

Psalm 32:8- *I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.*

Document Title	Early Careers Teacher (ECT Induction Policy)
Author/Owner (Name and Title)	Laura Lowe
Version Number	V1
Date Approved	
Approved By	LAAT Board

<u>Policy Category</u> <u>(Please Indicate)</u>	1	Trust/Academies to use without amendment
	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	March 2024	Laura Lowe	Consulted on with Trade Unions. No substantial changes made. Clarification on roles and links to DFE statutory induction guidance.

1.0 Commitment and policy aims

- 1.1 The Lincoln Anglican Academy Trust (“LAAT”) recognises that the successful appointment and induction of an Early Career Teacher (ECT) can have a positive impact on both the academy where they are based, on the ECT and on the wider MAT. The Trust acknowledges that ECTs bring new ideas and fresh approaches to teaching and that there is a responsibility to develop them and to help nurture a promising career, so that they are happy and engaged.
- 1.2 The purpose of this policy is therefore to set out how the statutory induction period will work and to ensure relevant employees understand their respective roles in the induction process and how the Trust will ensure that the induction of ECTs meets all statutory requirements of the Early Career Framework (ECF).
- 1.3 The Trust is rightly proud of those colleagues who have begun their careers in our Academies. This policy affirms that commitment to their ongoing development (which continues once the induction is complete) and our determination is to ensure equality of opportunity for all ECTs across The Trust.
- 1.4 This policy has been implemented following consultation with recognised Trade Unions.

2.0 Legislation and statutory guidance

- 2.1 This policy has due regard to legislation and DfE guidance, including but not limited to, the following:
 - The Department for Education’s (DfE’s) statutory guidance Induction for early career teachers (England) from 1 September 2021 and updated in August 2023.
 - The Early career framework reforms
 - The Education (Induction Arrangements for School Teachers) (England) Regulations 2012The ‘relevant standards’ referred to below are the Teachers’ Standards.
- 2.2 In line with the DfE guidance relating to the introduction of the ECF, this policy applies to ECTs who start their induction on or after 1 September 2021
- 2.3 Inductions starting before 1 September 2021
- 2.4 Before the changes, the induction period was one year. Teachers serving this shorter induction used to be called NQTs.
- 2.5 NQTs who started but did not complete their induction by 31 August 2021 are known as ‘ECTs’ from the pre-September 2021 cohort.

- 2.6 ECTs from the pre-September 2021 cohort had until 1 September 2023 to complete a one-year induction.
- 2.7 From 1 September 2023, all ECTs will need to complete a 2-year induction period.
- 2.8 If an ECT from the pre-September 2021 cohort has not completed their induction by 1 September 2023, they do not need to start induction again. Instead, they must complete what remains of a 2-year induction. The ECT should be given access to ECF-based training, mentor support and other statutory entitlements in this case.
- 2.9 From September 2023, pre-September 2021 cohort ECTs are eligible for DfE funding for their ECF-based training and mentor support.

3.0 The ECT induction programme

- 3.1 The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.
- 3.2 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.
- 3.3 The programme is quality assured In line with DfE statutory induction guidance, linked below.

[Statutory Induction for early careers teachers England](#)

- 3.4 Short-term supply teaching of less than one term will not count towards an ECT's induction as the time frame is too short to enable them to demonstrate performance against relevant standards.
- 3.5 ECTs serving induction on a part-time basis are required to complete the induction in a time period determined by the appointed external body. This will be pro rata or proportionally as determined by the external body.
- 3.6 Each ECT will:
 - 3.6.1 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. This will be discussed with the ECT so they are clear in role and responsibility.
 - 3.6.2 Have an appointed induction tutor, who will have qualified teacher status (QTS).

- 3.6.3 Have an appointed induction mentor, who will have QTS.
 - 3.6.4 Have a reduced timetable to enable them to undertake learning activities
 - in their first year, no more than 90 percent of the timetable of the school's existing teachers on the main pay range, in addition to the timetable reduction in respect of PPA time;
 - in their second year of induction, 95% of the timetable of our existing teachers on the main pay range in their second year of induction on the same basis.
 - 3.6.5 Be protected as much as operationally possible from any timetable changes made during an academic year;
 - 3.6.6 Take part in similar planning, teaching and assessment processes to other teachers working in similar posts;
 - 3.6.7 Be given support in developing a positive, effective classroom ethos, promoting positive behaviour and not be left to respond to challenging discipline situations without support or intervention where appropriate.
 - 3.6.8 Be provided with the name and contact details of the appropriate body and the external provider of the ECF training programme.
- 3.7 The induction period for an ECT will:
- 3.7.1 Enable an ECT to build upon existing knowledge, skills and understanding.
 - 3.7.2 Enable an ECT to feel a sense of belonging within the Academy and The Trust, the teaching profession and provide a foundation for future CPD.
 - 3.7.3 Enable an ECT to meet identified goals and complete their induction years to the required standard.
 - 3.7.4 Contain the learning opportunities required by the ECF as part of an extensive and effective induction programme.
 - 3.7.5 Be systematic, fair and rigorous in the assessment of an ECT's professional practice.
 - 3.7.6 Provide support to ECTs failing to make satisfactory progress and ensure that they are aware of any issues and how to address them as they arise.
 - 3.7.7 Fulfil the requirement of the ECF.

4.0 Roles and responsibilities

4.1 ECTs are responsible for:

- 4.1.1 Providing evidence that they have QTS and are eligible to start their induction.
- 4.1.2 Meeting with their **induction tutor** at the start of the programme to agree on priorities for their programme and keeping these under review.
- 4.1.3 Discussing and agreeing on their reduced timetable allowance with their **induction tutor**.
- 4.1.4 Participating fully in the agreed monitoring and development programme, including CPD sessions targeted at new colleagues (see 4.1.10 below).
- 4.1.5 Providing evidence of their progress against the required standards; it is the intention of The Trust to eliminate any unnecessary workload: the evidence of routine monitoring should enable ECTs and those assessing them to access evidence with ease, as required.
- 4.1.6 Raising any concerns that they have with their Induction Tutor promptly. If the concerns relate to the Induction Tutor and cannot be resolved informally with them, then the ECT should report their concerns to the senior line manager of their Induction Tutor or to the Exec/Headteacher. If the ECT does not wish to confide in anyone in their academy or is not satisfied with the outcome, they should contact the Colleague Services.
- 4.1.7 ECTS should also be encouraged and supporting in contacting their Trade Union Representative for support if required.
- 4.1.8 Participating in scheduled classroom observations, progress reviews and formal assessment meetings.
- 4.1.9 When an induction period will not run over the course of two academic years, agreeing with their induction tutor the start and end dates of the induction period.
- 4.1.10 Agreeing the dates of any planned absences from work during the period.
- 4.1.11 Retaining copies of all assessment forms.
- 4.1.12 Fully participating in the induction CPD programme, both those elements which are statutory elements of the ECF and other elements of the Trust induction. ECTs are expected to attend all CPD sessions, with any requests for absence given in a timely fashion.

4.2 Exec/Headteachers are responsible for:

- 4.2.1 Ensuring that the ECT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one.
 - 4.2.2 Ensuring the ECT knows the identity and role of the DSL and any Deputy DSLs
 - 4.2.3 Ensuring that the ECT knows the academy's response to children who go missing from education.
 - 4.2.4 Ensuring that the ECT has been awarded QTS.
 - 4.2.5 Clarifying whether the ECT needs to serve an induction period or is exempt from it.
 - 4.2.6 Agreeing with the ECT on which body will act as the appropriate, in advance of the ECT starting the induction programme.
 - 4.2.7 Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- 4.3 Alongside the approving body, ensuring the ECT's post meets the requirements of a suitable post for induction,
- 4.3.1 Making sure that both the induction tutor and the induction mentor have received suitable training and have the required amount of time to carry out the roles effectively.
 - 4.3.2 Making sure that the mentor has an appropriate and proportionate allocation of time in order to carry out this role.
 - 4.3.3 Ensuring that both a personalised induction and ECF-compliant programmes are in place.
 - 4.3.4 Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback about their teaching.
 - 4.3.5 Making sure that completed reports are sent to the appropriate body for review.
 - 4.3.6 Retaining accurate records of employment that will count towards the induction period.
 - 4.3.7 Informing the relevant local academy advisory board about the arrangements which have been put in place to support ECTs who are undergoing induction.

- 4.3.8 Making a recommendation to the appropriate body on whether the ECT's performance is satisfactory or whether the induction period should be extended.
- 4.3.9 Participating in the appropriate body's quality assurance process.
- 4.3.10 In addition, there may be circumstances when the following should be undertaken:
- Obtaining interim assessments from the ECT's previous post.
 - Promptly alerting the appropriate body when an ECT may not be completing induction satisfactorily.
 - Ensuring that an ECT who may not be performing against relevant standards is observed by a third-party.
 - Promptly notifying the appropriate body if an ECT is absent for a total of 30 days or more, since this may impact on the length of the induction period.
 - Regularly informing the local academy advisory board about the academy's induction procedures.
 - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed;
 - Providing interim assessment reports for ECT's leaving in-between formal assessment periods.
 - Informing the appropriate body when an ECT serving induction leaves the academy.

4.4 Induction tutors are responsible for:

- 4.4.1 Coordinating, guiding and supporting the ECT's professional development.
- 4.4.2 Reviewing ECT'S progress regularly during the induction period.
- 4.4.3 Undertaking termly progress reviews (as sections 2.46 to 2.51 of the Statutory Induction Guidance) over the induction period.
- 4.4.4 Coordinating input from other staff if required.
- 4.4.5 Informing the ECT of the judgements to be recorded in the formal assessment record and inviting the ECT to give their comments.
- 4.4.6 ensuring that the teaching of the ECT is observed by suitably experienced colleagues and that the ECT receives timely supportive feedback.
- 4.4.7 Informing ECTs know that they may raise concerns about their induction programme and personal progress both inside and outside of the academy.

- 4.4.8 To ensure that the providing of evidence does not place any unnecessary or unreasonable workload burden on the ECT, other colleagues or themselves.
- 4.4.9 Taking appropriate action if an ECT is facing difficulties.
- 4.4.10 To liaise with the Induction Mentor.
- 4.5 **The Induction Mentor will:**
 - 4.5.1 Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.
 - 4.5.2 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.
 - 4.5.3 Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring;
 - 4.5.4 Act promptly and appropriately if the ECT appears to be having difficulties.
 - 4.5.5 Be able to provide phase/subject specialist advice and guidance.
- 4.6 ECT and mentor sessions during teaching hours wherever possible. Where there are good reasons why this cannot happen, sessions should continue to take place within directed time.
- 4.7 Only in exceptional circumstances, it is recognised that a setting may have little practical option but to appoint a single individual to undertake both the tutor and the mentor roles. In such cases, safeguards would need to be put in place so that the support and the assessment functions of both roles are not conflated.
- 4.8 **Appropriate bodies have a quality assurance role and are responsible for:**
 - 4.8.1 Ensuring that the heads of academy and local academy advisory boards are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
 - 4.8.2 Ensuring procedures are in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
 - 4.8.3 Consulting with the Exec/Headteacher on the nature and extent of the quality assurance procedures in the academy.

- 4.8.4 Taking action to address areas that require further development/support, where an ECT is facing difficulties.
- 4.8.5 Training induction tutors and induction mentors to carry out their roles effectively.
- 4.8.6 Contacting an academy when the academy's responsibilities are not fulfilled.
- 4.8.7 Ensuring that the Exec/Headteacher has confirmed that the award of QTS has been made.
- 4.8.8 Ensuring the academy is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- 4.8.9 Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- 4.8.10 Ensuring records and assessment reports of ECTs are maintained.
- 4.8.11 Ensuring an agreement is reached with the Exec/Headteacher and the ECT to determine where a reduced induction period may be appropriate.
- 4.8.12 Ensuring a final decision is made on whether the ECT's performance is satisfactory against the relevant standards.
- 4.8.13 Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, require an extension, or left partway through an induction period.
- 4.8.14 Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- 4.8.15 Responding to requests for assistance and advice with training for induction tutors and induction mentors.
- 4.8.16 In exceptional circumstances, it is recognised that a setting may have little practical option but to appoint a single individual to undertake both the tutor and the mentor roles. In such cases, the statutory guidance makes clear that safeguards would need to be put in place so that the support and the assessment functions of both roles are not conflated.

5.0 Monitoring, support and assessment

- 5.1 A suitable monitoring and support programme will be put in place for the ECT, which is personalised to meet their CPD needs.
- 5.2 Formal assessment meetings.

- 5.2.1 ECTs are subject to formal assessments at the end of their first and second years of induction. They will undertake progress reviews at the end of their first, second, fourth and fifth terms.
- 5.2.2 They 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.
- 5.2.3 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.
- 5.2.4 The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.
- 5.2.5 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.
- 5.3 Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- 5.4 The criteria used for formal assessments will be shared between the ECT and the Exec/Headteacher and agreed in advance.
- 5.5 Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used when assessing ECTs.
- 5.6 Observations of ECTs lessons will be conducted, once per half-term as a minimum, alongside a follow-up discussion with their induction tutor.
- 5.7 All ECTs will be provided with the opportunity to undertake regular observations of experienced teachers.
- 5.8 All teachers who have a part in the ECT's development will be responsible for assessing the ECT, in order to gain a reliable overall view.

Annual assessment reports will give details of:

- Areas of strength;
- Areas requiring development;
- Evidence used to inform judgement;

- Targets for coming term (i.e. 'smart' targets);
- Support to be provided by the base academy.

6.0 Completing the induction period

6.1 ECTs will have completed their induction period when they have served;

- The full-time equivalent of two standard academy years (usually six terms; or
- A reduced period as agreed with the Exec/Headteacher and the TRA, based on previous teaching experience; or
- An extended period as a result of absences occurring during the period; or
- An extension following a decision by the appropriate body, or the appeals body.

6.2 The appropriate body will make the final decision as to whether or not an ECT's performance against the relevant standards has been satisfactory, taking into account the recommendations of the Exec/Headteacher, who will have taken 'into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards.' (Section 1.8, DfE's Induction of Early Career Teaches (England))

6.3 The appropriate body will make a decision within 20 working days of receiving the Exec/Headteacher recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the head of academy.

6.4 If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the Teaching Regulation Agency (TRA). Any appeal will be notified within 20 working days or the period for submitting appeals will be deemed to have expired.

6.5 Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher.

6.6 Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, The Trust will dismiss the ECT subject to usual contractual or statutory notice periods.

6.7 If the appeal is heard but not upheld, the original ECT dismissal will stand.

6.8 If the appeal is heard and is upheld, the ECT will remain an employee and a professional growth action plan will be agreed to support their ongoing development.

6.9 The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

6.10 Exceptional Circumstances

- 6.10.1 If there is an extended period of school closure which impacts significantly on the period of induction, the Exec/Headteacher will liaise with the appropriate body to agree a sensible, fair and proportionate way forward. This could involve an extension of the induction period or an agreement to shorten it. In the case of the latter, individual academies will ensure the necessary CPD is in place upon reopening.

7.0 Record Keeping

- 7.1 Records will be kept in accordance with The Trust's Data Retention Policy and GDPR guidelines.
- 7.2 Assessment forms will be signed by the Exec/Headteacher and submitted to the appropriate body in a timely manner.
- 7.3 Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences.
- 7.4 The TRA keeps records of all submitted appeals and will be contacted as needed.
- 7.5 Assessment reports will be retained for six years, as recommended by the DfE.
- 7.6 ECTs will be advised by the base academy to retain their original copies of assessment reports.

8.0 Confidentiality

- 8.1 The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.
- 8.2 All ECTs will be made aware of who has been granted access to their assessments.

9.0 Special circumstances

- 9.1 To recognize the experience of teachers who already have significant teaching experience, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish.
- 9.2 The appropriate body also has discretion to reduce the prescribed induction period by up to 29 days where this is less than a full year and to account for ad hoc absences.

- 9.3 If an ECT is absent for a total of 30 days or more during the induction period, the induction period will be extended by the aggregate of total days absent. This is in addition to any action which may be taken under the Trust Sickness Policy.
- 9.4 ECTs who take statutory maternity leave during their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction.
- 9.5 The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. These may include: illness, personal crisis, disability, a lack of support during induction etc.
- 9.6 If an ECT leaves the Academy before completing their extension, an interim assessment form will be completed by the head of academy and the appropriate body notified.
- 9.7 In circumstances where an ECT may be unable to, or chooses not to, complete their extension period in the same school/academy, the minimum period of employment will still be served as the ECT will be working in a new school/academy.

10.0 Unsatisfactory progress and appeals

10.1 Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the head of academy, organising refresher training and providing more guided supervision. The appropriate body and the Exec/Headteacher will be satisfied that:

10.1.1 Areas of improvement have been correctly identified:

- Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- An effective support programme is in place to help the ECT improve performance.

10.2 When there are still concerns about the ECT's progress following intervention, the Exec/Headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and also discuss the following with them:

- The identified weaknesses
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- Details of additional support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period,

- 10.3 If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal.
- 10.4 If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.

11. ECT contracts and pay

- 11.1 All ECT recruits will be employed on a permanent contract. In year 1 they will be placed at M1 of the teachers' pay scale. Assuming that they are on course to complete their induction and have engaged with the induction programme, they will automatically progress to M2 at the end of the first year of their induction.
- 11.2 If an ECT, who is paid on M1, completes the first year of their induction period within an academic year (i.e., before the end of the summer term), they would be paid an allowance to make their pay equitable with M2, on a pro rata basis for the remaining period of that academic year following the early completion. They will then move up one point on the pay scale in the normal way the following September in line with other teaching colleagues. The same process will apply at the completion of induction and the move to M3.