



Policy Title:	Early Career Teacher (ECT) Induction Policy
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Owner/Author:	Executive Principal/Centre Principal/ECT Leads (ASFC, LHS, RSHS)
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Related Documents/ Policies:	Appraisal Grievance Pay Capability Teaching and Learning/CPD Induction for early career teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies, September 2021, revised April 2023
Legal Framework/Statutory Guidance:	The Department for Education's (DfE's) statutory guidance <a href="#">Induction for early career teachers (England)</a> from September 2021 The <a href="#">Early career framework reforms</a> . The <a href="#">The Education (Induction Arrangements for School Teachers) (England) Regulations 2012</a> . The <a href="#">Teachers' Standards</a> .

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The appropriate body has the option, when making its decision at the end of the induction period to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- personal crises
- illness
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### 3.1.1 Support for ECTs

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







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-appealsprocedures>

## 4 Roles and responsibilities

### 4.1 Role of the ECT

The ECT is expected to:

- Provide evidence that they have QTS (as required by the institutions) 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-

- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards/Professional Standards and share progress review records with the ECT, headteacher/principal and appropriate body (as required).
- 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.
- 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.

#### 4.4 Role of the Head of Institution

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 (as required).
- 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 (as required).
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction (as required).
- 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.
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- Advise and agree with the appropriate body w1Cre, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisf w1Crly completCd (as required).
- Consult with the appropriate body in cases w1Cre a part-time ECT has completCd a period covering, but not equivalent to, two academic years and has met the necessary requirements to reduce induction (as required).
- Provide interim assessment reports for staff moving school in between formal assessment periods.
- Notify the appropriate body w1Cn an ECT serving induction leaves the institution (as required).

#### 4.5 Role of the Board of Trustees

The Board of Trustees:

- 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 (as required) on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- Can request general reports on the progress of an ECT.

#### 4.6 Appropriate Bodies (For ECTs who hold QTS only)

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

- Headteachers/principals (and governing bodies w1Cre 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, a designated induction tutor and mentor, and the reduced timetable.
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partnCrS who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

The appropriate body should, on a regular basis, consult with headteay1CrS/principals 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.

The appropriate body is expected to take steps to ensure that:

- Headteachers/principals 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/principals (and governing bodies w1Cre 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.
- W1Cre 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/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce.



When there are no ECTs with QTS, an initial programme will be undertaken that looks at the foundations of teaching and learning and pedagogy. There will still be a professional studies programme. The second half of the academic year will be tailored to meet the needs of the ECTs and will be altered annually based upon an audit of need, with meetings every two weeks.

Where there are concerns around an ECT's progress, college quality cycles will be used to support improvement.