



Uffculme Academy Trust Early Career Teacher (ECT) Induction Policy

**(For ECTs starting their induction on or after 1
September 2021)**

Approved by the Risk & Resources Committee on: 5th May 2022

Reviewed: 9th February 2023

Next review date: September 2023

Rationale

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

For a full-time ECT, the induction period, will last for six 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.

Newly Qualified Teacher (NQT) Induction: Transitional Arrangements.

This policy applies to ECTs who start their induction on or after 1 September 2021. NQTs who have started but not completed their induction before 1 September 2021 will continue to follow the UAT NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms as outlined in previous NQT induction guidance. Where possible, at the discretion of the Headteacher, we will also provide them with an ECF-based induction for the remainder of the NQT's 1 year induction. If the NQT doesn't complete their induction by 1 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.

The programme is quality assured by SWIFT our 'appropriate body'

This policy is based on:

The Department for Education's (DfE's) statutory guidance – https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf (induction for ECTs)

The Early Career Framework reforms - <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

Aims

The aim of the policy is to support and guide ECTs in their first two years of teaching through:

- running an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2021;
- providing ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers;
- ensuring the induction tutor, mentor and ECTs understand their role in the ECT induction programme;
- helping ECTs to become fully integrated into the school as a whole;
- helping ECTs to understand their responsibilities as part of the teaching profession;
- providing ECTs with the opportunity to observe good practice and to reflect on their own teaching practice with their ECT mentor;
- allowing opportunities for them to identify areas for development;

- enabling ECTs to perform satisfactorily against the Teachers' Standards;
- providing a foundation for ECTs to develop professionally in the long-term.

Each ECT will:

- Have an appointed induction tutor, who will have qualified teacher status (QTS) and who will provide day to day monitoring and support and coordinate their assessments.
- Have an appointed mentor, who will have QTS. This mentor will normally be subject/phase specific. The mentor will provide weekly structured mentoring sessions and targeted feedback.
- 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 a reduced timetable to allow them to engage with their induction programme. In year 1, this will be a 10% reduction, and in year 2 a 5% reduction of the timetable of existing teachers on the main pay range.
- Regularly teach the same class/classes
- Not normally teach outside of the age range and/or subjects they have been employed to teach
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not have unreasonable demands made of them.

Assessment of ECT performance:

ECTs will be assessed formally at the end of their first year (term 3) and at the end of their final term (term 6) to show how they are performing against the relevant standards. These formal assessments will be carried out by the Induction Tutor and will be informed by clear and transparent evidence gathered from across the two-year induction programme. In this meeting, the induction tutor will review objectives and revise them in relation to the relevant standards and the current ECT's needs and strengths. Copies of all lesson observations will be provided to the ECT and the appropriate body. ECTs will have an opportunity to add their own comments and the formal assessment report will be signed by the Headteacher, induction tutor and ECT.

On completion of the final formal assessment report at the end of term 6, the Headteacher will recommend to the appropriate body as to whether the ECT's performance is satisfactory against the relevant standards.

In the event, that the ECT leaves their post after completing one term or more but before the next assessment point, the induction tutor should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At-risk procedures:

If it becomes clear at any point that the ECT is not making sufficient progress, additional monitoring

and support measures will be put in place immediately, meaning:

- The ECT will be informed of the concern
- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
- A support plan is put in place immediately to help the ECT improve their performance. This should be shared with SWIFT Appropriate Body for them to review. A template and exemplar is provided on ECT manager to support this process.
- The ECT should be given every opportunity to improve their performance.

Roles and Responsibilities of those involved in the Induction Process

The ECT

The ECT should:

- 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;
- provide evidence of their progress against the relevant standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practical
- consult their Appropriate Body (SWIFT) at an early stage if there are or may be difficulties in resolving issues with their induction 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 and the dates of any absences from work;
- retain copies of all assessment forms.

The Induction Tutor

The induction tutor should:

- provide, or coordinate, guidance and effective support to the ECT;
- carry out regular progress reviews throughout the induction period in any term where a formal assessment doesn't occur (terms 1, 2, 4, 5);
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (terms 3, 6);
- inform the ECT following progress reviews of their progress against the relevant standards and share records with the ECT, Headteacher and Appropriate Body via ECT manager;
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment form and invite the ECT to add their own comments;
- ensure that the ECT is observed at least twice a term and feedback 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 an ECT appears to be having difficulties;

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

The Head teacher

The Head teacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- notify the Appropriate Body (SWIFT) when an ECT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction as defined by the DfE statutory Induction Guidance document;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively. This training is run by SWIFT as part of the appropriate body package;
- ensure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively. This training is run by Teach First & SWIFT;
- ensure an appropriate ECF based induction is in place. UAT schools are engaging in the Full Induction programme (FIP) through accredited provider Teach First and the South West Institute For Teaching (SWIFT);
- ensure the ECT's progress is reviewed regularly, including through at least half termly observations and feedback of their teaching;
- ensure that termly progress reviews (terms 1, 2, 4, 5) and yearly formal assessments are carried out and reports completed on ECT manager;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the Local Governing Committee 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 relevant standards is satisfactory;
- participate appropriately in the Appropriate Body's quality assurance procedures;
- retain all relevant documentation, evidence and forms on file for six years.

There may also be circumstances where the Head teacher should:

- 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 relevant standards;
- notify the Appropriate Body as soon as absences total 30 days or more;
- periodically inform the Local Governing Committee about the school's induction arrangements;

- advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods;
- notify the Appropriate Body when an ECT serving induction leaves the institution.

The Local Governing Committee

The Local Governing Committee:

- should ensure compliance with the Statutory Guidance for ECT Induction;
- 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 school's agreed grievance procedures;
- can seek guidance from SWIFT Appropriate Body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process;
- can request general reports on the progress of an ECT on a termly basis.

The ECT mentor:

The ECT induction mentor

- will regularly meet with the ECT for structured mentor sessions to provide targeted feedback;
- will work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help ensure the ECT receives a high-quality ECF based programme;
- will 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.

This policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the ECT policy. All proposed changes to this policy would be made following approval from the committee.

Link to UAT Appraisal Policy

The appraisal policy covers all teachers employed by UAT and sets out the protocols for annual performance review. ECTs will continue to follow the ECT induction programme for the duration of their two year induction period. After this time, the appraisal policy will be the mechanism for reviewing the performance of ECTs. Pay progression will continue to be related to the successful completion of the ECT induction period and no ECT will be disadvantaged by not being covered by the appraisal policy.

Person responsible for policy: Jen Knowles

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