



Nurturing to Learn

ECT INDUCTION POLICY

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Rationale

All qualified teachers who are employed within Elms School must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the relevant standards.

The induction programme in operation at all schools within KsENT schools supports each Early Career Teacher (ECT) to demonstrate that their performance against the relevant standards is satisfactory by the end of the period and by equipping them with the tools to be an effective and successful teacher. The programme is structured but flexible so that it can respond to individual development needs and provides appropriate guidance, support and training, which will enable each ECT to form a secure foundation for a successful teaching career.

Aim

The aim of the policy is to support and guide each ECT in their first year of teaching by making a significant contribution to their professional and personal development. The programme aims to

- Ensure the ECT is given access to the Early Career Framework and that this underpins their Induction. For all ECTs at Elms School, access to this framework is provided by the Thames Gateway TSH through the Full Induction Programme offered by Education Development Trust
- Be flexible and appropriate to the needs of the individual ECT's ;
- Help ECT's to become fully integrated into their academy as a whole;
- Help ECT's to understand their responsibilities as part of the teaching profession;
- Provide ECT's with the opportunity to observe good practice and to reflect on their own teaching practice with their ECT Mentor & Induction Tutor;
- Allow opportunities for them to identify areas for development;
- Enable ECT's to perform satisfactorily against the relevant standards;
- Provide a foundation for ECT's to develop professionally in the long-term.

Statutory Requirements

In line with the DfE guidance, Elms School will:

- Identify a person, with Qualified Teacher Status (QTS), to act as an ECTs' Mentor and/or Induction Tutor, giving the persons sufficient time to carry out the role effectively and meet the needs of the ECT ;
- Ensure that each ECT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers to enable them to undertake the activities in their induction programme during year 1 of their Induction and a reduction of 5% in year 2 of their Induction. This is in addition to the planning, preparation and assessment time (PPA) that all teachers receive;
- Structured visits to the school prior to ECT taking up the appointment with time to discuss developments needed and how they will be assisted in making these
- Provide help and guidance from the Induction Tutor who holds qualified teacher status, who is adequately prepared for the role, committed to ongoing training and will coordinate the induction programme.

- Regular meetings over 2 years with a mentor who will coach and support the ECT in their professional development and, as needed, meeting with subject coordinators, SENCo, DSLs, etc
- Facilitate each ECT's observation of experienced teachers where good practice has been identified;
- Keep each ECT up to date on their progress - so that there are no surprises.

Roles and responsibilities

The Governing Body

The Governing Body will be fully aware of the law 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, as to whether the school currently has the capacity to fulfil all its obligations. The Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the Head Teacher's Governor's Report and/or direct contact with the ECT Induction Tutor in school.

The school's current Induction Tutor is Michelle Brayford.

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 and mentor 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 (see para 1.8);
- 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; and
- retain copies of all assessment reports.
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The mentor (or the induction tutor if carrying out this role) 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; and
- take prompt, appropriate action if an ECT appears to be having difficulties.
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The induction tutor (or the deputy head/headteacher 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, headteacher 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; and
- 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 Head Teacher at Elms School plays 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 Tutor, the Head Teacher will also observe each ECT, through 'drop-ins,' at least once each term. Statutory responsibilities are:

- Ensuring an appropriate induction programme and support are in place
- Recommending to the appropriate body (Thames Gateway Teaching School) whether an ECT has met the requirements for satisfactory completion of the induction period.
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The headteacher and the appropriate body, is 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;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- 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; and retain all relevant documentation/evidence/forms on file for six years.

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There may also be circumstances where the headteacher and/or induction tutor 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;
- periodically inform the governing body about the institution's induction arrangements;
- 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; and
- notify the appropriate body when an ECT serving induction leaves the institution.

ECT's at risk of failing ECT Induction

If an ECT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- Inform the ECT of the concern and identify where they need to improve their practice;
- Ensure that additional monitoring and support measures are put in place immediately;
- Set appropriate objectives to guide the ECT towards satisfactory performance against the relevant standards;
- Put an effective support programme in place to help the ECT improve their performance;
- Give the ECT every opportunity to improve their performance;
- In consultation with the headteacher, inform the Appropriate Body that there is a concern.

Addressing ECT concerns

If an ECT has any concerns about their ECT induction, these should be raised with their Induction Tutor in the first instance and escalated to the Headteacher if necessary. If a resolution cannot be found the

ECT should follow the school's grievance procedure and may also seek advice from the named contact at the Appropriate Body.

Appendix 1



Appropriate Body Handbook

**FOR ECTs, MENTORS, INDUCTION
TUTORS & HEADTEACHERS**

2021/22

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Section 1 - Introduction and Key Information

Welcome to ECT Induction with Thames Gateway Teaching School Hub Appropriate Body!

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.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the Teachers' Standards. From September 2021, all Early Career Teacher (ECT) induction programmes must be underpinned by the Early Career Framework.

The programme should support the ECT in demonstrating that their performance against the Teachers' Standards is satisfactory by the end of the induction period and equip them with the tools to be an effective and successful teacher. The decision about whether an ECT's performance against the Teachers' Standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can reasonably be expected of an ECT by the end of their induction period within the framework set out by the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.

Key Information Appropriate Body: **Thames Gateway Teaching School Hub**

Email: **enquiries@tgtsh.org.uk**

Telephone: **01634412265**

Appropriate Body Lead: **Jodie Byham**

Appropriate Body Administration Support: **Sarah Smith**

ECT Manager Website: **<http://www.ectmanager.com/appropriate-bodies>**

Section 2 - 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; and retain copies of all assessment reports.

Headteachers

The Headteacher 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;
- agree, in advance of the ECT starting the induction programme, which body will act as the Appropriate Body;
- 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; and retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Headteacher 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 Teachers' Standards;
- notify the Appropriate Body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- 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 years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for ECTs moving in between formal assessment periods; and
- notify the Appropriate Body when an ECT serving induction leaves the institution. In addition to the above, Headteachers of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Induction Tutors

The Induction Tutor (or Headteacher 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, Headteacher 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; and

- 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 (or the Induction Tutor if carrying out this role) 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 of subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

Appropriate Bodies

The Appropriate Body has the main quality assurance role within the induction process. Through quality assurance, the Appropriate Body should assure itself that:

- Headteachers (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, designated induction tutor and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- the Appropriate Body should, on a regular basis, consult with Headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.
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The Appropriate Body is expected to take steps to ensure that:

- headteachers have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors have the ability and sufficient time to carry out their role effectively;
- mentors have the ability and sufficient time to carry out their role effectively;
- headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;

- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the Headteacher has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the Appropriate Body with whom to raise concerns;
- FE institutions are supported in finding schools for ECTs to spend ten days teaching children of a compulsory school age in a school;
- ECTs' records and assessment reports are maintained;
- 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.
- agreement is reached with the ECT and the Headteacher is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- Agreement is reached with the ECT and the Headteacher is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two years and has met the necessary requirements to reduce induction;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing. The Appropriate Body should also (as local capacity, resources and agreements allow):
- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the Headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors and mentors.

The Governing Body:

- should ensure compliance with the requirement to have regard to this guidance;
- 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 institution's agreed 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; and
- can request general reports on the progress of an ECT.

Teaching Regulation Agency

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- hearing appeals; and
- ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

Section 3 - A Suitable Post for Induction and the Induction Period

A Suitable Post for Induction

In order for the ECT to serve induction the Headteacher and Appropriate Body must first agree that the post is suitable for this purpose. The Headteacher of the institution in which an ECT is serving an induction period, and the Appropriate Body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards.

In particular a suitable post is expected to:

- have a Headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an Appropriate Body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor who is expected to hold QTS
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition, the Governing Body must be satisfied that the institution has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities.

Determining the length of the induction period

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years (this usually consists of six school terms, divided into two periods each consisting of three school terms). The Appropriate Body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector. In some exceptional circumstances the length of an induction period may be reduced.

Minimum period of continuous employment that can count towards induction

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term.

Length of the induction period for an ECT who works part-time

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years. Therefore an ECT working part-time as a 0.5 FTE will need to serve induction for four school years. It is for the school and Appropriate Body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern. In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction reduced. ECTs may only serve one induction period. An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction 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); or
- a reduced period of a minimum of one term (as agreed with the Appropriate Body) based on previous teaching experience; or
- a reduced period of induction for part-time teachers covering but not equivalent to two school years (as agreed with the Appropriate Body); or
- an extension to that period, as a consequence of absences occurring during the period; or an extension following a decision by the Appropriate Body or the Appeals Body.
- The Appropriate Body makes the final decision as to whether or not an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headteacher.
- Within 20 working days of receiving the Headteacher's recommendation, the Appropriate Body must decide whether the ECT:
 - has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
 - requires an extension of the induction period; or
 - has failed to satisfactorily complete the induction period.

In making this decision the Appropriate Body must take into account the Headteacher's recommendation and all available evidence including any written representations from the ECT. The Appropriate Body must, within three working days of making the decision, make written notification of the decision to: the ECT; the Headteacher (in whose institution the ECT was working at the end of their induction); and the employer. They must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

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 against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory. An ECT working in a relevant school 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. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Raising concerns

An 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 named contact at the Appropriate Body who should, as soon as possible, investigate the issues raised

Section 3 - Appointment of an Induction Tutor and Mentor

Appointment of an Induction Tutor

The Headteacher should identify a person to act as the ECT's Induction Tutor, to provide regular monitoring and support, and coordination of assessment. The Induction Tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the Induction Tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The Induction Tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the Headteacher to be the Induction Tutor. The Induction Tutor is a separate role to that of the Mentor.

Appointment of a Mentor

The Headteacher should identify a person to act as the ECT's Mentor, to provide regular mentoring. The mentor must hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate. The Mentor and the Induction Tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the Headteacher to designate a single teacher to fulfill both roles, which may be the Headteacher themselves. Where this is the case the Headteacher should ensure that the Induction Tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

Section 4 - Monitoring, Assessment, Timetabling and Observing

Monitoring, support and assessment during induction

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs).

This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ("learn that") statements and practice ("learn how to") statements;
- regular one-to-one mentoring sessions from a designated Mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated Induction Tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the Induction Tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

Reduced timetable

The Headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

Suggested uses of ECT time:

- Meetings with mentor
- Meetings with other staff with key responsibilities e.g. SENCO
- Joint planning
- Observing other teachers teaching
- ECF-based training activities
- Compiling evidence against the Teachers' Standards

Observation of the ECT's teaching practice

An ECT's teaching is expected to 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, Mentor or another suitable person who holds QTS from inside or outside the institution. Induction Tutors should observe the ECT at least once during the first assessment period.

As a minimum, the ECT should be formally observed teaching a minimum of once per half term, so at least 12 times during their induction period. The ECT and the observer should meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance.

Feedback from the observation should be provided in a prompt manner and is constructive, with a brief written record made on each occasion. Any written record should indicate where any development needs have been identified.

Observing other teachers

ECTs should use some of their ECT induction time to observe experienced teachers either in their own school or in other schools where effective practice has been identified. The Induction Tutor or Mentor should advise the ECT on who to observe and the ECT should make the arrangements to carry out the observations. The observations should have a focus which is informed by the ECT's areas for development identified from progress reviews or formal assessments. The ECT should make notes about what they have learnt from these observations and share these with their Mentor during their mentor meetings.

Section 6 - Progress Reviews, Formal Assessments and Interim Assessments

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 comes to their formal assessment. ECTs are not expected to create evidence specifically to inform a progress review but are expected to engage with the process and provide copies of the existing evidence as agreed with the Induction Tutor. Progress reviews will be recorded by the Induction Tutor using the progress review template on ECT Manager

The Induction Tutor will be expected to record whether the ECT is on track to successfully complete induction in terms of making satisfactory progress against the Teachers' Standards, briefly summarising evidence collected by the Induction Tutor and stating the agreed development targets. Where the Induction Tutor believes the ECT is not making satisfactory progress it is expected they outline the support plan they have put in place to assist the ECT in getting back on track.

Both the Induction Tutor and ECT will be expected to sign off the progress review (with the ECT being able to add comments if they wish) and will have access to the review for their own records. It is recommended that copies are supplied to the Mentor and where an ECT is not on track to the Headteacher also. The Appropriate Body will monitor progress reviews submitted on ECT Manager to identify any ECTs that may be a cause for concern.

Formal Assessments

ECTs should have formal assessments carried out by the Induction Tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Evidence used in assessments must be clear and transparent and drawn from the ECT's work as a teacher during their induction. There is no need for the ECT to create anything new for the formal assessment, they should draw evidence from existing documents and working documents. Judgements made during the induction period should relate directly to the Teachers' Standards and not be made against the ECF. ECTs should be kept up to date on their progress. There should be nothing unexpected.

Formal assessment reports should be completed for both formal assessments using the formal assessment template on ECT Manager. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment. The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher's recommendation to the Appropriate Body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form. The Induction Tutor, ECT and Headteacher will be expected to sign off formal assessments (with the ECT being able to add comments if they wish) and will have access to the assessment for their own records; it is recommended that copies are supplied to the Mentor also. The Appropriate Body will monitor formal assessments submitted on ECT Manager to identify any ECTs that may be a cause for concern.

Interim Assessments

When an ECT leaves a post after completing more than one term in an institution but before the next formal assessment would be required, the Induction Tutor or Headteacher should complete an interim assessment. This should take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

ECT Manager

Thames Gateway Appropriate Body uses an online system (ECT Manager) to manage the completion and submission of all progress reviews, formal assessments and interim assessments.

TGTSH will advise schools of the deadlines for submission of Progress Reviews and Formal Assessments during the year. ECT Manager will also send a series of reminders to the relevant users in the lead up to these deadlines.

Any issues encountered whilst using ECT Manager can be resolved by contacting Sarah Smith (sarh.smith@tgtsh.org.uk).

Questions relating to the content of reports or circumstances specific to an individual ECT should be directed to Jodie Byham (jodie.byham@tgtsh.org.uk).

Section 6- Unsatisfactory Progress

The vast majority of ECTs will complete the induction period satisfactorily. Nevertheless, some ECTs will, at some stage of their induction support programme, feel that they are not making satisfactory progress, and some will be judged by others to be in this situation. If this occurs, early action should be taken in order to support and advise the ECT to make any necessary improvements.

Action in the event of concern

All ECTs should benefit from observations, progress reviews and formal assessment meetings. However, the headteacher should ensure that procedures are in place in the school to give early warning of any difficulties experienced by the ECT progress towards the Teachers' Standards. If it becomes apparent that the ECT is not making satisfactory progress, this should result in an immediate stepping up of support systems. These may, for example, include setting more specific or shorter-term objectives, closer monitoring and recording of progress. Concerns should be communicated quickly to all those with responsibilities in the induction process, including the ECT and the school's chosen Appropriate Body.

It is especially important that the ECT is aware of the area(s) in which he/she needs to improve practice, and are advised and supported in doing so. There will be a need for additional meetings at agreed intervals to monitor progress. Action should not be delayed until a formal assessment (end of year 1) has taken place.

As soon as there is concern about the ECT's progress identified at a Progress Review, both the headteacher and the Appropriate Body should assure themselves that:

- (i) their assessment of performance is well founded and accurate;
- (ii) areas in which improvement is needed have been correctly identified;
- (iii) appropriate objectives have been set to guide the ECT towards meeting the Standards;
- (iv) a relevant support programme is in place to help you to meet these objectives.

Please note: Where the induction tutor is not the headteacher, the head should observe the teaching of any ECT considered not to be making satisfactory progress, and review the available evidence. When the induction tutor is the headteacher, the head should ensure that a third party reviews the evidence and observes the ECT.

At the next Progress Review, if there are still concerns about the ECT's progress, the Tutor & Headteacher should complete the relevant assessment form and send it to the relevant Appropriate Body, indicating that at the current rate of progress the ECT is at risk of not completing his/her induction satisfactorily.

In addition to comments on progress, the report should, in these circumstances, include brief details of: identified weaknesses; agreed objectives set in relation to the requirements for the satisfactory completion of induction; planned support; the evidence used to inform the judgement.

The Tutor & Headteacher should explain to the ECT the consequences of failure to complete the induction period satisfactorily (which is that the ECT will be unable to teach at all in any LA maintained school). A copy of the assessment form, setting out the Standards against which progress is unsatisfactory, development objectives and planned support, should be attached to this notification, and a copy of the notification should be forwarded to the chosen Appropriate Body.

Continued Unsatisfactory Progress (*after an assessment point/ progress review*)

The vast majority of ECTs make satisfactory progress during their induction period. However some may experience difficulties, at different stages of their induction, which could put them at risk of not meeting the Standards. It is important that ECTs in these circumstances receive prompt and appropriate support to enable them to make the necessary improvements.

An ECT is not required to have fully met the Teachers' Standards until the end of the induction period.

At all assessment points it is the progress towards satisfactory completion of induction that is being assessed. The overall judgement is formed over six terms and it is important to appreciate that unsatisfactory progress at one stage of the induction period will not inevitably lead to unsuccessful completion of induction.

If the school indicates in a Progress Review or Formal Assessment that current progress suggests that he/she may not be able to meet the requirements for the satisfactory completion of the induction period, it is strongly recommended that the Headteacher put in writing, to the ECT, that they are at risk of not meeting the Standards and the implications of failing to meet the requirements at the end of the induction period. It is also necessary for the Headteacher to observe any ECT deemed at risk of failing. If the Headteacher is also the Induction Tutor, a third party will need to provide an additional perspective on the ECT's performance.

In cases of unsatisfactory progress a more intensive programme of support and monitoring must be put in place to give every opportunity for the ECT to improve their performance and go on to meet the Standards. Experience has also shown that it is important for those who are managing the process in school to:

- Make sure the areas of weakness are made very clear to the ECT to avoid misunderstanding or lack of awareness of the aspects of practice which need improvement.
- Link development areas to specific Teachers' Standards (eg TS 7 Manage behaviour effectively to ensure a good and safe learning environment) with reference to the particular aspects to improve (eg have higher expectations of behaviour, establish clear routines and apply consistently).
- Provide evidence to support clear and unambiguous judgements against the Teachers' Standards.
- Ensure that the Appropriate Body's Co-ordinator for ECT Induction is made aware of any concerns, as soon as possible, so that suitable support and advice can be provided as quickly as possible. Ensure that the roles and responsibilities within the process are clear and understood by all those involved.
- Arrange for a third party to review the evidence and observe the ECT (eg an experienced teacher in the school).
- Be very specific in the Action Plan about the actions that will be taken to support the ECT's progress and ensure that these happen.
- Ensure that additional monitoring is appropriately balanced by increased support.
- Keep dated and signed records of any observations, any advice and support given, and the outcomes of any meetings (including progress reviews).

- Be positive and encouraging, but at the same time make sure that the ECT understands the implications of continued unsatisfactory progress.
- Refer to section 4 of [Induction for Early Career Teachers](#) (England): Statutory Guidance for Appropriate Bodies, LAs, School Leaders, School Staff and Governing Bodies (2013)
- Reinforce with the ECT that whilst the school will support and guide their progress, the ECT must also take responsibility for the induction programme and should view it positively.
- Advise the ECT to make contact with their Union representative as an additional source of advice.
- Check that the Headteacher has communicated, in writing, that the ECT is at risk of not meeting the Teachers' Standards.

Failure to complete induction satisfactorily - employment consequences

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school or non-maintained special school. The employer of an ECT who has failed induction must dismiss the ECT within ten working days from the date when the ECT gives notice that they do not intend to exercise their right to appeal, or from the date when the time limit of 20 working days for appeal expired without an appeal being brought. If an ECT has failed their induction, and is appealing, the employer may dismiss them at that point or the employer may continue to employ the NQT pending the outcome of the appeal.

If the employer continues to employ an ECT who has failed induction pending the outcome of their appeal, the employer is required to restrict the ECT's duties: they must not take responsibility for a class or teach a subject to a group of children who are not also taught that subject by another qualified and experienced teacher at the school. It is a legal requirement that the ECT carries out only these restricted duties pending the outcome of their appeal (pursuant to regulation 18 of the Education (Induction Arrangements for School Teachers) . If the ECT's appeal is heard, and fails, the employer should dismiss that ECT within ten working days of being told of the outcome of the hearing. Appeals If the ECT chooses to appeal against an extension or against a decision they can do so to the Teacher Regulation Agency which acts on behalf of the Secretary of State.

Further details can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf

