The Rise Partnership Trust

Love • Learn • Laugh

ECT Policy

Date	Owner	Summary	Next Review
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Love, Learn Laugh

Background

All qualified teachers must, by law, complete an induction period of 2 years from September 2021. The term Early Career Teacher (ECT) replaces the term newly qualified teacher (NQT). From September 2025, the ITT and Early Career Framework is replaced by the Initial Teacher Training and ITT and Early Career Framework (ITTECF).

Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our MAT's induction process ensures the appropriate guidance, support, and training to include the development of skills, knowledge, expectations, and observations are provided through a structured but flexible individual programme.

Since September 2021 we have partnered with North West London Teaching School Hub (NWTSH) and Ambition Institute to deliver the Early Career Teachers programme to our early career teachers (ECTs). This programme is fully approved and funded by the DfE.

This programme enables an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

For Early Career Teachers working within our specialist settings, mentoring, observations and professional development will reflect the specialist curriculum, SEND Code of Practice, communication approaches, safeguarding responsibilities and therapeutic practice relevant to the needs of pupils within the Trust.

All ECTs will receive safeguarding induction in accordance with Keeping Children Safe in Education, including child protection procedures, staff Code of Conduct, behaviour expectations, online safety, Prevent duty, whistleblowing procedures and local safeguarding arrangements.

The Trust will ensure that all ECTs receive equitable access to induction, mentoring and professional development in accordance with the Equality Act 2010.

Aim

Our MAT's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECT
- to provide appropriate counselling and support through the role of an identified mentor
- to provide ECTs with examples of good practice
- to help ECTs form good relationships with all members of the school community and stakeholders
- to help ECTs become aware of the school's role in the local community
- to encourage reflection on their own and observed practice
- to provide opportunities to recognise and celebrate good practice
- to provide opportunities to identify areas for development
- to help ECTs to develop an overview of a teacher's roles and responsibilities
- to provide a foundation for longer-term professional development

- to help ECTs meet all the induction standards.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities:

The Local Academy Board (LAB)

Each school's LAB will be fully aware of the contents of Induction for early career teachers (England) (current statutory guidance) which sets out the school's responsibility to provide the necessary monitoring, support, and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The LAB will be kept aware and up to date about induction arrangements and the results of formal assessment meetings. The LAB will investigate concerns raised by the ECT and seek appropriate guidance.

School induction mentors will vary according to placement and needs of the individual. All will be senior and experienced teachers.

The Head Teacher and member of SLT (with ECT responsibility)

The Head Teacher and member of SLT, with ECT responsibility, play a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to the induction coordinator and induction mentors.

The Appropriate Body

The Appropriate Body is responsible for quality assuring the induction process and confirming whether the ECT has met the required standards.

Statutory responsibilities are:

- clarify whether the teacher needs to serve an induction period or is exempt;
- notify the Appropriate Body when an ECT who is taking up a post in which they will be undertaking induction joins the school, before the appointment begins;
- ensure the ECT's post is a suitable post in which to serve induction;
- ensure that an appropriate induction programme is in place;
- ensure the ECT has both a 10% reduced timetable in their first year and 5% in their second year in addition to the statutory Planning, Preparation and Assessment (PPA) entitlement, as well as time for mentor support. Funding to support these timetables is available and managed through the DfE's systems. This reduction is
- where relevant, obtain documentation from the ECT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the ECT's induction programme and period;
- appoint an induction mentor (who must hold QTS) and ensure that an appropriate cycle of meetings, observations, reviews and formal assessments is scheduled (ideally in advance) and takes place;
- ensure the induction mentor is appropriately trained and has time to carry out the role;
- 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 a ECT whose progress towards meeting the standards may be at risk;

- maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the school part way through a period;
- monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more;
- periodically inform the governing body about the school's induction arrangements;
- ensure termly assessment reports are completed (on a pro-rated time scale for part-time staff) and sent to the Appropriate Body as required;
- participate appropriately in the Appropriate Body's quality assurance procedures;
- consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period;
- within 10 days of the ECT completing the induction period, make a recommendation to the Appropriate Body on whether the ECT has met the teacher's standards, using agreed forms;
- provide interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an ECT serving induction leaves the school;
- make a recommendation to the Appropriate Body regarding whether the ECT has satisfactorily completed induction.

Wherever possible, the induction tutor and induction mentor will be different individuals to ensure appropriate support and objective assessment.

While the Head Teacher may not delegate these responsibilities, many of the associated tasks will be carried out by the induction coordinator and induction mentors or other suitably experienced colleague i.e. AH.

In addition to the statutory requirements the Head Teacher will:

- observe and give written warnings to an ECT at risk of failing to meet the required standards;
- keep the LAB and CEO aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Mentor

The principal requirement for the ECT mentor is to be responsible for the overall management of initiating ECTs into the teaching profession and into the school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of ECT performance. The induction mentor provides the ECT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- observe the ECT as directed by the Induction Programme being followed by the school, providing effective targeted feedback;
- regularly meet with the ECT for structured coaching conversations where the mentor provides feedback, models good practice related to what good looks like, provides opportunities for the ECT to practice a 'precise target', reviews targets and sets new ones
- Work collaboratively with the ECT and other colleagues involved in the ECTs induction within the same school to help ensure the ECT receive a high quality ITTECF-based induction programme;
- Provide or broker, effective support, including phase or subject specific mentoring and coaching and
- Take prompt, appropriate action if an ECT appears to be having difficulties

Induction Tutor (the induction tutor must be registered with the Department for Education's 'Manage Training for early careers teachers' service'. This registration is a requirement for schools delivering their own training programmes).

The role of the induction tutor is to:

- provide regular monitoring, support and coordination of assessment;
- provide, or coordinate, guidance for the ECTs professional development;
- carry out two formal assessments during the total induction period to assess the ECTs progress against the Teachers' Standards, (terms 3 and 6)
- carry out professional progress reviews in terms where a formal assessment does not occur to set and review developmental targets attains the teachers' standards (terms 1, 2, 4 and 5)

- 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, Headteacher and appropriate body;
- inform the ECT during the formal 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 regularly by the mentor, as directed by the induction programme being followed;
- observe ECT half termly in Year 1 and termly in Year 2;
- 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.

The Trust

Before the period starts the trust must:

- ensure that Qualified Teacher Status (QTS) has been awarded through the Department for Education.

The ECT

- The ECT has a vital part to play in his/her own induction.

Once the period has started:

- at the earliest opportunity following appointment meet with their induction mentor and induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review;
- agreeing with their mentor how best to use their reduced timetable allowance;
- using the Professional Development Portfolio to support planning the induction programme;
- monitoring their progress against the Teacher Standards
- participating fully in the agreed monitoring and development programme;
- raising any concerns with their mentor as soon as practicable;
- consulting their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution;
- keeping track of and participate effectively in the scheduled classroom observations;
- agreeing 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; and
- retaining copies of all assessment forms and other documentation.
- This, along with tracking start and end dates for the induction period is especially important in cases where the ECT has a break/change of employer during the induction period. The Appropriate Body with the Head Teacher is jointly responsible for the supervision and training (professional development) of the ECT during induction and has the main quality assurance role. The school works closely with its Appropriate Body to ensure that statutory induction requirements are met.

The Appeal Body

If an ECT wishes to appeal against a decision that they have failed induction, or against an extension of induction, appeals are made to the Teaching Regulation Agency (TRA) on behalf of the Secretary of State in accordance with current statutory guidance.

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).