

INDUCTION FOR EARLY CAREER TEACHERS (ECT) POLICY

Whole School & EYFS

New Policy: August 2023 (NS & RC)
Governor Review: August 2023

This policy should be read in conjunction with the following documents:

- Updated Statutory Guidance “Induction for early career teachers (England)” Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies (Department for Education – Revised April 2023 / In force from September 2023)
- Teachers’ Standards - Guidance for school leaders, school staff and governing bodies (Department for Education - July 2011 (introduction updated June 2013, latest terminology update December 2021)
- AESG – New Staff Induction Policy
- AESG – Staff Code of Conduct

Introduction

Purpose of Induction

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers’ Standards. The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers’ Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

The Statutory Framework

The statutory provisions which underpin this guidance are sections 135A-C and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, (hereafter referred to as ‘the Regulations’).

An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS.

A Suitable Post for Induction

In order for the ECT to serve induction, the Headmistress and Governors must first agree that the post is suitable for this purpose. The Headmistress and Governors are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards.

A suitable post is expected to:

- have a Headmistress in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks and experience of teaching whole classes, as well as with the necessary support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of a Professional Mentor / Induction Lead and Tutor who is expected to hold QTS;
- include the appointment of a designated Induction Mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme (The reduced teaching allocation should be 90% in Year 1 and 95% in Year 2);
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support).

In addition, the Governing Body must be satisfied that the School has the capacity to support the ECT and that the Headmistress is fulfilling her responsibilities.

Appropriate Body – Independent Quality Assurance for Statutory Induction

The Independent Schools Teacher Induction Panel (ISTIP) is an England-wide and overseas statutory body for induction.

ISTIP acts as the Appropriate Body **for ECTs employed in schools in membership of one of the following associations:**

- The Society of Heads
- Independent Schools Association (ISA)
- The Heads’ Conference (HMC)
- Independent Association of Preparatory Schools (IAPS)
- Girls’ School Association (GSA)
- Council of British International Schools (COBIS)

ISTIP is overseen by a Board in matters of governance, and a Panel, which has oversight of the statutory induction process. The work of the Board and Panel is supported by the HQ team and support officers, all former Heads, Deputy Heads or Induction Tutors.

ISTIP carries out an annual induction tutor survey and a survey of ECTs to obtain feedback on its operation and service.

Monitoring, Support & Assessment during Induction

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework’s evidence (‘learn that’) statements and practice (‘learn how to’) statements;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated Professional Mentor / Induction Lead and Tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT’s teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers’ Standards; and
- ECT’s observation of experienced teachers either in the ECT’s own institution or in another institution where effective practice has been identified.

Appointment of a Professional Mentor / Induction Lead and Tutor

The Headmistress should identify a person to act as the ECT’s Professional Mentor / Induction Lead and Tutor, to provide regular monitoring and support, and coordination of assessment. The Professional Mentor / Induction Lead and Tutor is

expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The Professional Mentor / Induction Lead and Tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. The induction tutor is a separate role to that of mentor.

Appointment of an Induction Mentor

The Headmistress should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

The Headmistress and appropriate body are expected to ensure that mentors are given sufficient time to carry out the role effectively and meet the needs of their ECTs.

The Induction Mentor and the Professional Mentor / Induction Lead and Tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals.

Observation of the ECT's Teaching Practice

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.

Professional Progress Reviews of the ECT

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. For ECTs serving induction on a part-time basis this means progress reviews are also expected to take place each term, regardless of their working patterns. This is to ensure that part time ECTs on low FTE still receive regular reviews of their progress against the standards and that support is put in place early where unsatisfactory progress occurs.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected,

nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the Professional Mentor / Induction Lead and Tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.

It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress, it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing them with copies of all progress reviews.

Formal Assessments

ECTs can have formal assessments carried out by either the Headmistress, the Academic Deputy Head or the Professional Mentor / Induction Lead and Tutor. Mentors should not carry out the majority of formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in the final term of the first year, and in the final term of the second year of induction. It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies of the assessment reports should be provided to the ECT and appropriate body.

Where an ECT is absent at the point a formal assessment is scheduled, any outstanding formal assessment should not be made until the ECT returns.

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

ECTs should be kept up to date on their progress. There should be nothing unexpected.

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the Headmistress's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the Professional Mentor / Induction tutor, the Headmistress and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and 29 within 10 working days of the final assessment meeting. These may be submitted electronically.

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.

Roles and responsibilities

Role of 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 fully 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.

Role of the Headmistress

The Headmistress 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 and that progress reviews are sent to the appropriate body;
- ensure that assessments (including any interim 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/principal is expected to:

- obtain interim assessments, any formal assessment and progress reviews 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, within each year of induction, 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 minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period;
- 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.

Role of the Professional Mentor / Induction Lead and Tutor

The Professional Mentor / Induction Lead and Tutor is expected to:

- 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;
- 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.

Role of the Induction Mentor

The induction mentor is expected to:

- 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

Role of the Governing Body:

The Board of Governors 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 Headmistress 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.

Appendix A – Teachers’ Standards



Department
for Education

Teachers’ Standards

PREAMBLE

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

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

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

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- 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
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of 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.

6 Make accurate and productive use of assessment

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

7 Manage behaviour effectively to ensure a good and safe learning environment

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

8 Fulfil wider professional responsibilities

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

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