



# The Spire Church of England Learning Trust

## Early Career Teacher (ECT) Policy 2024 - 2027

This policy has been reviewed and updated by Ali Elwell, Head of School at St John's Middle School and Trust ITT Lead. It is approved on a triennial basis by the Trust Board and implemented by all schools within the Trust.

**This policy will be subject to ongoing review. It may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate**

This policy has been written in conjunction with the sources listed on page 2 under the heading of 'Legislation and Statutory Guidance'.

Reviewed: April 2024

Ratified: May 2024

Next Review Date: April 2027

In collaboration with



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## 1. Aims

The Spire Church of England Learning Trust aims to:

- Ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff and mentors understand their role in the induction programme

## 2. Legislation and statutory guidance

This policy is based on

- the Department for Education's new statutory guidance Induction for early career teachers (England): Guidance for appropriate bodies, Headteachers, school staff and Governing Bodies. Published March 2021 (updated September 2023). [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101221/induction-ecf-2021.pdf)
- The programme is underpinned by the [Teachers' Standards](#), (2012) and supported by the Early Career 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
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

This policy complies with our Funding Agreement and Articles of Association.

## 3. The ECT induction programme

Under the new programme the induction programme for a full-time ECT, will typically last for two academic years. Part-time ECTs will serve a full-time equivalent.

The programme is quality assured by and delivered by Tudor Grange Academy Teaching Hub, Solihull. All schools within the Trust to nominate Tudor Grange Academy Teaching Hub to be their Appropriate Body. Please contact Mrs A Elwell at St John's C of E Middle School if further guidance is required.

### 3.1 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 class teacher mentor and separate lead induction mentor, both of whom who will have qualified teacher status (QTS)

- Have a reduced timetable to allow them to undertake activities in their induction programme. In year one of the programme that will be 10% and in Year 2 it will be 5%
- 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

### **3.2 Support for ECTs**

The Trust will support ECTs with:

- Identifying a designated induction tutor to provide regular monitoring and support, and coordination of assessment. The induction 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.
- Identify a designated ECT 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 mentor and the induction tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances, it may be necessary for the Headteacher to designate a single teacher to fulfil both roles, which may be the Headteacher themselves. Where this is the case the Headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards
- Observing the ECT 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.
- The ECT and the observer will meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance; feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion; and any written record will indicate where any development needs have been identified.

- Opportunities to observe expert teachers, either within the school or at another school including schools within our own Spire MAT.

### **3.3 Professional progress reviews of the ECT**

- Progress reviews will 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
- A written record of each progress review will 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.
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years.

### **3.4 Formal assessments**

- ECTs will have formal assessments carried out by either the Headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). School will agree with the ECTs exactly when the assessment dates are set. Evidence used in assessments will be clear and transparent and copies will be provided to the ECT and appropriate body.
- Evidence for assessment will 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 will 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 will be no need for the ECT to create anything new for the formal assessment; they will draw from their work as a teacher and from their induction programme. Judgements made during the induction period will relate directly to the Teachers' Standards and won't be made against the ECF
- At the end of the two-year programme, ECTs will take part in a final formal assessment meeting. The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher'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 will be recorded on the final assessment report.
- Once assessment reports have been completed, the ECT will add their comments. They should then be signed by the induction tutor, Headteacher and the ECT. Once signed, the ECT will be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

### **3.5 Interim assessments**

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or Headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

### **3.6 Raising concerns**

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised

### **3.7 Unsatisfactory progress and appeals putting in place additional monitoring and support**

- Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, this will be clearly stated within the progress review record and will clearly outline the support plan that will be put in place to assist the ECT in getting back on track. The induction tutor will notify the appropriate body of this determination and will share both the progress review record and support plan for the appropriate body to review.
- If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body will be informed, and the Headteacher will ensure that additional monitoring and support measures are put in place immediately. The ECT will be made aware of where they need to improve their practice and will be given every opportunity to raise their performance. The Headteacher and the appropriate body should be satisfied that: areas in which improvement is needed have been correctly identified; appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and an effective support programme is in place to help the ECT improve their performance.
- If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors will continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Headteacher and appropriate body.

### **3.8 Action if performance is still unsatisfactory**

- Where there are still concerns about the ECT's progress between formal assessment one and two, the induction tutor will explain to the ECT the consequences of failure to complete the induction period satisfactorily and will discuss fully with the ECT: the identified weaknesses; the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary; details of additional monitoring and

support put in place; the evidence used to inform the judgement; and details of the improvement plan for the next assessment period.

- As with all progress reviews, the progress review record will capture the ECT's unsatisfactory performance against the Teachers' Standards and will be shared with the appropriate body alongside the corresponding support plan.
- The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

### **3.9 Action in the event of serious capability problems**

- If it is necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period, then for as long as the ECT remains at the institution, the induction process must continue in parallel with the capability procedure. The appropriate body will be informed.
- Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

### **3.10 Making an appeal against a decision by the appropriate body**

- If an ECT fails induction, or has their induction extended, the appropriate body will advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.
- Further guidance about the appeals process is available at: [Induction appeals procedures - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **3.11 Record keeping/retention**

- The appropriate body is responsible for keeping a record of each ECT it has registered for induction. It should also monitor the return of progress review outcomes and assessment reports and contact the institution concerned when these documents have not been submitted or signed on time. Records should state the date an ECT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted when submitting progress review records and on assessment reports at the end of each formal assessment period (see paras 2.46- 2.57). The Headteacher should notify the appropriate body if an ECT leaves the institution before completing the period. The appropriate body will then notify the Teaching Regulation Agency.

- Where an ECT has already completed part of their period in another institution, the Headteacher should contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports (including any interim assessments). They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the ECT's progress by previous employers.
- The Teaching Regulation Agency keeps records of teachers who have completed or part-completed induction. Details of teachers who have passed or failed induction are available to employers through the Employer Access Online service. As the Appeals Body, the Teaching Regulation Agency also keeps records of all appeals.
- It is recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years. If there are reasons for the institution and the appropriate body to retain records for longer than six years, they may do so as long as they comply with the Data Protection Act. ECTs are advised to retain the original copies of their own assessment reports.

### **3.12 Confidentiality and data protection**

- Headteachers, induction tutors, appropriate bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.
- The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and ECTs must be made aware of who has been granted access to their assessments.
- The Governing Body can request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment reports. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the Governing Body to investigate the situation. If at any stage the Governing Body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the appropriate body.

## **4. Roles and responsibilities**

### **4.1 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 (see para 1.8);
- 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 effectively 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.

#### **4.2 The Headteacher :**

The Headteacher 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;
- ensure that 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.

#### **4.3 There may also be circumstances where the Headteacher is expected to:**

- obtain interim assessments 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 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 period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- 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.

#### **4.4 Induction tutors: The induction tutor (or the Headteacher if carrying out this role) 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 (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- 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.

**4.5 Mentors: The mentor (or the induction tutor if carrying out this role) is expected to:**

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

**4.6 Appropriate bodies: The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:**

- Headteachers (and Governing Bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.
- The appropriate body should, on a regular basis, consult with Headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.
- The appropriate body is expected to take steps to ensure that:
- Headteachers have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;  
Headteachers (and Governing Bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;

- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- Headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either an FE institution or an independent school's Governing Body is upheld;
- the Headteacher has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- ECTs' records and assessment reports are maintained;
- 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;
- agreement is reached with the ECT and the Headteacher is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the Headteacher is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing

#### **4.7 The Governing Body of the School:**

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

## **5. Monitoring arrangements**

The Trust's ITT Lead, Professional Learning and Development will review this policy on a triennial review cycle. At every review, it will be approved by the Trust Board.

This policy will be subject to ongoing review. It may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- Capability Policy
- Disciplinary Policy
- Grievance Policy
- Staff Code of Conduct
- Pay Policy
- Appraisal Policy for Teachers