers' Standards; and
- set out your needs and strengths.

The Headteacher will be informed of the outcome of each progress review. Your induction tutor will also notify the appropriate body if you are making satisfactory progress and provide them with a copy of the review, including any support plan as required.

In the event you are absent for the progress review, it will be rescheduled for your return.

Formal Assessments

Formal assessments will be carried out in the final term of both the first and second year of induction (or equivalent for part time ECTs) on dates agreed with you.

They will usually be carried out by the Headteacher.

You will be required to produce evidence gathered during progress reviews and assessment periods leading up to the formal assessment (e.g., existing and working documents). You will not be required to produce new evidence.

You will be informed of the outcome of the assessment which will identify your performance against the Teachers' Standards and be given an opportunity to add your comments to the report. It will then be signed by you, the induction tutor and Headteacher. You will be given the original and a copy of the report will be sent to the appropriate body. In the event you are absent for a formal assessment, it will be rescheduled for your return to work.

In some cases, interim assessments may also be carried out in line with the DfE Guidance.

Progress Concerns

If it becomes apparent in the first formal assessment that you are not making satisfactory progress, the appropriate body will be informed and the Headteacher will ensure additional monitoring and support is put in place straight away.

We will identify the nature of the concern and discuss this with you as early as possible.

We will give advice on how to redress the problem which will include providing additional support to enable any concerns to be addressed and agreeing attainable targets for action with specific and practical steps outlined for securing an improvement in practice to assist you in getting back on track.

Where you continue having difficulties in further progress reviews, your induction tutor will set out the areas of concern which will be re-defined and clarified, and the necessary improvements required. Further monitoring, support, advice, and direction will be given. Your revised objectives and support plan will be linked with the Teachers' Standards. This will be shared with you, the Headteacher and an appropriate body.

Where concerns remain between the first and second formal assessment, the induction tutor will explain to you the consequences of failure to satisfactorily complete the induction period and discuss with you: the identified concerns, review and update previous objectives set, monitoring and support to be put in place, the evidence used to inform their judgment and details of the improvement plan for the next assessment period.

You will be made aware of any concerns, at all stages, throughout the induction process and the appropriate body informed where appropriate. In the event of serious capability problems, we may instigate capability procedures at any time.

In cases where the ECT may be at risk of not meeting the Teachers' Standards by the end of the induction period, the appropriate body should be informed and may need to be involved in the implementation of additional support measures.

Completing Induction

After the final assessment meeting, the Headteacher will make a recommendation to the appropriate body as to whether your performance against the Teachers' Standards is satisfactory, unsatisfactory or whether an extension should be considered. This will be recorded on the final assessment report.

Within 20 working days of receiving the recommendation, the appropriate body must make the following decision:

- you have performed satisfactorily against the Teacher's Standards and have therefore satisfactorily completed your induction period;
- you require an extension of your induction period; or
- you have failed to satisfactorily complete your induction period.

Within three working days of the decision, the appropriate body must notify you in writing of its decision. If the decision is to extend your induction period or that you have failed to complete it satisfactorily, that outcome should inform you of how to appeal such decision. Any appeal will be to the Teaching Regulation Agency and you must notify them of your wish to appeal within 20 working days.

Extending and Reducing Induction Periods

In certain circumstances, induction periods can be reduced or may need to be extended (including in the case of ad hoc absences totalling 30 days or more in an induction year (equivalent for part time teachers)). In the event this may apply to you, the Headteacher will discuss this with you separately.

Raising Concerns

If you have any concerns about your induction programme, you are encouraged to raise these with your Induction tutor as early as possible, in the first instance.

If this has not resolved the issue and you still have concerns, you should raise these concerns with the named person at the appropriate body, given to you upon registration, who will investigate the issues raised.

Data Protection

All data collected and processed in relation to your induction will be handled in accordance with the Trust's data protection policy and the UK General Data Protection Regulation (UK GDPR).

Appendix: Current Partners: 2024 – 2025

This appendix outlines the current context and partnerships for supporting Early Career Teachers (ECTs) in our school/trust for the academic year 2024-2025. The information provided aligns with the Department for Education's (DfE) statutory guidance on induction for early career teachers in England.

The DfE guidance emphasizes the importance of a strong partnership between schools, appropriate bodies, and training providers to ensure high-quality support for ECTs. In line with this, we have established the following partnerships for the academic year 2024-2025:

1. **Appropriate Body:** Chiltern Teaching School Hub
 - Role: The Appropriate Body will have the main quality assurance role within the induction process, ensuring that schools provide adequate support for their ECTs.
2. **Lead Provider (Training Provider):**
 - For ECT 1s: Ambition Institute
 - For ECT 2s: Best Practice Network
 - Role: These providers will deliver the core ECF training content, ensuring our ECTs receive high-quality, evidence-based professional development.
3. **Delivery Partner (Teaching Hub):**
 - For ECT 1s: Advantage Schools
 - For ECT 2s: Alban Teaching Hub
 - Role: These local partners will provide face-to-face training, networking opportunities, and serve as a link between our school and the Lead Providers.

This structure ensures that our ECTs receive comprehensive support, combining national expertise with local context and networking opportunities. It aligns with the DfE's goal of providing ECTs with a structured two-year package of high-quality professional development.