



**THIS POLICY COVERS ALL ACADEMIES/SCHOOLS WITHIN
ARDEN MULTI-ACADEMY TRUST**

Name of Policy	Early Career Teacher (ECT) Induction Policy	
Lead	Martin Murphy, Chief Executive Officer	
Governor Committee	Business & Personnel Committee	
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Reviewed		



Aim of the policy

The AMAT offers induction to early career teachers (ECTs). This policy sets out how we aim to run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021, and to ensure that all staff understand their role in the ECT induction programme.

The AMAT aims to provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'teaching standards' referred to below are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

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 Associate Headteacher and Executive Headteacher must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by the Trust Board.

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the teaching 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 QTS;
- 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, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range;
- Regularly teach the same class or classes;

- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts;
- Be supported by a whole school behaviour system and will receive training on classroom management;
- Participate in a probation period, in line with the AMAT probation policy.
- Not be given additional non-teaching responsibilities without appropriate preparation and support;
- Not have unreasonable demands made upon them;
- Not normally teach outside the age range and/or subjects they have been employed to teach;
- In their second year, participate in appraisal/ performance management with the third target set, linking closely to the outcomes on their progress report at the end of Year 1.

Support for ECTS

The AMAT will support ECTs with:

- Their designated induction tutor, who will provide internal training and oversee the collation and completion of formal paperwork and additional support;
- Their designated induction mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments;
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback;
- 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 teaching standards and their current needs and strengths;
- Chances to observe experienced teachers, either within the school or at another school with effective practice.

Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by either the Associate Headteacher/Head of School or the ECT's induction tutor. The assessment dates will be agreed in advance with the ECT.

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 their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the teaching standards. The Associate Headteacher/Head of School will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the teaching standards.

The ECT will have the ability to add their own comments, and the formal assessment report will be signed by the Associate Headteacher/Head of School, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report 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 Associate Headteacher/Head of School should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured and sent to the Appropriate Body.

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 sufficient progress, additional monitoring and support measures will be put in place immediately, to ensure that:

- Areas in which improvement is needed are identified;
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the teaching 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 Associate Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

If the concerns about the ECT are very serious, the school/academy may instigate the formal capability procedure in line with the AMAT Capability Policy, which may lead to dismissal before the end of the induction period. The induction process will continue alongside the probation/ capability procedure and the school/academy will inform the appropriate body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body as to whether or not the ECT has failed to satisfactorily complete induction.

Roles and responsibilities

Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction;
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, 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 including the online training modules;
- Provide evidence of their progress against the teaching standards;
- Participate fully in the monitoring and development 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;
- Keep copies of all assessment reports.

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can;
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school/academy.

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 – including subject-specific, phase-specific, coaching and/or mentoring;
- Act promptly and appropriately if the ECT appears to be having difficulties.
- Follow the ECT training structure as provided from the training provider.

Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary);
- Carry out regular progress reviews throughout the induction period;
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate;
- Carry out progress reviews throughout the year ensuring that they do not occur in half terms where there is a formal assessment;

- Inform the ECT following progress reviews of their progress against the teaching standards, and share records with the ECT, Associate Headteacher/Head of School and appropriate body;
- 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 which is in line with the school policy;
- 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 not to be fulfilling the Teaching Standards;
- Make sure that all monitoring and record keeping is done in the least burdensome way.
- Follow the ECT training structure as provided from the training provider.

Role of the Associate Headteacher/Head of School

The Associate Headteacher/Head of School will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period;
- Agree, in advance of the ECT starting, who will act as the appropriate body;
- Notify the appropriate body when an ECT is taking up a post and undertaking induction;
- Make sure the ECT's post is suitable according to statutory guidance (see **At-risk procedures** above);
- Make sure 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;
- Make sure an appropriate ECF-based induction programme is in place;
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body;
- Maintain and keep accurate records of employment that will count towards the induction period;
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way;
- Make the governing board aware of the support arrangements in place for the ECT;
- Make a recommendation to the appropriate body on whether the ECT's performance against the teaching standards is satisfactory;

- Participate in the appropriate body's quality assurance procedures of the induction programmes;
- Keep all relevant documentation, evidence and forms on file for 6 years.
- Ensure that there are informal lesson drop-ins arranged for ECTs by members of the Senior Leadership Team or Senior staff, to support the ECTs professional development.

Role of the Multi Academy Trust/ Executive Headteacher/Director of Primary Education

The MAT/Executive Headteacher/Director of Primary Education will:

- Make sure the school/academy complies with statutory guidance on ECT induction;
- Be satisfied that the school/academy has the capacity to support the ECT;
- Make sure the Associate Headteacher/Head of School is fulfilling their responsibility to meet the requirements of a suitable induction post;
- Investigate concerns raised by the ECT as part of the school's grievance procedures;
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process;
- If it wishes, request general reports on the progress of the ECT on a termly basis.
- Provide 2 opportunities for ECT voice to be gathered/ celebration event.
- Arrange an annual meeting to evaluate the ECT provision and induction programme.

Role of the Local Governing Body and Trustees

The Local Governing Body and Trustees will:

- Receive updates on the progress of Early Career Teachers throughout the academic year.

Monitoring arrangements

This policy will be reviewed annually and approved by the AMAT Business and Personnel committee.