

Shireland Collegiate Academy Trust Policy

Induction for Early Career Teachers (ECT)

Committee and Date Approved	Resources Board – July 2021
Category	Recommended
Next Review Date	Every three years unless change in legislation – Summer 2024
Policy Availability	Trust Website
Officer Responsible	HR Director of the Trust

The Trust, all Academies within the Trust and Shireland Learning Limited must comply with this policy.

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Aims

This policy applies to all Early Career Teachers (ECT) employed by Shireland Collegiate Academy Trust (the Trust).

The Trust aims to:

- Run an ECT induction programme that meets all of the statutory requirements.
- Provide ECT's with a supportive environment that develops and equips them with the tools to be effective and successful teachers.

Ensure all staff understand their role in the induction programme.

Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction of Early Career Teachers (England) from 1 September 2021
- The Department of Education Early Career Framework

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

This policy complies with our funding agreement and articles of association.

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 Principal 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 Sandwell MBC/SIPS, our 'appropriate body'.

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 a designated mentor who will have qualified teacher Status (QTS)
- Have an appointed induction tutor, 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 range in the first year and no more than 95% of the timetable of our existing teachers on the main pay range in the second year.

- 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.

Support for ECT's

We support ECT's with:

- Their designated induction tutor, who will provide regular monitoring and support, and co-ordinate their assessments.
- Their Mentor who will provide regular mentoring.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to take place termly, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Chances to observe experienced teachers, either within the school or at another school with effective practice.

Assessments of ECT performance

Formal assessment meetings will take place during the final term of the first year (term 3) and the final term of the second of induction (term 6). Formal assessments will be carried out by either the Principal or the ECT's 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 final assessment meeting at the end of the induction period will form the basis of the Principals recommendation to the appropriate body as to whether having completed their induction period the ECT's performance is satisfactory against the relevant standards. The decision will be recorded on the final assessment form.

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

The form should be signed by the induction tutor, principal and the ECT. Once signed the ECT should be given the original and a copy sent to the appropriate body, and within 10 working days of the final assessment meeting.

Professional Progress Reviews

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

Progress reviews are expected to 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 come to their formal assessments.

Progress reviews are not formal assessments and there is not requirement for ECTs to create evidence specifically to inform a progress review.

A written record of each progress review is expected to 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.

Where the induction tutor is not the Principal, they should update the Principal on the ECT's progress after each progress review.

Observation of ECT's Teaching Practice

An ECT's teaching will be observed 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.

The observer will:

- Hold QTS
- 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.
- Provide feedback in a prompt manner, ensuring it is constructive, with a brief written record made on each occasion.
- Ensure any written record indicates where any development needs have been identified.

At-risk procedures

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.
- An effective support programme is put in place to help the ECT improve their performance.

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

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 principal will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

Completing the Induction Period

An ECT completes their induction period when they have served the full time equivalent of two standard school years (usually six terms).

The appropriate body makes the final decision as to whether the ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the principal.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal the decision with the Teacher Regulation Agency (TRA). The ECT must notify the TRA that they wish to appeal the decision within 20 working day.

An ECT who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought.

Roles and responsibilities

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.
- 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.
- Retain copies of all assessment reports.

Role of the Principal

The Principal 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.
- 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.
- Retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Principal 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.
- 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.
- Notify the appropriate body when an ECT serving induction leaves the institution.

In addition to the above, Principal should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Induction

Role of the induction tutor

The induction tutor (or the Principal 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, principal 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.
- 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.

Mentors

The mentor 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.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

Role of the Trust

The Trust:

- Will ensure compliance with the requirement to have regard to this guidance.
- Agree, in advance of the ECTs starting the induction programme, which body will act as the appropriate body.

- Must be satisfied that the institution has the capacity to support the ECT.
- Will ensure the principal 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 Trust's 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.
- Can request general reports on the progress of ECTs.

Raising Concerns

The ECT should normally 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 appropriate body Sandwell MBC/SIPS

Record Keeping

Copies of assessment reports will be retained for a minimum of six years. ECTs should retain original copies of their own assessment reports.

Confidentiality and Data Protection

The Trust will ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.

The induction process and the assessments generated will be treated with confidentiality at all times and only shared with those involved with the induction process and the Trust HR Director.

Monitoring arrangements

This policy will be reviewed by the Human Resources Director every three years unless there are changes to the regulations. At every review, it will be approved by the full Trust Board.

General reports on the progress of ECT induction will be provided to the Board on an annual basis.

Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay