

# Policy for the Induction of Early Career Teachers (ECTs)



## Key document details

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# 1. Aims

Steel River Academy Trust aims to:

- Run a ECT induction programme that meets all the statutory requirements (DfE statutory guidance for the induction of early career teachers (England))
- Provide ECTs with a supportive environment that develops and equips them with the tools to be effective and successful practitioners
- Ensure all staff understand their role in the induction programme and receive the necessary support and training to fulfil those roles effectively

## 2. Legislation and statutory guidance

From September 2021, The Early Career Teacher (ECT) replaces the Newly Qualified Teacher (NQT) under the Early Career Framework (ECF).

These new reforms, mean that the statutory induction period has increased from 1 year to 2 through a structured 2-year package of high quality professional development in all aspects of the role. The ECF training is expected to be embedded as a central aspect of induction and is not an additional programme.

The rationale for the programme is to create a bridge between initial teacher training and a career in teaching. This will equip ECTs with the tools to be effective and successful practitioners.

The ECF combines a structured programme of training, support and professional dialogue with monitoring and assessment of performance against the Teachers' Standards. These will be used to assess the ECTs performance at the end of the induction period

Subject to exemptions, (see Annex A DfE Induction for ECTs England)

a qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and the DfE induction for ECTs guidance. While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: (see DfE Induction for ECTs England, paras 4.9–4.10). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

## 3. The ECF Induction Programme

Steel River Academy Trust has chosen to adopt the 'Full Induction Programme' approach to delivering the ECF. This is a funded led programme offering high quality training for ECTs and their mentors alongside professional development materials.

## 4. Roles and Responsibilities

### 4.1. Accredited Programme Provider

The DfE has selected six expert teacher training providers who have each developed their own induction programme. Each provider will design and deliver a programme of face-to-face and online training to ECTs and their mentors and is fully funded by the DfE.

Steel River Academy Trust has chosen UCL as their programme provider. UCL's programme draws upon the theory and practice in the ECF to combine practical activity and inquiry. The programme targets both 'practical fluency' – the capacity to deploy a range of teacher practices confidently and skilfully – and the

wider knowledge, experience and beliefs required to make use of these practices in real schools, with real pupils and with their outcomes in mind.

The Trust has chosen to adopt the UCL programme as they are to work in partnership with The Tees Valley Teaching School Hub – ST John Vianney to deliver the ECF induction programme to local ECTs, allowing them to form support networks over the two-year programme

#### 4.2. Appropriate Body

The Appropriate Body’s role is to support the ECTs and schools in line with DfE Early Career Framework, the Retention and Recruitment Strategy and the Workload reduction Agenda and their aim is to ensure that ECTs have a positive, supportive and successful induction period. All ECTs must be registered with an Appropriate Body and Steel River Academy Trust has chosen Tees Valley Teaching School Hub as their appropriate body for all the Trust’s 1<sup>st</sup> year ECTs from September 2023. However, those schools that have 2<sup>nd</sup> year ECTs will continue with Redcar and Cleveland as the appropriate Body for the 2023 Academic year. From September 2024, Tees Valley Teaching School Hub will then become the Trust’s chosen appropriate Body for all 1<sup>st</sup> and 2<sup>nd</sup> year ECTs.

TRA	Support and Training	Quality Assurance
Registration and sign off of all ECTs. Maintaining records and the national and local databases	Support links between schools	Fidelity checks for school support. Initial Checks of all documentation and programmes
Quality assures all reports and approves the final sign off of all ECTs	Training and support for ECTs, Mentors and Induction Tutors	Quality assurance of school ECT programme
Registers Core Programmes with the TRA	Provide email support and telephone support to all schools	Monitor progress reviews
Provides all official documentation	Deliver core training around LA services	1-1 support if required
	Visits to all ECTs in their schools	Moderation of the whole process
		Light touch support in Year 2

#### 4.3 ECT Mentor

The Induction Mentor’s key role is to support the ECT throughout the programme, generally encouraging and developing them. The mentor will be an excellent classroom practitioner who will ideally works within the same year group. However, if this is not possible, they will always be in the same Key Stage. They will work in collaboration with the ECT to support, deliver coaching and mentoring, model best practice and ensure a robust programme is followed during the ECTs non-contact time. In additional they will organise monitoring visits, work with the ECT on the selected programme and match all development work to the needs of the ECT

#### 4.4 Induction Tutor

**The Induction Tutor must be a different member of staff to the Induction Mentor.** Their role is to verify the progress of the ECT. They will be responsible for all the assessments and observations of the ECT, including devising and reviewing any support plans that may be necessary. The Induction Tutor will need to ensure that the ECT programme is aligned to the ECF and will inform the appropriate body of any issues that may arise. They are responsible for completing all formal assessments and uploading them to the Appropriate Body’s online platform.

#### 4.5 Headteacher

**The Headteacher (or delegated senior leader) is responsible for:**

- checking QTS Status of the ECT is verified
- completing the DfE portal registration of ECTs prior to the Induction period
- completing the registration with the chosen Appropriate Body (AB)
- ensuring the ECT has been enrolled on to the Core Programme and information sent to AB
- ensuring Induction tutors and Mentors are appointed and enrolled in training
- sending names of the above personnel to AB
- creating a structured plan organised with ECF based programme and linked to the school/Trust plan
- ensuring that the ECT has been given a school induction plan
- ensuring fidelity checks are completed
- checking that ECT time is organised and timetabled effectively
- checking that Mentor and ECT time is carefully organised
- ensuring progress review and assessment and observation times are organised with Induction tutors
- informing Governors/Trustees of the Induction Programme
- liaising with AB to arrange visits

#### **4.6 Board of Trustees/Local Governing Boards**

##### **The Local Governing Boards and Trustees should ensure that:**

- schools are compliant with the requirements set out in the DfE statutory guidance
- they are satisfied that schools have the capacity to support ECTs
- Headteachers are fulfilling their responsibility to meet the requirements of a suitable post for induction
- they investigate concerns raised by an individual ECT as part of the Trust's grievance procedures
- they 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
- they request general reports on the progress of an ECT

#### **5. Timetable and ECT Time**

A timetable will be drawn up for each ECT and this will be monitored regularly by their Induction Tutor. All ECTs have an entitlement to a further 10% reduction in their teaching time table (in addition to the 10% PPA reduction). This will reduce to an additional 5% in year 2. The additional time is for the ECT to complete the ECF training programme and to work alongside their Mentor.

ECTs who leave after their first year, will receive one assessment completed by the school. They will continue to year 2 of the programme in their new school in order to complete their induction. The same applies to an ECT joining one of our schools in the second year

#### **6. Monitoring, support and assessment during induction**

A suitable monitoring and support programme will be put in place for the ECT, structured to meet their professional development needs. This will include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework
- receive regular one to one mentoring sessions from their designated mentor who will be given the time and has the ability to carry out the role effectively
- support and guidance from their designated induction tutor who will be given the time and has the ability to carry out the role effectively;
- observations of the ECT's teaching with written feedback provided
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards
- ECT's observation of experienced teachers either in the ECT's own setting or in another setting where effective practice has been identified



## Appendix 1

### Template - ECT Meeting Record

Date of Meeting:

Notes of items discussed & issues raised:

Any agreed actions:

Signature of ECT

Signature of Induction Tutor

## Appendix 2



### Template: ECT Lesson Observation Form

School		ECT		Date	
Time of Day		Year Group		Number of children	
Context of the lesson	(Where does the lesson fit in a sequence?)				
Targets from PDP					
Teachers' Standards					
<u>Comments:</u>					
Agreed next steps for development:					
Name of Observer:					

### Appendix 3

#### **Headteacher Checklist**

- 1 QTS Status verified
- 2 DfE portal registration complete
- 3 Registration with AB complete
- 4 Enrolled in Core Programme and information sent to AB
- 5 Induction tutors and Mentors appointed and enrolled in training
- 6 Names of above sent to AB
- 7 Structured plan organised with ECF based programme and linked to school plan
- 8 ECT given a school induction plan
- 9 Fidelity checks completed
- 10 ECT time organised and timetabled
- 11 Mentor and NQT time organised
- 12 Progress review and assessment and observation time organised with Induction tutors
- 13 Governors informed of programme
- 14 Liaise with AB for visits



- **Appendix 4**

- **Template: ECT Professional Development Plan**

Date Established: \_\_\_\_\_



ECT: \_\_\_\_\_

Induction Tutor: \_\_\_\_\_

	Objective (including any relevant whole school/team objectives)	Success criteria	Support (including training & development needs – CPD)	Evidence base (including extent, pattern and focus of planned classroom observations and other evidence)
Target 1				
Target 2				
Target 3				

ECT: \_\_\_\_\_ (signature)

Date: \_\_\_\_\_

induction Tutor: \_\_\_\_\_ (signature)

**Template: ECT’s Self-Evaluation of Lesson Observation**



<b>Lesson:</b>	<b>Date:</b>
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<b>Standard</b>	<b>Strengths</b>	<b>Areas for development</b>
1. Set high expectations which inspire, motivate and challenge pupils		
2. Promote good progress and outcomes by pupils		
3. Demonstrate good subject and curriculum knowledge		
4. Plan and teach well-structured lessons		
5. Adapt teaching to respond to the strengths and needs of all pupils		
6. Make accurate and productive use of assessment		
7. Manage behaviour effectively to ensure a good and safe learning environment		