



**Early career teacher (ECT) induction  
policy**

**(For ECTs starting their induction on or  
after 1 September 2021)**

**Date of Issue:** July 2021

**Next Review Date:** August 2022

## Policy Cover Note

Title of the Policy	Early career teacher (ECT) induction policy (For ECTs starting their induction on or after 1 September 2021)
Summary/Reason for bringing to Board for Approval	New Statutory Policy
Statutory Requirement	Yes
Decisions to be made / recommendation on options	Approval
Name of the author	Nabeella Ghuffar
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Policy/Procedure to be published on the trust website	Yes
Policy/procedure to be published on the Academy/Primary website	Yes
Amendments/Updates	Statutory guidance changes

## Contents

1. Aims .....	4
2. Newly qualified teacher (NQT) induction transitional arrangements.....	4
3. Legislation and statutory guidance.....	4
4. The ECT induction programme .....	4
5. Roles and responsibilities .....	6
6. Monitoring arrangements .....	8
7. Links with other policies .....	8

## 1. Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- 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

## 2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy, which can be found [Academy Policies | Essa Academy](#). They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

## 3. 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](#)
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

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

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

## 4. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

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.

The programme is quality assured by Star Teaching School Hub, Bolton, Bury, Rochdale our 'appropriate body'.

#### **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 tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, we will provide at least 20% PPA time.
- 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 induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- 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
- 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, either within the school or at another school with effective practice

#### **4.3 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 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 relevant 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 relevant 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 to ensure that the ECT's progress and performance since the last assessment is captured.

## 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 against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

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.

## 5. Roles and responsibilities

### 5.1 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
- Agree with their induction tutor 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 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 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

### 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
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor 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 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 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
- 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, and that ECTs are not asked for any evidence that requires the creation of new work

### **5.4 Role of the induction mentor**

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, 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
- Act promptly and appropriately if the ECT appears to be having difficulties

### **5.5 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
- If it has any concerns or questions, 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 on a termly basis

## 6. Monitoring arrangements

This policy will be reviewed **annually** by Nabeella Ghuffar/Assistant Principal. At every review, it will be approved by the full governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- > Appraisal
- > Grievance
- > Pay

## 8. Appendix

### Teachers' Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### PART ONE: Teaching

TS1 Set high expectations which inspire, motivate and challenge pupils

- (a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- (b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- (c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

TS2 Promote good progress and outcomes by pupils

- (a) be accountable for pupils' attainment, progress and outcomes
- (b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- (c) guide pupils to reflect on the progress they have made and their emerging needs
- (d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- (e) encourage pupils to take a responsible and conscientious attitude to their own work and study.

TS3 Demonstrate good subject and curriculum knowledge

- (a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- (b) demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- (c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- (d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- (e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### TS4 Plan and teach well-structured lessons

- (a) impart knowledge and develop understanding through effective use of lesson time
- (b) promote a love of learning and children's intellectual curiosity
- (c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- (d) reflect systematically on the effectiveness of lessons and approaches to teaching
- (e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### TS5 Adapt teaching to respond to the strengths and needs of all pupils

- (a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- (b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- (c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- (d) have a clear understanding of the needs of pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### TS6 Make accurate and productive use of assessment

- (a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- (b) make use of formative and summative assessment to secure pupils' progress
- (c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- (d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### TS7 Manage behaviour effectively to ensure a good and safe learning environment

- (a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in the classroom and around the school in accordance with the school's behaviour policy
- (b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- (c) manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them
- (d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### TS8 Fulfil wider professional responsibilities

- (a) make a positive contribution to the wider life and ethos of the school
- (b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- (c) deploy support staff effectively
- (d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

(e) communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

(a) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

(b) Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

(c) Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website:  
<https://www.gov.uk/government/publications/teachers-standards>