

**INDUCTION OF EARLY CAREERS TEACHERS POLICY****NEW POLICY: May 2022****Status: Statutory**Based on: **Induction for early career teachers (England)****Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies, revised March 2021, to come into force on 1<sup>st</sup> September 2021****What legislation does this guidance refer to?**

- Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.

**Key points**

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions (see Annex A).
- Early Career Framework (ECF) based training is expected to be embedded as
- a central aspect of induction; it is not an additional training programme.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

**New information since previous policies**

This guidance has been significantly updated since the previous version (issued April 2018). The following key changes have been made:

- The term early career teacher (ECT) replaces newly qualified teacher (NQT).
- The standard length of induction has been increased from one school year to two school years
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction
- Schools are expected to deliver an induction period that is underpinned by the. Appropriate Bodies, who will have a role in checking that an ECF-based induction programme is in place
- The role of the mentor has been introduced. The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor.
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years.
- The number of ad-hoc absences permitted has been extended, in line with the extended length of induction.

**Main points for ECTS at Harlington**

All ECTs are expected to write lesson plans as part of their training. This is to enable them to plan for the pupils and fulfil their duties as a teacher in training. Lesson plans should be on the school ECT proforma. Lesson plans need to be sent via email to mentors at least 3 working days in advance to allow mentors to advise ECTs of any changes necessary to ensure good progress of pupils.

The training sessions must be attended and actions from the training implemented in lesson plans. Lesson plans are the main evidence of ECT progress.

**Purpose of Induction**

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 Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the early career teacher 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.

**The relevant standards**

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should consider the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

**Requirement to complete an induction period**

Subject to the exemption (person who was already a qualified teacher on 7 May 1999. A qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and this guidance. While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period.

**Checking a teacher is eligible to start an induction period**

Before the ECT takes up post the headteacher/principal must undertake pre-employment checks, which must be verified by the appropriate body upon registration

**Qualified teacher status**

An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers/principals and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS.

**Start date for induction**

The start date for induction will be determined by the appropriate body and should be agreed in advance with the headteacher/principal and ECT.

The start date for induction should be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts.

**A suitable post for induction**

In order for the ECT to serve induction the headteacher/principal and appropriate body must first agree that the post is suitable for this purpose. The headteacher/principal 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. A suitable post is expected to:

- Have a headteacher/principal 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 in; 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/principal is fulfilling their responsibilities.

### **Ensuring a reduced timetable**

In a relevant school, the headteacher/principal 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.

### **Determining the appropriate body**

Independent quality assurance of statutory induction, through the role of the appropriate body, is important both for ensuring that schools provide adequate support for their ECTs, and that their assessment is fair and consistent across all institutions.

### **Registering the ECT with the appropriate body**

Once an ECT has been appointed, the headteacher/principal must notify the appropriate body in advance of the ECT taking up post. Failure to do so may delay the start of the induction period.

**Named contact at the appropriate body**

At registration, the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

**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.

**Early Career Framework based training**

The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

**Appointment of an induction tutor**

The headteacher/principal 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.

**Appointment of a mentor**

The headteacher/principal should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to 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.

**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 or another suitable person from inside or outside the institution.

#### **Professional progress reviews of the ECT**

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.

It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

#### **Formal assessments**

ECTs should have formal assessments carried out by either the headteacher/principal or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as 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). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

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. 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/principal'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 report.

#### **Raising concerns**

An ECT is normally expected to 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.

#### **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, based on a school year of three terms);
- 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 may occur.

**All special circumstances shall be viewed in accordance with the statutory guidance.**

### **Unsatisfactory progress and appeals**

#### **Putting in place additional monitoring and support**

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher/principal and the appropriate body should be satisfied that:

- Areas in which improvement is needed have been correctly identified;
- Appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- An effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

#### **Action if performance is still unsatisfactory**

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- The identified weaknesses;
- The agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- Details of additional monitoring and support put in place;
- The evidence used to inform the judgement; and
- Details of the improvement plan for the next assessment period.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

### **Action in the event of serious capability problems**

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

### **Making an appeal against a decision by the appropriate body**

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

Further guidance about the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>

## **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 (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.

### **Headteachers and principals**

The headteacher/principal 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/principal 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.

### **Induction tutors**

The induction tutor (or the headteacher/principal 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 or subject specific mentoring and coaching; and
- Take prompt, appropriate action if an ECT appears to be having difficulties.

### **The governing body**

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/principal 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