

Policy for the Induction of Early Career Teachers (ECT)



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Rationale

'Teachers are the foundation of the education system – there are no great schools without great teachers' (Teacher Retention and Recruitment strategy 2019). Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. The LLT induction process ensures the appropriate guidance, support and training and observations to enable our ECTs (Early Career Teachers) to form a secure foundation upon which a successful teaching career can be built.

Working with Lydiate Learning Trust

There are many benefits of joining out Trust as an ECT. These include:

- A comprehensive and structured programme of development, support, and professional dialogue, underpinned by the Early Career Framework (ECF)
- A personalised development plan.
- Support from named trained mentors and the central Trust educational support team.
- A clear career path with the potential for progression across Lydiate Learning Trust

Purpose

The LLT induction programme has been designed to meet the statutory requirement of the ECF (Early Career Framework) by creating a bridge between initial teacher training and a career in teaching. The programme will support the ECTs 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 purpose of induction includes:

- A structured and comprehensive induction programme underpinned by the [ECF](#)
- To provide support appropriate to the individual needs of the ECT
- Individualised support through high quality mentoring
- To provide ECTs with examples of outstanding classroom practice
- To help ECTs form productive relationships with all members of the school community.
- To encourage reflection on their own and observed practice.
- To provide opportunities to recognise and celebrate success.
- To act quickly to help ECTs address any areas of concern.
- To provide a foundation for longer-term professional development
- To ensure a smooth transition to prepare to help ECTs meet all the Teaching Standards.
- To provide opportunities to identify areas of development.
- 10% timetable reduction in the first year of induction and 5% timetable reduction in the second year of induction

All Lydiate Learning Trust ECTs and mentors will be enrolled on the Best Practice Network ECF programme.

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Determining the length of the induction period

From September 2021, the ECF reforms will entitle all ECT to a fully funded, two-year package of structured training and support linked to the best available research. This will apply to ECTs who start their induction on or after 1 September 2021. 'The pre-September 2021 cohort' (ECTs who, on 1 September 2021), had started but not completed their induction, have until 1 September 2023 to complete induction within three terms.

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 minimum period that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term (based on an institution that operates three terms in a school 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 of their performance. It would be very difficult to do this against all the Teachers' Standards over a period of less than one term.

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.

Extending an induction period

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (except for statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave. In these circumstances the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

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Roles and responsibilities

All staff will be informed of the policy and encouraged to participate, wherever possible, in its implementation and development to enhance the Lydiate Learning Trust's Professional Learning Community.

Governance

The Trust Board and each Academy Governing Committee (AGC) 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, whether the school currently has the capacity to fulfil all statutory obligations. The Trust Board and AGC will be kept aware and up to date about induction arrangements and the progress of ECTs through the head teacher's report and/or direct contact with the ECT coordinator in school.

The Head Teacher

Each Head Teacher in LLT 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 ECT Professional Mentor, the Head Teacher will also monitor, support, and assess the ECT during induction. Responsibilities are:

- Check that the ECT has been awarded QTS and clarify whether the teacher needs to serve an induction period or is exempt.
- 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.
- 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.

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- 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 school'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 school.

Professional Mentor

The induction tutor is responsible for the overall management of initiating ECT into the teaching profession and into LLT systems and structures. The ECT Professional Mentors are expected to:

- Provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- Monitor engagement of Mentors and ECTs in the ECF programme
- 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)
- 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 comment.
- Quality assure teaching observations and feedback.
- Ensure ECTs are aware of how, both within and outside the school, 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.

Early Career Teacher

The ECT has a vital part to play in their own induction. They must;

- 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.

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- 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 school.
- 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.
- Retain copies of all assessment reports.

Subject Mentor

The ECT will have a subject mentor who will provide regular and ongoing support. The subject mentor will contribute to the judgements about the progress against teachers' standards. They will;

- 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 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.
- Attend all mentor training.

Director of Learning/Head of department

- Provide guidance and support in the development of teaching methodology and implementation of the curriculum.
- Complete regular learning walks/observations with feedback
- Liaise with ECT and subject mentor half termly to discuss training needs and progress towards teaching standards.
- Provide guidance and support for all aspects of school QA processes.
- Intervene with an action plan if an ECT is having difficulties.

The Appropriate Body

- The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that the school works closely with the Appropriate Body to ensure that the statutory requirements are fully met.

The ECF Provider (Best Practice Network)

- Provide a well-resourced and facilitated programme of study for mentors and ECT.

Lead LLT Mentor

- Facilitate opportunities for Trust NQTs to network
- Support and provide guidance materials for mentors and Head Teachers.
- Review practice across the Trust to ensure equality of provision.
- Review NQT outcomes

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- Report NQT progress to LLT Executive Team
- Liaise with Rainbow Teaching School Hub

Assessment and Quality Assurance

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

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.

Formal Assessments

ECTs should have formal assessments carried out by either the headteacher/principal or 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). There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers’ Standards and should not be made against the ECF.

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 an extension should be considered. This recommendation should be recorded on the final assessment report.

Interim Assessment

When an ECT leaves a post after completing one term or more in a school but before the next formal assessment would take place, the induction tutor or headteacher/principal is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post 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 report 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 not making satisfactory progress

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. 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:

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- 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.
- details of the improvement plan for the next assessment period.

Action in the event of serious capability problems

If it is 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 school 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 school, as all ECTs must complete a full induction period before they can be judged to have failed induction.

Record keeping and Retention.

The Appropriate Body is responsible for keeping a record of each ECT it has registered for induction. It should also monitor the return of progress review outcomes and assessment reports and contact the school concerned when these documents have not been submitted or signed on time. Records should state the date an ECT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted when submitting progress review records and on assessment reports at the end of each formal assessment period. The headteacher should notify the appropriate body if an ECT leaves the school before completing the period. Where an ECT has already completed part of their period in another school, the headteacher should contact the ECT's previous Appropriate Body to obtain copies of any progress review records or assessment reports (including any interim assessments). They should establish how much induction time remains to be served and alert the new appropriate

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body to any concerns that have been raised about the ECT's progress by previous employers. ECTs are advised to retain the original copies of their own assessment reports.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance by the Professional Mentor and the headteacher and if unresolved then the Executive Headteacher of the Lydiate Learning Trust

Lydiate Learning Trust:

Ann Stahler, CEO/Executive Headteacher

Where the Trust and school does not resolve them the ECT should raise concerns with the named Appropriate Body

Rainbow Teaching School Hub

From September 2022, Rainbow Teaching School Hub will be offering AB for new ECTs joining Lydiate Learning Trust Email: rainbowhub@remat.org.uk

For previous cohorts the appropriate body is

Deyes High School:

Sue Pooley

Tel: 0151 934 5350

Email: schoolimprovementservices@sefton.gov.uk

Childwall Sports and Science Academy:

School Improvement Liverpool:

Derek Stanley: derek.stanley@si.liverpool.gov.uk

Policy Review

This policy will be reviewed annually or sooner if statutory guidance changes.

Link to statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1_.pdf

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