



## Policy for the Induction of Early Career Teachers (ECTs)

Date Reviewed	April 2023
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Date Approved	23 May 2023
Trust Board Review Date*	April 2025

*\*Amendments will be updated immediately if any statutory amendments are made to the ECF and ECT Policy*

### **Rationale**

This policy underpins the trust's commitment to early career teachers (ECTs) and their professional learning and development. It is for ECTs, their mentors and the Induction Co-ordinators and our Head Teachers. Veritas MAT is committed to the professional learning and development of all its employees. This Policy is specifically focusing on early career teachers (ECTs), new entrants to the profession in the first two years of their qualified teacher status. Building on our initial teacher education partnership with Canterbury Christ Church University and the [core content framework](#) (CCF); our ECT Policy is in full alignment with the [Early Career Framework](#) (ECF). This enables new teachers to continue their learning with the critical support of a mentor able to demonstrate the highest quality of teaching and learning pedagogical practice.

The Trust will select a Delivery Partner for our ECT Programme able to demonstrate a high quality ECT Programme. The choice of Delivery Partner will be informed by rigorous evaluation from ECTs, Mentor and Induction Co-ordinators. This review will be carried out annually. The Trust will work with one named Delivery Partner

The Trust is committed to coaching and mentoring for all; regardless of where they are in their career trajectory. Mentoring of an ECT is valued and all mentors will be carefully chosen and fully supported in undertaking their role. The Trust places huge value on its ECTs and that investment in high quality learning and teaching. As our ECTs move through their programme, communication is key. A fundamental commitment to openness as they progress is vital. There should be no surprises to an ECT if they are not making satisfactory progress. This policy ensures that our ECTs have the highest quality support to enable them to succeed and the highest quality support if they encounter challenges or difficulties.

This policy has been reviewed and updated to align with the revisions made in April 2023 for implementation in September 2023 and the [Guidance](#) provided for all schools.

All ECTs will receive

- 2 years of fully funded, high-quality training (there is scope to deviate from this and this will be reviewed by the Head Teacher at the point of appointment, in alignment with the [Statutory Policy](#))
- freely available [high-quality development materials](#) based on the ECF
- 10% time away from the classroom for ECTs in their first year
- 5% time away from the classroom for ECTs in their second year
- The ECT Programme will be undertaken within the normal teaching day
- A dedicated mentor

All ECT mentors will receive

- Protected time within the normal teaching day to undertake the role
- Professional development and learning to support their understanding of the ECF
- Access to a high quality ECT training programme
- Will be able to demonstrate knowledge and understanding of the Teachers' Standards and the progression of the learning from initial teacher education and the CCF to the ECF
- Will ensure that this policy is embedded in our ECT Induction

Induction Co-ordinator will

- Be a member of the Senior Leadership Team and have overall responsibility for the ECT Programme
- Will be able to demonstrate knowledge and understanding of the Teachers' Standards and the progression of the learning from initial teacher education and the CCF to the ECF
- Will complete all statutory reporting to the appropriate body
- Will ensure that this policy is embedded in our ECT Induction

The Delivery Partner will

- Provide a high quality ECT Programme

The Appropriate Body will

- Meet the statutory requirements as determined by the Department for Education

*\*The Delivery Partner and the Appropriate Body may be the same organisation depending on their assigned status by the DfE*

## **Purposes**

Veritas MAT is committed to ensuring its people can grow by providing the highest quality support. The Trust aims to be an irresistible place to work and our ECT Programme is integral to this goal.

Our Trust's ECT programme has been designed to meet statutory requirements outlined in the [DfE's Induction for Early Year Career Teachers](#) and make a significant contribution to both the professional learning development of ECTs, providing high quality modelling of teaching and support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our schools.

The statutory ECT Programme 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 supports the early career teacher and provides 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. The ECT Programme should provide a foundation for early career teachers and equip them with the deep understanding of how to be an effective and successful teacher. The Trust will work with one ECT Programme Delivery Partner as recommended by the Quality of Education Committee to the Trust Board.

## ***Roles and Responsibilities***

### **The ECT**

- Will provide evidence that they have QTS and are eligible to commence as an ECT
- Identify any additional needs which may affect successful completion of the ECT Programme

### **Engage with the ECT programme**

- Participate fully in the ECT programme
- Ensure that any additional needs are addressed to enable the ECT to successfully complete the ECT programme
- Engage fully with the progress review process and provide copies of existing evidence as agreed with their mentor
- Retain copies of all assessment reports.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings

### **Work with Mentor**

- Meet with their mentor to discuss and agree priorities for their induction programme and keep these under review

- Agree with their mentor how best to use their ECT time to engage with their ECT programme;
- Discuss with their Mentor any areas of concern in relation to any aspect of their ECT programme or any matter relation to their learning and development

### **The ECT Mentor**

- Identify their own professional development and learning
- Demonstrate a deep understanding of coaching and mentoring
- Demonstrate a commitment to engaging with the ECF Programme
- Ensure that any additional needs are addressed to enable the ECT to successfully complete the ECT programme
- Identify any areas of concern and work with the ECT and the Induction Co-ordinator to agree an appropriate action plan

### **The Induction Co-ordinator**

- Co-ordinate across the Trust opportunities for shared ECT and shared ECT Mentor professional development and learning opportunities
- Evaluate Delivery Partner options and make recommendations to the HT and CEO for specific Delivery Partner
- Lead on the selection of Mentors for ECTs in discussion with the Head Teacher
- Ensure that ECTs and Mentors receive the time allocation and the support for training
- Ensure that all aspects of the ECT Programme are being met
- Monitor the effective mentoring of ECTs and address any areas of concern continuously throughout the ECT Induction period
- Carry out formal assessments of the ECT (Term 6 in year 1, and Term 6 in year 2)
- Make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- Act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing satisfactorily;
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards.
- Undertake the formal compliance and statutory returns for the ECT Programme
- Lead on the provision of an action plan to support any ECTs who are not making the intended progress towards successful completion of the ECT Programme
- Undertake evaluations and provide reports to the Head Teacher for the Local Governing Boards and the Quality of Education Committee Trust Board

\*In exceptional circumstances the Induction Co-ordinator and the Mentor roles may be combined. If this is proposed, it needs to be agreed in discussion with the HT and the CEO.

## **The Head Teacher**

The Head Teacher plays a significant and leading role in ensuring the culture of supporting colleagues is in place and ensuring that the selection of personnel to fulfil the roles and responsibilities of Induction Co-ordinator and Mentor are carefully delegated. The Trust requires that all Head Teachers ensure that the ECT Policy is fully adhered to in their schools. Additional to the formal programme, Head Teachers support for ECTs is enacted through monitoring the Induction Co-ordinator and ongoing monitoring of the quality of teaching and learning across the school. The Trust vision of mentoring and coaching for all staff is embedded in this policy.

### **Before taking up the post**

Before the ECT takes up the post, the Head Teacher (or a person directed by the HT) will:

- Undertake pre-employment checks which includes checking with the Teaching Regulation Agency that they hold QTS;
- Clarify and confirm whether the teacher needs to complete an ECT Programme or any variation in duration
- Agree the start date for the induction programme to commence. This may be different to the contractual start date;
- Ensure that the Induction Co-Ordinator has notified the Appropriate Body in advance that the ECT is taking up the post;

The Head Teacher will:

- Appoint an Induction Co-ordinator and agree with the Induction to the mentor to support the ECT;
- 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;

### **Other responsibilities**

The Head Teacher will:

- Ensure the Induction Co-Ordinator has the ability and sufficient time to carry out their role effectively;
- Monitor and quality ensure the School's ECT Programme
- Report to the Regional Governing Body progress of ECTs
- Review actions taken to identify concerns where the ECT is at risk of not meeting the Teacher Standards and the support put into place.

- 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
- Notify the Appropriate Body as soon as absences total 30 days or more;
- Notify the Appropriate Body when an ECT serving induction leaves the institution.
- Ensure assessment reports are retained by the school for a minimum of 6 years

## **The Regional Governing Body and Trust Board Quality of Education Committee**

The Regional Governing Body will:

- Ensure each school upholds their responsibility to provide the necessary monitoring, support and assessment for ECTs
- Receive reports from the Head Teacher on the progress of the ECTs and any concerns re the ECT Programme/Delivery Partner
- Ensure that any concerns raised by an individual ECTs are addressed in accordance with the Trust agreed grievance procedures (See [Fairness at Work Policy](#))
- Ensuring the Headteachers have put in place an ECT programme for the ECT and ensure that this programme of support is clearly based on the ECF

The regional governing body can request general reports on the progress of an ECT but are not automatically entitled to have access to an individual's assessment reports. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the [Fairness at Work Policy](#). which would in many cases require the regional governing body to investigate the situation. If at any stage the regional governing body has questions or concerns about the quality of the ECT Programme, advice and guidance from the Delivery Partner or external third party may be sought.

The Quality of Education Committee will:

- Receive an evaluation report of the ECT Programme from the Induction Co-ordinator
- Make recommendations to the Trust Board on the Delivery Partner

## **The Delivery Partner**

The ECT Programme will be chosen by the Trust based on a rigorous evaluation of providers. The Trust will aim to work with one Delivery Partner across our Schools, unless there is compelling evidence against this.

## **Monitoring, Support, and Assessment**

The Induction Co-Ordinator must ensure that ECTs are aware of how, both within and outside the school/trust, they can raise any concerns about their ECT programme or their personal progress. The ECT must be supported in raising concerns about mentoring. ECTs will be sign posted to the [Fairness at Work Policy](#)

An ECT is normally expected to raise any concerns about their induction programme with their Induction Co-Ordinator 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.

The Trust is committed to taking prompt and appropriate action to address concerns early and ensure that action is put in place to address any difficulties,

The Induction Co-ordinator will discuss with the mentor and the Head Teacher all planned actions to support an ECT who is experiencing difficulties. The Induction Co-ordinator will ensure that all documentation is maintained to track the actions and impact.

It is recognised that this situation will present difficulties for an ECT, and the Trust will ensure appropriate support is in place to ensure the wellbeing of the new colleague. The Induction Co-ordinator must ensure that the ECT is clear about their statutory position and rights of appeal and provide access to third party support.

### **At risk procedures**

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem should be clearly stated on the progress review, or the first formal assessment
- Agreed, attainable targets for action set for a minimum of 4 weeks, with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through instructional coaching
- Early warning of the risk of failure will be given to the ECT and the school's concerns communicated to Delivery Partner.

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. The Induction Co-ordinator will explain the

consequences of failure to complete the induction period to the ECT and discuss the identified weaknesses, agreed objectives, details of the additional support and monitoring put in place, evidence used to inform the judgement and the details of the improvement plan for the next assessment period. Completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

### **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 ECT Programme, which may lead to dismissal. If this is the case, for as long as the ECT remains at the school, the ECT Programme must continue in parallel with the capability procedure.

The Delivery Partner 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.

Note that an ECT can only have one chance to successfully complete statutory induction. An ECT who has completed their ECT Programme and is judged to have failed to meet the Teachers' Standards at the end of the period, is not permitted to repeat (although they may appeal against the decision). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

### ***Data Protection***

The ECT Programme and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the process. It should be made clear to anyone viewing such documents that they are confidential and ECTs must be made aware of who has been granted access to their assessments.