



Early Careers Teachers Induction Policy

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NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association

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1. HISTORY OF MOST RECENT POLICY CHANGES

Version	Date	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	Sept 25	Ventrus & Tarka Policies. Annually updated in line with DfE guidance	Upon merger & DfE guidance

2. RATIONALE

- 2.1 All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.
- 2.2 Statutory induction 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 Initial Teacher Training and Early Career Framework (ITTECF), with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the early career teacher (ECT) and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.
- 2.3 For a full-time ECT, the induction period, will last for six terms. Part-time ECTs will serve a full-time equivalent*. Up to one term of continuous employment may count towards completion of the induction period.
- 2.4 The programme is quality assured by OneCornwall / South West Institute for Teaching (SWIFT) Appropriate Body (AB) service.
- 2.5 This policy is based on:
- The Department for Education's (**DfE's**) statutory guidance (Induction for ECTs) –
 - The Initial Teacher Training and Early Career Framework (ITTECF) reforms - <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

*See statutory guidance for reduced induction information.

3. AIMS

- 3.1 To support and guide ECTs in their first two years of teaching through:
- Running an ECT induction programme that meets all of the statutory requirements underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) and Early Career Teacher Entitlements (**ECTE**).
 - Providing ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
 - Ensuring the induction tutor, mentor and ECTs understand their role in the ECT induction programme.
 - Helping ECTs to become fully integrated into the school as a whole.
 - Helping ECTs to understand their responsibilities as part of the teaching profession.
 - Providing ECTs with the opportunity to observe good practice and to reflect on their own teaching practice with their ECT mentor.
 - Allowing opportunities for them to identify areas for development.
 - Enabling ECTs to perform satisfactorily against the Teachers' Standards.
 - Providing a foundation for ECTs to develop professionally in the long-term.
- 3.2 Each ECT will:
- Have an appointed induction tutor, who will have qualified teacher status (QTS) and who will provide day to day monitoring and support and coordinate their assessments.

- Have an appointed mentor, who will have QTS. This mentor will normally be subject/phase specific. The mentor will provide weekly structured mentoring sessions and targeted feedback.
- 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 reduced timetable to allow them to engage with their induction programme. In year 1, this will be a 10% reduction, and in year 2 a 5% reduction of the timetable of existing teachers on the main pay range.
- Regularly teach the same class/classes
- Not normally teach outside of the age range and/or subjects they have been employed to teach
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not have unreasonable demands made of them.

4. THE INDUCTION PERIOD

- 4.1 The minimum length of the induction period will normally be the full time equivalent of two standard school years (usually six school terms based on a school year of three school terms). Where the ECT has or is serving some of the induction period in another setting, or in non-standard settings such as in the FE sector, the appropriate body will determine the equivalence to two school years. We will also follow the statutory guidance in relation to any special circumstances which may apply, to reduce or extend the induction period.
- 4.2 Where an ECT is part time, this will be the full time equivalent of two standard school years. We will agree with the appropriate body a fair length of induction for each ECT if appropriate, taking account of the ECT's working pattern. In line with the provisions of the statutory guidance, a part time ECT may be able to have their induction period reduced in cases where they have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards. The appropriate body will conduct a thorough assessment of any requests made by headteachers for a reduction in an ECT's induction period, if it meets the DfE criteria, with supporting evidence.
- 4.3 Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period.
- 4.4 Where an ECT is eligible to carry out short-term supply work and is undertaking short term supply work of less than one term, this cannot count towards induction. However, if it becomes clear that short-term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.

5. ROLES AND RESPONSIBILITIES

5.1 ECT should

- 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 ECTE-based induction.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the agreed monitoring and development programme.
- Raise any concerns with their induction tutor as soon as practical.
- Consult their Appropriate Body (SWIFT) at an early stage if there are or may be difficulties in resolving issues with their induction 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 and the dates of any absences from work.
- Retain copies of all assessment forms.

5.2 The Induction Tutor should

- Attend Appropriate Body/ITTECF training to keep up to date with the roles and responsibilities for overseeing ECT induction
- Register ECTs and mentors with the DfE and Appropriate Body Service at the start of the ECTs employment
- provide, or coordinate, guidance and effective support to the ECT and mentor
- carry out regular progress reviews throughout the induction period in any term where a formal assessment doesn't occur (terms 1, 2, 4, 5)
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (terms 3, 6)
- inform the ECT following progress reviews of their progress against the relevant standards and share records with the ECT, Headteacher and Appropriate Body via ECT Manager
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment form and invite the ECT to add their own comments
- ensure that the ECT is observed at least twice a term and feedback provided
- Ensure 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 an ECT appears to be having difficulties
- make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.

5.3 The Headteacher

5.3.1 The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- Check that the ECT has been awarded QTS.
- Clarify whether the teacher needs to serve an induction period or is exempt.
- Notify (in collaboration with the Induction Tutor) the Appropriate Body (OneCornwall SWIFT AB) and DfE when an ECT is taking up a post in which they will be undertaking induction.
- Meet the requirements of a suitable post for induction as defined by the DfE statutory Induction Guidance document.

- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively. This training is run by SWIFT as part of the appropriate body package.
- Ensure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively. This training is run by National Institute of Teaching & SWIFT.
- Ensure an appropriate ECTE based induction is in place. THSP schools are engaging in the Full Induction programme (FIP) through accredited provider National Institute of Teaching and the South West Institute For Teaching (SWIFT).
- Ensure the ECT's progress is reviewed regularly, including through at least half termly observations and feedback of their teaching.
- Ensure that termly progress reviews (terms 1, 2, 4, 5) and yearly formal assessments are carried out and reports completed on ECT manager.
- Maintain and retain accurate records of employment that will count towards the induction period.
- Make the Local Governing Committee 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 relevant standards is satisfactory.
- Participate appropriately in the Appropriate Body's quality assurance procedures.
- Retain all relevant documentation, evidence and forms on file for six years.

5.3.2 There may also be circumstances where the Head teacher should:

- 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 relevant standards.
- Notify the Appropriate Body as soon as absences total 30 days or more
- periodically inform the Local Governing Committee about the school's induction arrangements.
- Advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- Provide interim assessment reports for staff moving in between formal assessment periods.
- Notify the Appropriate Body when an ECT serving induction leaves the institution.

5.4 The Harbour Education Support Services

- Should ensure compliance with the Statutory Guidance for ECT Induction.
- Should be satisfied that the institution has the capacity to support the ECT.
- Should ensure the Headteacher 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 school's agreed grievance procedures.
- Can seek guidance from SWIFT Appropriate Body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process.
- Can request general reports on the progress of an ECT on a termly basis.

5.5 The ECT Induction Mentor will

- 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 ensure the ECT receives a high-quality ECTE 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.
- Attend SWIFT/National Institute of Teaching training.

6. MONITORING SUPPORT AND ASSESSMENT OF ECT PERFORMANCE

- 6.1 ECTs will be assessed formally at the end of their first year (term 3) and at the end of their final term (term 6) to show how they are performing against the relevant standards. These formal assessments will be carried out by the Induction Tutor and will be informed by clear and transparent evidence gathered from across the two-year induction programme. In this meeting, the induction tutor will review objectives and revise them in relation to the relevant standards and the current ECT's needs and strengths. Copies of all lesson observations will be provided to the ECT and the appropriate body. ECTs will have an opportunity to add their own comments, and the formal assessment report will be signed by the Headteacher, induction tutor and ECT.
- 6.2 On completion of the final formal assessment report at the end of term 6, the Headteacher will recommend to the appropriate body as to whether the ECT's performance is satisfactory against the relevant standards.
- 6.3 In the event, that the ECT leaves their post after completing one term or more but before the next assessment point, the induction tutor should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

7. AT RISK PROCEDURES

- 7.1 If it becomes clear at any point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:
- The ECT will be informed of the concern.
 - Areas in which improvement is needed are identified.
 - Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
 - A school-based support plan is put in place immediately to help the ECT improve their performance. This should be shared with the Appropriate Body for them to review and provide additional support. A template and exemplar are provided on ECT Manager to support this process.
 - The ECT should be given every opportunity to improve their performance.
 - The support plan will be reviewed regularly, with a summative assessment of progress after a 6-week period. If the ECT has made satisfactory progress and are on track to achieve the expected teaching standards, no further plan is needed. If an ECT is not demonstrating adequate progress and becomes a cause for concern, the Appropriate Body will then be involved in supporting the school and ECT with a further support plan with the aim of achieving rapid progress, providing evidence of being on track towards the teaching standards.

- 7.2 If the concerns about the ECT's progress are very serious, it may be necessary to instigate formal capability proceedings in line with Trust's Capability Policy. An outcome of which could be dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the Appropriate Body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body whether or not the ECT has failed to satisfactorily complete induction.
- 7.3 ECTs will continue to follow the ECT induction programme for the duration of their two-year induction period. After this time, the Trust appraisal policy will be the mechanism for reviewing the performance of ECTs. Pay progression will continue to be related to the successful completion of the ECT induction period and no ECT will be disadvantaged by not being covered by the appraisal policy.
- 7.4 It is expected that an ECT will progress through the main pay progression scale, even when there is evidence that the ECT is not making satisfactory progress towards meeting all teaching standards at the most recent point of assessment. This includes situations where a personalised support plan is in place. Exceptions to this would be included in the Trust's capability policy.
- 7.5 If the concerns about the ECT's progress are very serious, it may be necessary to instigate formal capability proceedings in line with the Trust's Capability Policy, which may lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the Appropriate Body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body whether or not the ECT has failed to satisfactorily complete induction.

8. LEAVING OR JOINING PART WAY THROUGH INDUCTION

- 8.1 If an ECT joining the academy is part way through their induction period and has carried out part of their induction at another institution, the Head of School will contact the ECT's previous appropriate body to:
- Obtain copies of any progress review records or assessment reports.
 - Establish how much induction time remains to be served.
 - If, because of any progress reviews, it is established that any concerns have been raised about the ECT's progress by previous employer(s), the Head of School/Induction Tutor will alert the Appropriate Body.
 - If an ECT is due to leave a post with us after completing one term or more, but before the next formal assessment or the final assessment at the end of the induction period would have been carried out, then the Induction Tutor will complete an interim assessment before they leave in order to ensure that their progress since the last assessment is captured. This will include any concerns about progress which may have arisen due to absence.
 - If the induction period is extended by the Appropriate Body after completion, and the ECT leaves before completing the extension, the Induction Tutor/Head of School will complete an interim assessment.
 - The Head of School / Induction Tutor will notify the appropriate body that the ECT has left before completing induction, or if the induction period is extended and the ECT leaves before completing the extension.

9. ABSENCES DURING THE INDUCTION PERIOD

- 9.1 If an ECT is absent during induction for a period of 30 days or more per year of induction or equivalent for part-time teacher, the Headteacher / Induction Tutor will notify the appropriate body as soon as the absences total this number.
- 9.2 The induction period will automatically be extended by the same number of total aggregate days of absence, if this extension can be served in the same setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting. This does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice before deciding.
- 9.3 If the ECT chooses to extend the induction period, this request will be granted, and their performance will be assessed against the Teachers' Standards. Further details relating to absence can be found in the Trust's Sickness Absence Policy.
- 9.4 This policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the ECT policy. All proposed changes to this policy would be made following approval from the committee.