



Early Career Teacher (ECT) Induction Policy

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Together we **Exceed**



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1. Policy Statement

1.1 Exceed Academies Trust is committed to providing consistently high-quality teaching and learning in line with its core values; **Excel, Inspire and Care**. All our academies are committed to providing a culture that supports and nurtures Early Career Teachers to reach their full potential so they can meet the needs of all pupils they teach. The support provided to ECTs will ensure that they have the best start to their teaching career, are equipped with the appropriate knowledge and skills to fulfil their role and are guided to continually improve their classroom practice.

1.2 The Trust aims to:

- Run an Early Career Teacher (ECT) induction programme that meets all 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
- Undertake Progress and Interim or Final Assessment of the ECT against the Teachers' Standard in line with the Statutory guidance. This policy should be considered alongside the Statutory guidance, it does not replace the guidance

2. Scope

2.1 This policy relates to the appointment, induction, development, monitoring and assessment of Exceed's ECTs. It has regard for the latest statutory guidance, 'Induction for Early Career Teachers'.

2.2 This policy relates to Trust ECT Induction from September 2021 and the national roll out of the Early Career Framework and includes year two of the early roll out in Bradford. The induction period for teachers is extended to two years for ECT1 (ECT in the first year of induction) and ECT2 (ECTs in the second year of induction) from this date.

2.3 This policy has consideration for, and is compliant with the following legislation and statutory guidance:

- 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

3. Abbreviations

3.1

ECF	Early Career Framework
ECT	Early Career Teacher
ECT 1	Early Career Teacher in Year 1 of Induction
ECT 2	Early Career Teacher in Year 2 of Induction
NQT	Newly Qualified Teacher
RQT	Recently Qualified Teacher
AB	Appropriate Body

4. Early Career Teacher Induction Support and Development

- 4.1 The statutory monitoring and assessment period is two academic years for full time teachers. This is also the duration of the statutory entitlement to the ECT training programme. At the end of year 1 and 2 of the induction period ECTs will be formally assessed against the DfE Teacher Standards. Pro-rata adjustments will be made for part-time ECTs.
- 4.2 The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills of ‘Learn That’ and ‘Learn How’ to their classroom practice. Exceed’s ECTs will engage with the formal Early Career Teacher programme, delivered by Exceed Teaching School Hub.
- 4.3 As novice teachers, ECTs will benefit from provision of a Mentor, who will demonstrate explicit instruction, modelled examples, instructional coaching and deliberate practice.
- 4.4 Each ECT and Mentor will be allocated an Induction Lead who will oversee the successful implementation and engagement of the ECT Programme and have responsibility for formal assessment procedures, including Interim Reviews and Final Assessments.
- 4.5 In year one ECTs will have a reduced timetable of 10% and weekly engagement with Instructional Coaching and in year two a reduction of 5% with fortnightly Instructional Coaching.

5. Roles and Responsibilities

5.1 ECTs should:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their Induction Lead to discuss and agree priorities for their induction programme and keep these under review.
- Agree with their Induction Lead how best to use their reduced timetable allowance and guarantee engagement with the recommended ECF-based induction programme.
- Participate fully in the agreed ECT development programme; delivered by Exceed Teaching School Hub.
- Participate effectively and keep track of scheduled classroom observations, Progress Reviews, and formal assessment meetings.
- Agree with their Induction Lead the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.

5.2 Role of the Headteacher

5.2.1 The Headteacher should:

- 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. Exceed Academies Trust schools should use Exceed Teaching School Hub as the AB. (as the lead school for the Hub, Copthorne Primary School are an exception and should look to commission the services of Bradford Council or another AB).
- Identify a Senior Leader who will act as an ECT Induction Lead and ensure they are appropriately trained and have sufficient time to carry out their role effectively.
- Remain up to date about ECTs progress against the Teachers' Standards.
- Ensure the Induction Lead registers the ECT, Mentor, Headteacher and themselves as Induction Lead with the Appropriate Body.
- Identify an expert teacher who will act as a Mentor to an ECT and ensure they are appropriately trained and have sufficient time to carry out their role effectively.
- Ensure ECTs are signed up to an ECF-based induction programme.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Communicate what provision and support is in place for ECTs to governing boards.
- Make a recommendation to the appropriate body that ECT's performance against the relevant standards is satisfactory.
- Keep all relevant documentation, evidence, and forms on file for 6 years.
- Ensure compliance with the statutory induction.

5.3 Role of the Mentor

5.3.1 The Mentor will:

- Engage fully with professional development opportunities provided within the programme to fulfil their role, (Conferences, Clinics, Coaching sessions).
- Regularly meet with ECTs to carry out weekly Instructional Coaching, provide feedback and set clear action steps.
- Support ECTs with online study; link theory to classroom practice and Instructional Coaching.
- Provide opportunities to observe experienced teachers, either within the school/Trust or at another school with effective practice.
- Act promptly and appropriately if the ECT appears to be having difficulties and inform the Induction Lead.

5.4 Role of the Induction Lead

5.4.1 The Induction Lead will:

- Register the ECT, Induction Lead, Mentor and Headteacher with the Appropriate Body.
- Register the ECT, Induction Lead and Mentor for the Early Career Teachers programme.
- Support the ECT and Mentor in successfully implementing the ECT Programme.
- Have responsibility for all progress reviews and assessment processes.
- Undertake 2 formal assessment meetings during the two-year induction period: one at the end of year 1 and another at the end of year 2.
- Carry out Progress Reviews in terms where a formal assessment doesn't occur.
- Carry out an Interim Review if the ECT is leaving the school before induction is complete.
- Inform the ECT of progress against the relevant standards, and share outcomes with the ECT, Headteacher and Appropriate Body.
- Inform the ECT of judgements recorded as part of their formal assessment and invite them to add their own comments.
- Ensure Appropriate Body reviews and assessments are carried out and reporting deadlines are met.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- If an ECT is struggling in their professional practice, create an action plan outlining structured support.
- Make the AB aware of any ECT that is not making satisfactory progress against the Teachers' Standards and share any action plans implemented.
- Ensure all monitoring and record keeping is done in the least burdensome way, and that ECT is not asked for any evidence that requires the creation of new work.

5.5 Role of the Trustees

5.5.1 Exceed Trustees will:

- Be satisfied that schools within the Trust have the capacity to support the ECT
- Ensure Headteachers are fulfilling their responsibility to meet the requirements of a suitable post for induction
- Investigate concerns raised by an individual ECT as part of the Trust's grievance procedures

6. Assessments of ECT Performance

- 6.1 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 ECT's Induction Lead.
- 6.2 These meetings will be informed by clear and transparent evidence gathered from Progress Reviews (one per term) 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 if requested.
- 6.3 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.
- 6.4 The ECT will add their own comments to Progress Reviews and the formal assessment reports. Progress Reviews, Interim Reports and Assessments will be signed by the ECT, Induction Lead and the Headteacher.
- 6.5 A copy of the formal assessment report will be available on ECT Manager for the Appropriate Body to quality assure. 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.
- 6.6 In the event that the ECT leaves post after completing one term or more, but before the next formal assessment would take place, the Induction Lead or Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.
- 6.7 Concerns about an ECT failing to meet professional standards will lead to provision of formal additional support and can, in exceptional circumstances, lead to the extension of the formal induction period in conjunction with the AB. In these instances, clear targets and support will be identified and reviewed as soon as concerns arise.

- 6.8 Where concerns about the progress of an ECT against Teacher Standards remain, an additional support plan should be implemented and shared with the AB.
- 6.9 The ECT induction period can be extended for special circumstances such as maternity or extended absence (30+ days).
- 6.10 The two-year induction period has no adverse impact on pay or career progression. The ECTs can progress before the end of their induction.
- 6.11 If an ECT leaves post having started but before completing their assessment, including an extension, the Headteacher should complete an interim assessment report and notify the AB.

7. ECT Concerns

- 7.1 Where ECTs have concerns about their support or assessment, these should be raised with their Induction Lead in the first instance and then with senior leadership team if unresolved. Concerns that remain unresolved in school should be referred to the AB.