



MAYFIELD GRAMMAR SCHOOL
GRAVESEND

EARLY CAREER TEACHER (ECT)
INDUCTION POLICY

(For Early Career Teachers starting their Induction on or after 1st September 2021)

Approved by:

Last reviewed on:

September 2022

Next review due by:

September 2023

Contents

1. Aims	1
2. Legislation and statutory guidance	1
3. The ECT induction programme	1
4. Roles and responsibilities	4
5. Reviewing arrangements	7
6. Links with other policies	7

1. AIMS

The school aims to:

- Run an ECT Induction Programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1st September 2021.
- Provide ECTs with a supportive environment that develops and equips them with the tools to be effective and successful teachers.
- Ensure all staff understand their role in the ECT Induction Programme.

2. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1st 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](#).

3. THE ECT INDUCTION PROGRAMME

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Headteacher and appropriate body (The Education People, Kent ECT Team) must agree that the post is suitable.

For a full-time ECT, the induction period will last for 2 academic years. Part-time ECTs will serve a full-time equivalent. The length of induction for part-time ECTs will be agreed upon consultation with the school's Appropriate Body (The Education People, Kent ECT Team).

The programme is quality assured by The Education People (Kent ECT Team), the school's appropriate body.

3.1 Induction support

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed Induction Tutor, who will have qualified teacher status (QTS).
- Have an appointed Induction Mentor, who will have qualified teacher status (QTS) and at least 2 years teaching experience.
- Have a reduced timetable to allow them to undertake activities in their Induction Programme. In their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range. In their second year, this will be no more than 90% of the timetable of our existing teachers on the main pay range.
- Regularly teach the same classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not normally teach outside the age range and/or subjects they have been employed to teach without prior consultation and agreement.

3.2 How does the school support ECTs

The school will support ECTs with:

- A designated Induction Tutor, who will provide day-to-day monitoring and support, co-ordinate their assessments and provide a programme of ECF training across the two years of induction.
- A designated Induction Mentor, who will provide regular structured mentoring sessions and targeted coaching feedback to support the ECF based training.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their Induction Tutor will review objectives and revise them in relation to the relevant teaching standards and their current needs and strengths.
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice.

3.3 Formal assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (Term 6) and the final term of their second year (Term 6). These will be carried out by the ECT's Induction Tutor. The school will agree with the ECT when this assessment date will be and will give a notice period of 2 weeks.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from the school's induction programme. The assessment will use evidence gathered from the ECT's work as a teacher and the school's induction programme during the preceding assessment period and may require input from other colleagues as appropriate. Any judgements made will relate to the Teachers' Standards.

Copies of the evidence used to determine the level of performance will be provided to the ECT and the appropriate body (The Education People, Kent ECT Team).

The ECT will be given the opportunity to add their own comments. The formal assessment report will be signed by the Headteacher, Induction Tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body (The Education People, Kent ECT Team). The final assessment report, in Year 2, will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the Induction Tutor or Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

If an ECT is absent during induction for a period of 30 days or more per year of induction or equivalent for a part-time teacher, the Induction Tutor will notify the appropriate body as soon as the absences total this number. The induction period will automatically be extended by the same number of total aggregate days of absence, as long as 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.

3.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making the minimum expected progress set out in the Kent Grading Criteria against the Teachers' Standards, additional monitoring and support measures will be put in place for the start of the next term. Specifically the Induction Tutor, Induction Mentor and the ECT will agree:

- The areas within which improvement is needed are clearly identified.
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
- An effective support programme is put in place to help the ECT improve their performance.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the Induction Tutor or Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Further information regarding the process set out by our appropriate body, The Kent ECT Team, can be found in forms named 'The Cause for Concern Procedures' (F1 and F2).

3.5 Pay progression

Pay progression upon completion of Year one of the ECT programme is at the discretion of the Headteacher. The end of year one ECT formal assessment report and review against the Teacher Standards will be used to inform any pay decisions. At the end of Year two the same process will apply.

Any teacher who works part time during the ECT Induction programme will still be eligible for pay progression at the end of year one (subject to the review of the ECT formal assessment report). However, pay progression at the end of Year two will be dependent on completion of the required teaching hours across the full two year ECT Induction programme. Any individual concerns should be discussed with the school's ECT Induction Tutor.

4. ROLES AND RESPONSIBILITIES

4.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with the school's Induction Tutor at the start of the programme to discuss and agree priorities, based on the targets sets during their Initial Teacher Training and keep these under review.
- Agree with the school's Induction Tutor how best to use their reduced timetable allowance and regularly engagement with their ECF-based induction.
- Provide evidence of their progress against the relevant standards.
- Attend weekly timetabled Induction Mentor and Induction Tutor meetings.
- Participate fully in the self-directed and school delivered ECT Induction training programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during the period of induction.
- Keep copies of all assessment reports.

If the ECT has any concerns, they will:

- Raise these with their Induction Tutor at the earliest opportunity.
- Consult with the named contact at the appropriate body (The Education People, Kent ECT Team) at an early stage if there are difficulties in resolving a concern with their Induction Tutor or with the school.

4.2 Role of the Headteacher

The Headteacher will ensure, in consultation with the Induction Tutor:

- The ECT has been awarded QTS and whether they need to serve an induction period.
- It is agreed, in advance of the ECT starting, who will act as the appropriate body.
- The appropriate body is notified when an ECT is taking up a post and undertaking induction.
- The ECT's post is suitable according to statutory guidance (see section 3.1 above).

- The Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure the Induction Mentor is appropriately trained and has sufficient time to carry out their role effectively.
- The ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- That formal assessments are carried out and reports completed and sent to the appropriate body.
- An appropriate ECF-based induction programme is in place.
- That the school maintains and holds on file accurate records of employment that will count towards the induction period.
- That any concerns raised by an ECT as part of the school's grievance procedures are investigated.
- A recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory.
- That the school participates in the appropriate body's quality assurance procedures of induction programmes.
- That the Induction Tutor briefs the Governors (Curriculum and Staffing Committee) on the ECT Framework and Induction Programme and where appropriate, the progress of any ECTs at the school.
- All relevant documentation, evidence and forms are held securely on staff files.

4.3 Role of the Induction Tutor

The Induction Tutor will:

- Provide guidance and effective support to the ECT (with the Kent ECT team where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the induction period, coordinating input from the Induction Mentor and other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment does not take place.
- Inform the ECT following each progress review of their progress against the relevant standards, and share records with the ECT, Induction Mentor, Headteacher and Kent ECT team.
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Make sure that the ECT's teaching is observed and feedback is provided once a term by the Induction Tutor and the Induction Mentor.
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the ECT appears to be having difficulties.

- Lead and quality assure the ECF based training, to ensure that it enables the ECT to understand and apply the knowledge and skills set out in the ECF evidence statements and practice.
- To direct and support Mrs Balbir Atwal in the coaching opportunities that she provides each ECT throughout their induction period.

4.4 Role of the Induction Mentor

The 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 make sure the ECT receives a high-quality ECF-based programme.
- Provide, or arrange, effective support which should include subject-specific and phase specific, coaching and/or mentoring.
- Act promptly and appropriately if the ECT appears to be having difficulties in line with the school's ECT Induction procedures.
- Provide regular updates regarding the ECT's progress to the Induction Tutor.

4.5 Role of the governing body

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.

5. REVIEWING ARRANGEMENTS

This policy, the ECT Induction procedures and arrangements for delivering the ECF based training will be reviewed accordingly by the Induction Tutor.

6. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Appraisal Policy (for staff who support the ECT Induction)
- Safer Recruitment Policy
- Pay Policy
- Child Protection and Safeguarding Policy
- Staff and Student Code of Conduct Policy