Early career teacher (ECT) induction policy

Date approved:	July 2024
Approved by:	Education Committee
Review date:	June 2025

Policy Information:

Date of last review	June/July 2024	Review period	Annually
Date approved		Approved by	Education Committee
Policy owner	Director of Governance and Development	Date of next review	June 2025

Updates made since the last review:

Review date	Changes made	By whom
24/05/2022	Pgs. 3, 4, 5 & 7	Workforce Development Partner
12/06/2023	Pgs 3, 4,5 & appendix I	Workforce Development Partner
12/06/24	- Removed section about NQTs as no longer relevant. - Section 2 – added reference to ITTECF, which comes into effect in September 2025. - Updated throughout to emphasize that, where possible, the roles of ECT Mentor and Induction Tutor should be carried out by different people. - Updated throughout to indicate that ATTSH is now our sole provider and appropriate body. - Section 3 – clarified roles and made explicit link to mentor meeting sheet (Appendix 1). - 3.4 – added detail and support plan proforma - Section 4 – more explicit about roles and responsibilities, especially of Headteacher - Appendix II added	Workforce Development Partner
19/07/24	Section 4.5 updated to clarify role of the Trust going forward, and where delegated responsibility lies	Director of Governance and Development

1. Aims
The Trust aims to:
> Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2024

> 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. 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 [Early career framework - GOV.UK (www.gov.uk)](#)

- From September 2025 the [Initial teacher training and early career framework - GOV.UK (www.gov.uk)](#) (& replaces the ECT framework)

- [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.

3. 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.
Forward Education Trust (FET) uses Arthur Terry Teaching School Hub (ATTSH) as the full induction training provider.
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 ATTSH, the 'appropriate body'. The induction tutor is responsible for signing off that ECTs meet the required standard at the end of the induction period.

3.1 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) and oversee the assessment aspect of the ECT induction

> Have an appointed **ECT mentor,** who will have QTS and oversee the development aspects of ECT induction

> Ideally, where possible, have an ECT mentor and Induction Tutor who are two different people as the roles are very distinct. If one person does carry out both roles, then they will need sufficient capacity to carry out both aspects effectively

> Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the

main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range

> 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 without appropriate support to manage the behaviour challenges within the context of the school and its pupils' needs.

3.2 Support for ECTs
Schools support ECTs with:

> Their designated induction tutor, who will provide monitoring, conduction formal lesson observations feedback on progress at least once a term, and co-ordinate their assessments

> Their designated ECT mentor, who will provide regular structured mentoring sessions, day to day support and targeted developmental feedback from drop ins

> The induction tutor will hold regular professional reviews of their progress. These meetings will take place in Year 1, terms 1 and 2 and in Year 2, terms 4 and 5. During the meeting the induction tutor and ECT will discuss progress, identify next steps and plan support needed.

> Where there is a formal assessment point, Year 1, term 3 and Year 2, term 6, the induction tutor will meet with the ECT and share the outcome of the assessment, identifying strengths and current needs in relation to the teacher standards.

Year 1 term 1 – progress review	Year 1 term 2 – progress review	Year 1 term 3 – assessment point 1
Year 2 term 4 – progress review	Year 2 term 5 – progress review	Year 2 term 6 – assessment point 2

> Chances to observe experienced teachers, either within the school or at another school with effective practice

> Access to the full induction programme provided by ATTSH which includes online self-study materials, face to face training sessions and online webinars. ECTs - Arthur Terry Teaching School (atlp.org.uk)

As stated in section 3.1, we recommend that the role of the induction tutor and the ECT mentor are carried out by two separate people as the two roles are very distinct. If one person does carry out both roles, they will need sufficient capacity to complete both aspects effectively.

3.3 Assessments of ECT performance
Formal assessment meetings 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 induction tutor. The induction tutor completes a report and uploads to ECT Manager.

These meetings will be informed by clear and transparent evidence gathered from the two previous progress reviews of engagement in their induction programme and from the ECT's work as a teacher and captured in the ECT mentor meeting record (**Appendix I** - ECT mentor meeting record 2024-25.docx (sharepoint.com)) which then inform the termly progress reviews.

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 (assessment point two, term 6) 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, via ECT Manager (a virtual platform for recording ECT assessment, supplied by ATTSH, our 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 their post after completing one term or more but before the next formal assessment point, the induction tutor or headteacher should inform the appropriate body (ATTSH) and complete an interim assessment. This ensures that the ECT's progress and performance since the last assessment is captured.

3.4 At-risk procedures
If it becomes clear during a weekly ECT mentoring meeting, or 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, and a support plan developed (appendix II – Ect-support-plan.docx (sharepoint.com)), enabling:

❯ 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

❯ A realistic time period is agreed upon in which progress will be made

❯ A date to review the support plan is agreed

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.

4. Roles and responsibilities

4.1 Role of the ECT
The ECT will:
❯ Provide evidence that they have QTS and are eligible to start induction

- Meet with their ECT mentor / induction tutor at the start of the programme to discuss and agree priorities, and keep these under review

- Agree with their ECT mentor / induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction, including the online weekly study, attending training sessions and mentoring sessions with their ECT mentor.

- Provide evidence of their progress against the relevant standards (e.g. planning, from a lesson observation, a book scrutiny, drop in, learning walk etc,)

- Participate fully in the full induction programme (both in school and through Arthur Terry Teaching School Hub)

- 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, the ECT will:
- Raise these with their ECT mentor / induction tutor as soon as they can

4.2 Role of the headteacher
The headteacher will:
- Check that the ECT has been awarded QTS and whether they need to serve an induction period

- 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 3.1 above)

- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively

- Make sure the ECT mentor is appropriately trained and has sufficient time to carry out their role effectively

- Ideally, allocate the role of induction tutor and ECT mentor to two different people, or ensure that if it is one person, they have sufficient capacity to be able to carry out the two distinct roles

- Make sure that the ECT accesses the ECF-based induction programme through Arthur Terry Teaching School Hub and also ensure that the ECT receives in school induction

- 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

- Register ECTs with the DFE

- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way

- Make the Local Academy Council 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

4.3 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 during the induction period – Year 1 terms 1 and 2 and Year 2 terms 3 and 4.

> Undertake 2 formal assessment meetings during the induction period, coordinating input from the ECT mentor as appropriate – Year 1 term 3 and Year 2 term 6.

> Inform and meet with the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, ECT mentor, headteacher and appropriate 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 formally observed, and feedback is provided once every ½ term

> 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

> Work closely with and share outcomes with the ECT mentor

4.4 Role of the ECT mentor
The ECT mentor will:

> Prepare for and regularly meet with the ECT for structured mentor sessions to provide targeted feedback and enable professional reflection (including using the ATTSH mentor materials). This will be weekly in year 1 and fortnightly in year 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

> Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring, observation of other practitioners

> Act promptly and appropriately if the ECT appears to be having difficulties, sharing information with the induction tutor

> To participate fully in the development programme for ECT induction mentors (delivered by Trust colleagues and ATTSH)

> Complete the weekly / fortnightly mentor meeting record **(Appendix I)**

4.5 Role of the Trust (responsibility delegated to Director of Governance and Development)

The Director of Governance and Development will work collaboratively with an experienced ECT mentor from a trust school to:

> Make sure an appropriate ECF-based induction programme is in place across the Trust through a local Teaching school Hub and national ECF training provider and signpost Headteachers to ensure that ECTs are registered

> Agree, in advance of the ECT starting, who will act as the appropriate body

> Make sure the school complies with statutory guidance on ECT induction

> Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post

> Seek guidance from the appropriate body if any questions arise on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process

> Request general reports on the progress of the ECT on a termly basis

> Provides updates and communications to headteachers, ECT mentors, Induction tutors and ECTs

> Support schools with proformas to collect information about compliance and ECT learning in order to inform assessment judgements

> Facilitate the sharing of best practice

5. Monitoring arrangements

This policy will be reviewed **annually** by the Director of Governance and Development. At every review, it will be approved by the Trust Education Committee.

6. Links with other policies

This policy links to the following policies and procedures:

> Appraisal

> Grievance

> Pay

Appendix I – ECT Mentor Meeting Record

ECT Mentor Meeting Record
2024-2025

Mentee: _____ ECT Year: _____

PART ONE: _TEACHING_

Sub Standards	1. Set high expectations which inspire, motivate and challenge pupils		
1.a establish a safe and stimulating environment for pupils, rooted in mutual respect	Date	Strengths/ Areas requiring further development/ Evidence	Module
1.b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions			
1.c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.			

Sub Standards	2. Promote good progress and outcomes by pupils		
2.a be accountable for pupils' attainment, progress and outcomes	Date	Strengths/ Areas requiring further development/ Evidence	Module

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

Sub Standards	3. Demonstrate good subject and curriculum knowledge		
3.a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	Date	Strengths/ Areas requiring further development/ Evidence	Module
3.b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship			
3.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			
3.d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics			

3.e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.			

Sub Standards	4. Plan and teach well structured lessons		
4.a impart knowledge and develop understanding through effective use of lesson time	**Date**	**Strengths**/ **Areas requiring further development**/ **Evidence**	**Module**
4.b promote a love of learning and children's intellectual curiosity			
4.c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired			
4.d reflect systematically on the effectiveness of lessons and approaches to teaching			
4.e contribute to the design and provision of an engaging curriculum within the relevant subject area(s).			

Sub Standards	5. Adapt teaching to respond to the strengths and needs of all pupils		
5.a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	**Date**	**Strengths**/ **Areas requiring further development**/ **Evidence**	**Module**
5.b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these			
5.c demonstrate an awareness of the physical, social and intellectual			

Sub Standards			
development of children, and know how to adapt teaching to support pupils' education at different stages of development **5.d** 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.			

Sub Standards	6. Make accurate and productive use of assessment		
6.a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements **6.b** make use of formative and summative assessment to secure pupils' progress **6.c** use relevant data to monitor progress, set targets, and plan subsequent lessons **6.d** give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Date	Strengths/ Areas requiring further development/ Evidence	Module

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

7.a 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 7.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 7.c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 7.d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	Date	Strengths/ Areas requiring further development/ Evidence	Module

Sub Standards	8. Fulfil wider professional responsibilities		
8.a make a positive contribution to the wider life and ethos of the school 8.b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 8.c deploy support staff effectively 8.d take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Date	Strengths/ Areas requiring further development/ Evidence	Module

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

PART TWO: _PERSONAL AND PROFESSIONAL CONDUCT_

Sub Standards	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	**Date**	**Strengths/ Areas requiring further development/ Evidence**	**Module**

☐ 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.			

APPENDIX II - ECT Support Plan

School:		Head teacher:	
ECT:		ECT induction period:	ECT 1 / 2 Term 1/2/3/4/5/6
ECT Induction Tutor:		Date of start of support plan:	
ECT Mentor:		Target date for review:	
Support Plan shared with appropriate body?	Yes / no?		

Teacher Standards	ITT core content LT & LHT statements	Area for development – what do they need to be able to do?	What a good one looks like? Success criteria	Action to be taken	Timeline for actions / support / who	Monitor, evaluate and review