



Early Career Teacher (ECT) Induction Policy

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Document Management

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Contents

1. Aims.....	3
2. Newly Qualified Teacher (NQT) induction transitional arrangements.....	3
3. Legislation and statutory guidance.....	3
4. The ECT induction programme.....	3
5. Posts for Induction.....	4
6. Support for ECTs.....	5
6. Assessments of ECT performance.....	5
8. At-risk procedures.....	6
9. Roles & responsibilities.....	6
10. Role of the Trust.....	8
11. Monitoring arrangements.....	8
12. Links with other policies.....	8
Appendix A.....	9
Staff Induction Checklist for SEND Including ECTs.....	9

1. Aims

Swale Academies Trust aims to:

1.1 Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1st September 2021 onwards.

1.2 Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.

1.3 Make sure all staff understand their role in the ECT programme.

2. Newly Qualified Teacher (NQT) induction transitional arrangements

2.1 This policy applies to ECTs who start their induction **on or after 1st September 2021**.

2.2 NQTs who have started but not completed their induction **before 1st September 2021** will continue to follow our NQT induction policy. NQTs have until 1st September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the Headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction.
- An induction mentor for the remainder of the NQT's 1-year induction.

2.3 If they don't complete the induction by September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

3. Legislation and statutory guidance

3.1 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](#)
- The 'relevant standards' referred to below are the [Teachers' Standards](#).

4. The ECT induction programme

4.1 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.

4.2 For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will service a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

4.3 The induction programme is quality assured by an 'Appropriate Body'. All our schools use a provider to deliver the Early Career Framework (ECF) and as such the Appropriate Body is chosen for us.

4.4 Peacehaven Community School, The Eastbourne Academy and The Turing School deliver the ECF through partnership with Step Ahead, using materials from Ambition.

4.5 All other Trust schools deliver the ECF through partnership with The Kent Teaching School Hub, using materials from Ambition.

5. Posts for induction

Each ECT will:

5.1 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.

5.2 Have an appointed induction tutor, who will have qualified teacher status (QTS).

5.3 Have an appointed induction mentor, who will have QTS.

5.4 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.

5.5 Regularly teach the same class or classes.

5.6 Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.

5.7 Not be given additional non-teaching responsibilities without appropriate preparation and support.

5.8 Not have unreasonable demands made upon them.

5.9 Not normally teach outside the age range and/or subjects they have been employed to teach.

5.10 Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

6. Support for ECTs

We support ECTs with:

6.1 Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.

6.2 Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback.

6.3 Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.

6.4 Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths.

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

7 Assessments of ECT performance

7.1 Formal assessment meetings will take place in the final term of the ECT's first year (Term 6/Summer Term) and in the final term of their second year, and will be carried out by the ECT's induction tutor.

7.2 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.

7.3 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.

7.4 The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher, induction tutor and the ECT.

7.5 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.

7.6 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 ECTs progress and performance since the last assessment is captured.

8 At-risk procedures

8.1 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.

8.2 The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

8.3 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.

9 Roles & Responsibilities

9.1 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 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.
- 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.

9.2 When the ECT has any concerns they will:

- Raise these with their induction tutor as soon as they can.
- If this does not resolve the issue the ECT should speak with the leader for their phase, or with a senior member of staff within the school.

- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

9.3 The Headteacher 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 4.1 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 effective 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 procedure of the induction programmes.
- Keep all relevant documentation, evidence and forms on file for six years.

9.4 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.

9.5 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.

10 Role of the Trust

10.1 Swale Academies Trust will, through updates from the school leadership team and through monitoring visits completed by the Executive Headteachers, be assured that:

- Their schools comply with statutory guidance on ECT induction.
- Be satisfied that each school has the capacity to support the ECT.
- The Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Concerns raised by the ECT will be taken seriously and follow the Trust's grievance procedures if required.

11. Monitoring Arrangements

11.1 This policy will be reviewed **bi-annually**. At each review, it will be taken to the Board of Trustees for approval.

12. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay

Staff Induction Checklist for SEND Including ECTs

Please use this checklist as part of your induction process for all new members of staff

Induction to be Led by the School		Date complete
1.	School SEND Priorities	
2.	Understanding the profile of the class - Meeting with SENDCo and previous class teacher to discuss SEND needs and strategies for pupils in the class/ share relevant documentation	
3.	External agency reports within the class profile	
4.	Sharing of any individual behaviour plans and / or individual risk assessments.	
5.	Inclusive QFT Strategies/ Adaptive teaching (mainstream Core Standards/ East Sussex SEN Matrix)	
6.	Observations of experienced teachers with a focus on SEND provision and strategies	
7.	Visit to SRP/ Specialist setting to carry out observations.	
8.	The Graduated approach: <ul style="list-style-type: none"> ● Key dates/ actions in the process ● Provision mapping, including entry and exit data ● Intervention delivery and record keeping ● Measuring Impact 	
9.	Overview of provisions on offer	
10.	School SEND referral process - raising a concern	
11.	Behaviour management/ de-escalation strategies	
12.	Use of teaching assistants	
School and Trust SEND Documentation which MUST be read		
13.	Trust Best Practice Guide	
14.	Trust SEND Principles	
15.	School SEND Policy	
16.	School SEND Information report	
Online Training to be Completed		
17.	Educare - The SEND Code of Practice or The National College- Certificate in the SEND Code of Practice	