

Kings Road CPS



ECT Induction Policy

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Excellence, in every area without compromise

Contents

1. Introduction
 2. Aims
 3. Legislation and statutory guidance
 4. The ECT Induction Programme
 5. Support for ECT's
 6. Assessment of ECT performance
 7. At Risk Procedure
 8. Roles and Responsibilities
 9. Monitoring arrangements
 10. Links with other policies
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1. Introduction

Relevant abbreviations used within the policy:

ECF: Early Career Framework. This is the 2 year support package that now replaces the traditional 12 month 'NQT' support package.

ECT: Early Career Teacher. This acronym replaces the previous terms 'NQT' and 'RQT'.

From September 2021 the traditional 12 month ECT support package will now be replaced with a 2 year, fully funded Early Career Framework

"The early career framework (ECF) reforms will create a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development."

"The [early career framework](#) is the evidence base which underpins this new entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their careers."

DfE 'Early career framework reforms: overview', Updated 19 April 2021

Key change to note:

Prior to September 2021 Newly Qualified Teachers were expected to meet the Teacher standards within their 12-month induction phase. Post September 2021 ECT's will now have the full 2-year induction phase to show that these targets have been met.

2. Aims

At Kings Road we aim to:

- Run an EFT induction programme that meets all the statutory requirements underpinned by the early career framework (ECF).
- Supplement the ECT induction programme with our own in-house CPD.
- Provide ECT's with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Work in collaboration with all teachers to ensure that BUBU is valued, recognised and encouraged.
- Ensure all staff understand their role in the ECT induction programme

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [Early career teacher induction: COVID-19 absence exemption](#)

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

4. The ECT Induction Programme

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

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction programme will typically last for 2 academic years/ 6 full terms. 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 'Bright Futures', our 'appropriate body under their 'Trafford/Salford' Teaching School hub in partnership with 'Teach First' as our lead provider (course delivery).

The provision covers 5 core areas for development;

- Behaviour Management
- Pedagogy
- Curriculum
- Assessment
- Professional Behaviours

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate at least satisfactory performance against the relevant standards (ECF framework) throughout, and by the end of the induction period.
- Have an appointed Induction Tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme, in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range (10% timetable reduction). In their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range (5% timetable reduction).
- This time off timetable is 'protected' time, it should be used to specifically enable ECTs to undertake activities in their induction programme, this may include, but is not limited to, observing other teachers, attending ECT courses and seminars, attending meetings relevant to their development as part of their induction, attending mentoring sessions with their mentor.
- 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 pupils discipline problems on a day-to-day basis..

5. Support for ECT's

At Kings Road we will support all ECT's by ensuring:

- They have a designated Induction Tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.

- Facilitating observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives with their mentor and revise them in relation to the relevant standards and their current needs and strengths.
- Their designated induction mentor meets with them regularly to provide structured mentoring sessions and targeted feedback including pastoral support and guidance when necessary.
- There are planned opportunities to observe experienced teachers. These observations will be planned strategically to model best practice, demonstrate teaching methods specific to Kings Road, and to meet the individual needs of ECT's at that specific time within their development.
- All ECT's access a high quality 2 year ECF package

6. Assessment of ECT performance

- Progress review meetings will take place on a half-termly basis and will be carried out by the ECT Induction Tutor with the induction mentor. ECT's will be encouraged to play a role in these meetings by identifying areas in which they are excelling and those in which they need more support during their mentoring sessions.
- Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor and supported by their mentor.
- These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.
- After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.
- A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.
- In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

7. At Risk Procedure

If it becomes clear during a half 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 in a support plan
- Appropriate objectives are set to guide the ECT towards satisfactory performance
- 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 still concerns about the ECT's progress at their subsequent progress reviews or formal assessment, so long as it is not the final assessment, the Induction Tutor and/ or the Head Teacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

8. Roles and Responsibilities

8.1 Roles and Responsibilities of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Strive to be 'on track' in their first year, demonstrating satisfactory progress towards meeting the teacher standards and using their second year to continue to develop and refine their practice
- Meet with their induction tutor and mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Play a proactive role in evaluating their performance and progress, seeking support, advice or guidance when appropriate.
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings, as well as relevant elements of the whole school development e.g. learning walks, monitoring etc.
- 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 understanding that absence exceeding the 30-day absence limit will extend their ECT induction.
- Keep copies of all assessment forms

When the ECT has any concerns, they will:

- Raise these with their induction tutor/mentor as soon as they can.
- If issues cannot be resolved with the induction tutor/mentor the ECT should discuss their concerns with the Head Teacher at the earliest possible opportunity.
- Consult with their contact at the appropriate body at an early stage if there are still difficulties in resolving issues with their induction tutor/mentor or within the school after having spoken to the Head Teacher.

8.2 Roles and Responsibilities of the Head Teacher

The Head Teacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance (see section 4 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching

- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years.

8.3 Roles and Responsibilities of the Induction Tutor

The Induction Tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary).
- Ensure that the ECT has the opportunity to meet subject leads as soon as possible in line with the Staff Induction Policy, to ensure that they are aware of the full range of teaching, learning and assessment methods promoted at Kings Road
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Ensure that the ECT's teaching is observed and constructive feedback is provided.
- Ensure 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

8.4 Roles and Responsibilities of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, induction tutor 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

8.5 Roles and Responsibilities of the Governing Board

The Governing Board will:

- Ensure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Ensure the Head Teacher 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 procedure

- If it wishes, 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 – this may be given in governors meetings
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9. Monitoring arrangements

This policy will be reviewed **annually** by the ECT induction lead. At every review, it will be approved by the full governing board.

10. Links with other policies

This policy is linked to guidance provided within:

- The Department for Education's (DfE's) statutory guidance Induction for Early Career Teachers
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

Links to Kings Road Policies

This policy links to other policies at Kings Road, including but not limited to:

- Staff Appraisal Policy
- Staff Grievance Policy
- Capability of Staff Policy
- Staff Code of Conduct Agreement
- Staff Induction Policy
- Staff Handbook