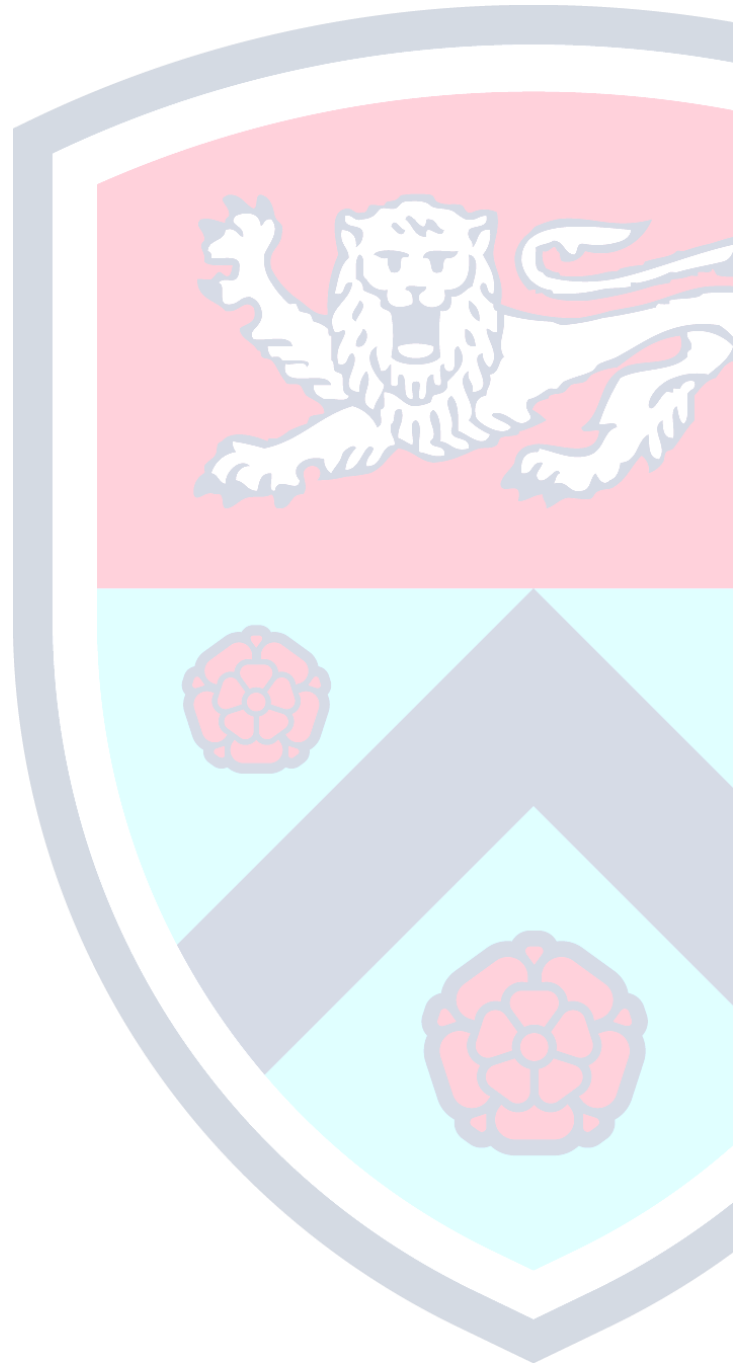




Carnforth
High School

ECT Policy



Author: Scott McCormick
SLT Lead: Scott McCormick
Governors' Committee:
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Confidence Purpose Respect

The Purpose of Induction

All qualified teachers employed in a state school in England must, by law, complete an induction period of two school years satisfactorily. This induction period 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 (Teachers' standards - GOV.UK (www.gov.uk)). The programme should support an Early Career Teacher (ECT) in meeting the Teachers' Standards by the end of the induction period and equip them with the tools to be an effective and successful teacher. The Teachers' Standards apply to all ECTs; they form part of the framework of professional standards for teachers and are the standards which underpin all the subsequent standards.

Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

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 have until 1 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

If they don'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.

Legislation and statutory guidance

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](#).

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

The ECT 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 headteacher 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 Star Teaching School Hub North West Lancashire - working in partnership with Teach First. TSH (Tim Freeman - tim.freeman@staracademies.org) or Lancashire LA act as 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 an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- 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
- 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 ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- A carefully sequenced and evidence-based professional learning programme using instructional coaching as its key delivery method
- Regular professional reviews of their progress within the framework of a highly effective Training School setup, 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
- Chances to observe experienced teachers

Assessments of ECT performance

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

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

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, 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.

The induction tutor will notify the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress they will outline the plan they have put in place to assist the ECT in getting back on track.

Carnforth High School will keep in regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the induction tutor supported by the mentor. Judgements will reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.

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. There is no need for the ECT to create anything new for the formal assessment; they should draw from their work as a teacher and from their induction programme. Judgements made in the formal assessment reports should relate directly to Teachers' Standards and not the ECF. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

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. Each ECT should be kept up to date about their progress and there should be nothing unexpected.

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

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 ECT's progress and performance since the last assessment is captured.

Extending an induction period

The induction period will automatically be extended when an ECT's absences exceed 30 days. In these circumstances the induction period will be extended by the total number of days absent since the ECT started.

Raising concerns

An ECT who has concerns about any aspect of the content or delivery of their induction programme should act on these as quickly as possible. They should raise initial concerns internally with the induction tutor. Where the College does not resolve them the ECT should raise concerns with the named contact for the appropriate body.

At-risk procedures

An ECT has one chance to successfully complete induction; if they complete the induction period but fail to meet the Teachers' Standards, the ECT will not be permitted to repeat their induction and therefore cannot be employed lawfully as a teacher in a state school.

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they will state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor will notify the

appropriate body of this determination and 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 it will be ensured 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 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, the induction tutor 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.

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 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 should capture the ECT's unsatisfactory performance against the Teachers' Standards and 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.

In a few particularly serious cases it may be 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. If this is the case, for as long as the ECT remains at Carnforth High School 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.

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.

Special Circumstances

Extensions to the induction period can be made by the appropriate body if there is evidence that there are extenuating circumstances as to why the ECT has not made progress. Action to improve performance must not be delayed until a formal assessment point is reached. Extenuating circumstances could include:

- personal crises;
- illness;
- issues around the support during induction; or
- where there is insufficient evidence within the induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

The Appeal Body

The Teaching Regulation Agency for England is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal;
- dismiss the appeal; or
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the appropriate body).

Roles and Responsibilities

Role of the ECT

The ECT is responsible for both monitoring and evidencing their progress against the Teachers' Standards and participating fully in the agreed development programme provided by the Tutor ECF Programme Provider, the College and at departmental level.

Each ECT is given a reduced timetable by 10% in their first year of induction, and 5% in their second. They should agree with their Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.

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

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- 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

Role of the Headteacher

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 appropriate 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 Board of governors 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 procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the Induction Tutor

The induction tutor has overall responsibility for ensuring ECTs successfully complete the statutory two school year period of induction. 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

Role of the Induction Mentor

The mentor monitors the progress of and provides day to day support for an ECT. They are expected to make rigorous and fair judgements about an ECT's progress in relation to the Teachers' Standards and provide effective coaching and mentoring throughout the induction period. The mentor is to work closely with the induction tutor to create a holistic team around the ECT. The induction mentor will:

- Ensure all relevant training materials provided by the Lead ECF Programme Provider have been read, understood and can be confidently discussed with ECTs so as to provide expert support
- 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

Meetings between mentors and their ECTs will focus on developing knowledge and skills relating to the Teachers' Standards, namely but not exclusively:

- Subject Knowledge development (including external examination processes).
- Teaching and Learning strategies and being judicious about what to implement when in order to target the needs of different groups of learners and allow them to make progress.

- Classroom and Behaviour Management.
- Effective lesson planning for both sequences of lessons and individual lessons.
- Summative and Formative assessment.
- Personalising provision to meet the needs of various cohorts of learners.
- Effective use of the learning environment.
- Targeting individual professional development needs.
- Support with data collection and following school systems and processes
- Supporting with Parents Evening preparation

In addition, the mentor is responsible for formally observing the ECT during the first 4 weeks they are in post and each half term thereafter. Observations should focus on aspects of the ECT's teaching, which are agreed in advance and informed by the requirements of the Teachers' Standards and the ECT's personal professional needs. Feedback should be prompt and constructive with specific steps provided for how to address areas of development. All written records will indicate where any developmental needs have been identified. Additional informal drop-ins can take place, if appropriate or required, to further support the needs of the ECT.

At the end of each year of the induction period, the mentor is to support the induction tutor in completing an accurate formal assessment of the ECT's progress in relation to the Teachers' Standards and discussing this with the ECT.

Similarly, at the end of each term where a formal assessment is not scheduled, the mentor is to support the induction tutor in carrying out progress reviews to monitor the progress their ECT is making.

Where an ECT is experiencing difficulties, it is the mentor who is responsible for recognising this, for liaising with the ECT and the induction tutor, and for ensuring that an appropriate support programme is put in place and monitored.

Role of the Board of Governors

The BoG will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

Monitoring Arrangements

This policy will be reviewed annually by the Assistant Principal-Teaching and Learning. At every review, it will be approved by the full governing board.