



# **EARLY CAREER TEACHER (ECT) INDUCTION POLICY**

## CONTENTS

	<b>Page</b>
1. ECT policy statement	1
2. Objectives	2
3. Roles and responsibilities	2
4. Procedure	4
5. The ECT induction period	5
6. Monitoring, support and review of progress	6
7. Impact of the coronavirus pandemic	9

# Early Career Teacher (ECT) Induction Policy 2021 - 22

## 1. ECT Policy Statement

Under statutory guidance from the DfE, the NQT induction arrangements will cease and be replaced with induction arrangements for ECT (Early Career Teachers) alongside the ECF (Early Careers Framework) This will change in September 2021 and the induction process will now take two years.

At Thistly Meadow we recognise that the first years of teaching are not only very demanding but of critical significance in the professional development of the new teacher. We offer comprehensive support to teachers in their teaching induction period which includes but is not limited to a comprehensive development programme consisting of training provided in partnership with one of the DfE assigned Providers for the Early Career Framework development programme with Teach First, Leicester and Leicestershire Teaching School Hub.

Thistly Meadow offer a two-year induction programme, development programme, and also provides professional learning for Early Careers Mentors which links with our existing programme of monitoring, including: observations, weekly ECT/Mentor interactions and formal assessments. This ensures all ECTs develop their understanding and application of excellent teaching and meet the Teachers' standards.

The two-year induction period and development programme combines entitlement with responsibility and aims to help new teachers to begin to work independently and to make progress as qualified teachers. It is designed to help the new teacher transition from training into the teaching profession, building upon the strengths and abilities of individuals through personal and professional development, enabling and empowering them to contribute their unique skills and vision to that of the school.

Thistly Meadow complies with the [Education \(Induction Arrangements for School Teachers\) England Regulations 2012](#) and associated statutory guidance for [Induction for early career teachers \(England\) Statutory guidance for appropriate bodies, head teachers, school staff and governing bodies, published 25 March 2021](#). The school also complies with the further guidance issued due to the Coronavirus pandemic [Information for schools and newly qualified teachers \(NQTs\) preparing for NQT induction from September 2020](#) [Induction for newly qualified teachers during the coronavirus outbreak \(August 2020\)](#) and the corresponding [Information for schools and newly qualified teachers \(NQTs\) preparing for NQT induction from September 2020](#). It is anticipated that all legacy NQTs will complete induction by July 2022.

## **2. Objectives**

The aims of the induction process are:

- To enable ECTs to make an effective contribution to the classes they teach, to the school as a whole and to the teaching profession generally
- To create a climate which enables ECTs to take responsibility for their own professional development
- To build on the information provided in the ECTs Career Entry and Development Profile, helping them identify objectives
- To establish an Individualised Action Plan which is specific to the needs of the school
- To help ECTs build upon their knowledge, skills and understanding developed in Initial Teacher Training and to work towards successful completion of the statutory induction period

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions. Our school will set out to:

- Enrol ECTs with an Appropriate Body prior to commencement of employment
- Provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- Provide individualised support through high quality mentoring and comprehensive training for ECT Mentors
- Provide ECTs with examples of good classroom practice
- Help ECTs form productive relationships with all members of the school community and stakeholders
- Encourage reflection on their own and observed practice
- Provide opportunities to recognise and celebrate success
- Act quickly to help ECTs address any areas of concern
- Provide a foundation for longer term professional development
- Ensure a smooth transition to help ECTs meet all Teachers' Standards

## **3. Roles and responsibilities**

- It is the responsibility of the school to establish a policy and procedure for ECTs and to monitor the effects of the procedure
- It is the responsibility of the Head teacher to ensure the ECTs are enrolled with an Awarding Body to complete their induction period and, that ECTs develop the competencies attained during initial teacher training to successfully complete their induction period and contribute effectively to the education of the pupils in the school and to their work as a whole
- It is the responsibility of the designated Induction Tutor to ensure their ECTs and their mentors are enrolled on the Leicester and Leicestershire Teaching Hub with the selected Teach First Lead Provider via the DfE portal
- It is the responsibility of all staff, particularly ECTs, to familiarise themselves, and comply with this policy and procedure in accordance with relevant professional standards

- The school will be fully aware of the law, which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations.

### **3.1 The Head Teacher**

The Head Teacher plays a significant and leading role in the process of inducting new colleagues to the profession. Whilst responsibility for the implementation of the induction programme has been delegated to the Induction Tutor, the Head teacher or their deputies will also observe each ECT formally according to Appropriate Body guidelines, and provide appropriate feedback. Statutory responsibilities are:

- To enrol ECTs with the ECT development programme and an Appropriate Body to ensure an appropriate induction programme and developmental support are in place
- Recommending to the Appropriate Body whether an ECT has met the requirements for satisfactory completion of the induction period

Many of the tasks outlined above will be carried out by the school's Induction Tutor, but the Head Teacher will make the final recommendation to the Appropriate Body.

In addition to the statutory requirements, the Head Teacher will:

- Observe and give feedback, including, when necessary, written warnings to any ECT at risk of failing to meet the standards and inform the Appropriate Body of any such warnings at the earliest opportunity
- Encourage ECTs and mentors to fully engage in the programme and grant additional time as appropriate for programme seminars and weekly ECT/Mentor discussions

### **3.2 Induction Tutor**

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession, into the school's systems and structures, and into the school's values systems and structures.

The Induction Tutor role entails a co-ordination role but also record keeping, identifying activities and monitoring the quality of provision. Liaising with the Leicester and Leicestershire Teaching Hub provider and, providing support and guidance to ECTs and their mentors, and the rigorous, fair and consistent assessment of ECT performance. The Induction Tutor will ensure they maintain records on the ECT Manager system provided by the Appropriate Body.

### **3.3 ECT Mentor**

A mentor is appointed to support on a less formal daily basis and through a formal weekly timetabled meeting. The mentor will contribute to the judgements about the progress against the Teachers' Standard, but their primary role is to apply Instructional Coaching techniques and Deliberate Practice to support the professional development of ECTs. The Induction Tutor will report on the Policy to the Head Teacher. The Head Teacher will report to the Governors on any relevant aspects of the working of the Policy as appropriate.

### **4. Procedure**

The ECT will be expected to attend staff meetings and all professional learning development opportunities (aligned with Teachers' Standards). The Programme delivered at Thistly Meadow will include:

#### Managing Behaviour

- Verbal and non-verbal communication
- Behaviour in the classroom and support, strategies to improve behaviour
- Routines

#### Engaging pupils

- Setting and maintaining high expectations
- Being a role model, self-reflection
- Positive classroom and pupil wellbeing, high- quality teaching,
- Setting goals, supporting pupils,
- Effective teacher-pupil relationships
- Questioning and discussions

#### Supporting learning

- Understanding memory
- Cognitive load
- The importance of knowledge
- Designing learning
- Explanations
- Talk and questioning
- Collaborative and independent learning
- Feedback

#### Special educational needs / disabilities and inclusion

- SEND
- Barriers to learning

## Developing Literacy and mathematics

- Re-reading
- Teaching vocabulary

## Curriculum and assessment

- Principles of assessment
- Assessment to support pupil learning
- Misconceptions
- Marking and feedback
- The curriculum, knowledge and skills
- Curriculum progression

## Professional learning

- Self-study
- Mentoring and coaching
- CPD
- Engaging with research

## Managing wellbeing

- Wellbeing and work-life balance
- Reducing workload

## **5. The ECT Induction period**

- The induction period for a full-time ECT will be two academic years or six full terms (390 teaching days). If a teacher moves between schools operating a different term system mid-way through induction, the induction period should equate to the number of days on the academic year in the school in which s/he started with her/his induction
- The induction period for a part-time ECT is calculated pro-rate, so that the same number of school sessions is covered as for a full-time ECT
- Only teachers with QTS who have passed the relevant QTS Skills Tests in Numeracy, Literacy and ICT are eligible to begin an induction period. A period of employment of at least one school term at a school offering induction counts towards induction. However, an ECT is not permitted to complete an induction period by aggregating periods of short-term supply teaching of less than a term in duration

## **6. Monitoring, support and review of progress**

- Observations from mentors are expected to be short and frequent, with Mentors using these as a stimulus to focus on particular aspects of the ECTs teaching practice which they will utilise in the Instructional Coaching model to identify actions.
- Observations will focus on particular aspects of the ECTs teaching and provide the stimulus for weekly mentoring discussions, along with other data points such as lesson plans, resources or book scrutiny. The focus will be agreed in advance between the ECT and the observer. The observation along with other evidence of practice will indicate whether objectives have been achieved, where action should be taken and show any revision of objectives.
- Dated copies of all lesson observation records and records of follow-up discussions will be sent to the Induction Tutor.
- The Induction Tutor should notify the Appropriate Body and ECT after each professional progress review stating whether the ECT is making satisfactory progress. Where the ECT is not on track, the Induction Tutor should provide the plan they have put in place to assist the ECT.
- The ECT will be given opportunities to observe other teachers including SEN and subject leads in order to benefit from seeing different methods of teaching. Each ECT has a 10% timetable reduction to allow for these observations to take place. In year 2, it is further enhanced with the ECT focussing on subject and/or phase specific professional development. ECTs have a 5% timetable reduction in year 2 to accommodate this.
- The ECT will have a timetable with a reduced teaching load during the Induction Period, with protected time to carry out these observations for follow-up and review meetings with assessment meetings. The ECTs mentor will also require time to meet with each ECT for 1 hour per week in year 1 (40 hours) and 1 hour per fortnight in year 2 (20 hours). Schools receive funding via DSG in year 1 for this purpose. Additional funding for those schools is available in year 2.
- In the second year, ECTs will have the opportunity to network with other settings to help gain a wider perspective of education.

### **Assessment arrangements**

- The ECT will be assessed by the Induction Tutor who will carry out one 30 minute professional progress review each term where a formal assessment is not scheduled as a minimum. ECTs are not expected to produce additional evidence for this progress review. A written record of each professional progress review should be provided to the ECT after the meeting stating whether they are on track to complete induction or not.

- Formal assessments are carried out by the Induction Tutor and/Head Teacher and must take place at the end of year 1 and the end of year 2. This should draw evidence from the ECT as a teacher and from the development programme. Judgements made during the induction period should relate directly to the Teachers' Standards. Professional progress review are not necessary in the same half term as formal assessments.
- A final assessment meeting will take place at the end of the induction period which will form the basis of the Head Teachers' recommendation to the Appropriate Body as to whether the ECTs performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should be considered.
- Judgements on assessment of progress will relate directly to the Standards for the Award of QTS and the Teachers' Standards. Sources of evidence for assessment will be records of lesson observations and reviews of progress but may also include records of personal and professional development, lesson plans, pupil progress and assessments, evidence of liaison with others, such as colleagues, parents and support staff and self-evaluation of teaching skills.
- An ECT who believes the induction support and assessment procedures in the school are neither appropriate nor adequate, or who does not consider that his/her concerns have been addressed, may contact the Appropriate Body.

### **Unsatisfactory progress**

If an ECT is not making satisfactory progress towards meeting induction requirements, concerns will be indicated as early as possible to the ECT and the Appropriate Body. The summative reports sent to the Appropriate Body will indicate clearly if the ECT is at risk of failing to complete the induction period satisfactorily and, in this situation, the reports will include brief details of:

- Identified weaknesses
- Agreed objectives set in relation to the requirements for the satisfactory completion of induction
- Planned support
- Evidence used to inform the judgement

As soon as it is recognised that an ECT may fail to complete the induction period satisfactorily, both the Head teacher and the Appropriate Body will ensure that:

- The assessment of the ECT is accurate
- Weaknesses have been correctly identified
- Appropriate objectives have been set to remedy weaknesses
- Relevant support has been provided to help the ECT overcome the identified weaknesses

If the summative assessment forms indicate that an ECT is at risk of failing, the Head Teacher will write to the ECT about the assessment and the consequences of failing to make the necessary improvement. A copy of this notification will be sent with the summative assessment report to the Appropriate Body.

Where the Head Teacher is satisfied that an ECT has failed to complete the induction period satisfactorily, the appropriate form will be completed and sent to the Appropriate Body within ten working days of the end of the induction period.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher and will be dismissed. However, if the ECT decides to appeal, he/she will need not be dismissed.

### **Right to appeal**

- If the Appropriate Body decides that the ECT has failed to complete the induction period satisfactorily, the ECT will be informed of his/her right to appeal. He/she may be dismissed or continue to be employed pending the outcome of the appeal but with restricted duties.
- The Appropriate Body will write to the ECT informing them of the decision and the right to appeal, together with the name of the Appeal Body and the deadline for appeals, usually 20 working days from the date of receiving the decision.
- The Appeal Body may make one of the following decisions:
  - Allow the appeal
  - Dismiss the appeal
  - Extend the period of induction for as long as the Appeal Body sees fit
- ECTs experiencing difficulties may need additional support from the Appropriate Body

### **Extension of induction prior to completion (under normal circumstance)**

- An induction period can be extended before its completion in two circumstances only:
  - Where the ECT is absent from work for 30 working days or more in the induction period, the induction period is extended by the total of the absences. (If an ECT is on maternity leave the induction period is not extended but a request for extension may be made if the ECT so chooses)
  - If an ECT has started the induction period has still not finished it after five years, he or she may apply for an extension

- No one may serve more than one induction period, except in the case of an extension granted or imposed by the local authority or Appeal Body
- Except in cases of significant absence which lead to an induction being extended automatically, there is no prescribed length for extensions
- A single term may be considered a sufficient extension for early career teachers who are deemed very close to satisfying the Teachers' Standards

#### **7. Impact of the coronavirus pandemic on NQT induction (for NQTs beginning induction in 2020)**

- The vast majority of NQTs will continue to complete their induction as usual. However, the current coronavirus COVID-19 outbreak may have an impact on the number of absences NQTs take in the coming school year (20/21)
- Regulations, subject to parliamentary procedures, mean that NQTs absent for reasons related to their current COVID-19 outbreak will not have their induction period automatically extended
- The expectation is that the vast majority of NQTs will continue to work and complete their induction as usual
- Head Teachers and Appropriate Bodies should continue to make a decision on whether an NQT has met the Teachers' Standards, based on their performance through the induction

#### **This policy links to the following policies and procedures:**

- Performance Management
- Code of conduct for Employees
- Grievance

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V1	Date created: 31/3/22 Review date: Mar 2025	C Bowpitt/A Gordon