



EARLY CAREER TEACHERS' (ECT) INDUCTION POLICY

ECT Induction Policy for St Mary's C.E. School

Agreed by the Governing Body:	October 2024
Date for review:	October 2025

Rationale

The ECT induction process at St Mary's ensures guidance, support and training to ECTs is provided through a structured individual programme. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the ECTs;
- To provide appropriate counselling and support through the role of an ECT Mentor;
- To provide ECTs with varied examples of good practice;
- To help ECTs form good relationships with all members of the school community;
- To help ECTs become aware of the school's role in the local community;
- To encourage reflection on their own and observed practice;
- To provide opportunities to recognise and celebrate good practice;
- To provide opportunities to identify areas for development;
- To help ECTs to develop an overview of a teacher's roles and responsibilities;
- To provide a foundation for longer-term professional development;
- To help ECTs perform at least satisfactorily against the current Teachers' Standards.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities – The ECT

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- 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/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

Roles and Responsibilities - The Headteacher

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

- 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;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;

- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that 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;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- 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 Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher is expected to:

- 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 Teachers' Standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

Roles and Responsibilities - The Induction Tutor

The Induction Tutor plays an important part in the process of inducting new colleagues to the profession. Responsibility for the implementation of the ECT induction programme lies with the Induction Tutor. The Induction Tutor's responsibilities include:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new

documentation but draw on existing working documents.

In addition to the statutory requirements, the Induction Tutor will keep the Governing Body informed about ECT induction arrangements and the results of any formal assessment meetings.

Roles and Responsibilities - The Mentor

The principal requirement for the ECT Mentor is to provide regular support and coaching of the ECT, not to make judgements about performance against the Teachers' Standards. The school will ensure that mentors are well supported to carry out their role. The Mentor's responsibilities include:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

Roles and Responsibilities – Early Career Framework delivery

The school has chosen the Wandle Teaching Hub to deliver the Early Career Framework programme. The Wandle Teaching Hub will be responsible for providing training, resources, support and teaching and learning modules/resources to ECTs and Mentors. The Wandle Teaching Hub will also support the role of the Induction Tutor and Mentors.

Roles and Responsibilities – the Appropriate Body

The Wandle Teaching Hub act as the Appropriate Body for our ECTs. The Appropriate Body has the main quality assurance role in the induction process. End of year formal assessments will be shared with the Appropriate Body. Any concerns and support required by the school will be raised with the Appropriate Body. (Further details on the role of the Appropriate Body can be found here: <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>)

Roles and Responsibilities - The Governing Body

The Governing Body will be fully aware of the contents of the DfE Statutory Induction for Early Career Teachers which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. The full DfE guidance can be found here: <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

The Governing Body:

- should be satisfied that the institution has the capacity to support the ECT;
- should ensure compliance with the requirement to have regard to this guidance;
- 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 institution's agreed grievance procedures;
- can seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

Entitlement

The ECT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs are as follows:

- Access to an induction programme lasting two years that will commence upon appointment and be formally reviewed on a termly basis;
- Help and guidance from an ECT Mentor who is adequately prepared for the role and will coordinate the induction programme;
- Weekly meetings with the ECT Mentor and other key staff as appropriate;
- Time and regular opportunities to meet with other ECTs and teachers;
- Observe experienced colleagues teaching;
- A reduction of 10% of the average teacher's workload for Year 1 of their induction and 5% for Year 2. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers;
- Have teaching observed by experience colleagues on a regular basis;
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting;
- Opportunities for further professional development based on agreed targets.

At Risk Procedures

If an ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed;
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem;
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

The ECT must be made aware of any concerns, at all stages, throughout the induction process. If support provided is not successful and the ECT does not pass their induction period, the school will follow DfE guidance and follow the appeals process if necessary.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them, the ECT should raise concerns with Appropriate Body.

Equalities Statement

St Mary's positively celebrates diversity and inclusion is core to its Christian ethos. The Governing Body recognises that no one should receive less favourable unlawful treatment

than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is the Governors' aim that no-one at the School should suffer unlawful direct or indirect discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practices.