

Maplewell Hall School



Early Career Teacher (ECT) Induction Policy (for ECTs starting their induction on or after 1 September 2021)

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1. Aims

The school aims to:

- Run an ECT induction programme that meets all the statutory requirements;
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers;
- Ensure all staff understand their role in the induction programme.

2. Legislation and statutory guidance

This policy is based on:

- The Department for Education's statutory guidance [Induction for Newly Qualified Teachers \(England\)](#), and [Induction for newly qualified teachers during the coronavirus outbreak](#)
- [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.

Changes to the induction period for ECTs in post from Autumn 2021

From 1 September 2021, the new induction programme for teachers will replace current NQT induction arrangements.

3. The 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 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 the Leicestershire and Rutland Teaching School Hub (LRTSH).

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)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay scale;
- Regularly teach the same 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 placed upon them;
- Not normally teach outside the age range and/or subjects they have been employed to teach;
- Not be presented with pupil discipline problems, which are unreasonably demanding for the setting on a day-to-day basis.

3.2 Support for ECTs

As a school, we will support ECTs by:

- Providing a designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments;
- Providing a designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback;
- Observing their teaching at regular intervals, and provide follow-up discussions with prompt and constructive feedback;
- Conducting regular professional reviews of their progress, to take place each half term in which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths;
- Offer chances to observe experienced teachers, either within the school or at another school.

3.3 Assessments of ECT performance

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 Induction tutor.

These meetings will be informed by clear and transparent evidence gathered 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 these meetings, formal assessment reports will be completed that clearly show 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.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the head teacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The ECT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period. 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.

3.4 At-risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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
- An effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the head teacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

4: Role 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 induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance
- 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
- 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 (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
- Keep copies of all assessment forms

Where the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties resolving issues with their tutor or within the school

Evidence of Progress

Over the course of the Induction period, evidence from day-to-day practice as well as from specific development activities will build up to show how the ECT is making progress towards meeting the Standards. There is no requirement to maintain a detailed portfolio of evidence against each standard, though it is important in 'signing off' an ECT to be able to justify your decision with clear evidence of overall performance against the headings used in the Standards.

For full time ECTs, half-termly progress reviews and three formal assessment meetings will be conducted over the Induction period. For part-time ECTs the meetings are carried out on a pro-rata basis. After each of the first two formal assessment meetings, the Head teacher should send an assessment report to the Appropriate Body (LA) on the ECT's progress towards meeting the Standards. At the end of Induction, the Head teacher will recommend whether or not the ECT has successfully met the Standards.

The assessment reports should include brief details about progress against the teacher standards and in particular:

- strengths;
- areas requiring further development, even where the ECT is deemed to be making satisfactory progress;
- evidence used to inform the judgement;
- targets for the coming term;
- planned support.

4.2 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 throughout the induction period;
- 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;
- Make sure that the ECT's teaching is observed and feedback is provided;
- 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;
- At Maplewell Hall School, Rebecca Ryman (Assistant Head Teacher) will hold the role of induction tutor;
- ECTs at Maplewell also have access to any support networks provided by the LA, Rutland Teaching School Hub and other ECTs and RQTs within the school.

4.3 Role of the induction mentor(s)

The induction mentor will:

- 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
- At Maplewell Hall School, Alison Folland and Nichola Smith-Watson will hold the roles of induction mentor.

4.4 Role 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 3.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure 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 (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the ECT's induction)
- 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

4.5 Role of the governing body

The governing body will:

- Ensure the school complies with statutory guidance
- 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

5. Monitoring arrangements

This policy will be reviewed **annually** by Rebecca Ryman, Assistant Head for Teaching and Learning and ECF/ITT Co-ordinator. At every review, it will be approved by the full governing board.

6: Useful Links

[Teacher Standards](#)

[Early Career Teachers framework](#)

All Maplewell Hall School Policies can be found on MyConcern and the school website.