

Snowflake School Policy for ECT induction 2023-4

We use this policy to make sure we are meeting the statutory requirements for early career teacher (ECT) induction from 1 September 2023

All schools that are required, or choose, to offer statutory induction will need to offer a 2-year induction based on the early career framework (ECF) from 1 September, 2021

This checklist is based on the Department for Education's [statutory guidance for ECT induction](#) and the [early career framework reforms](#).

It's designed to cover the requirements for a **standard induction process**. It doesn't cover special circumstances (see pages 27 to 31 of the statutory guidance for those requirements).

The school's appropriate body (NTA) may have specific procedures they want you to follow. We use this checklist alongside any additional procedures.

1. Pre-induction

REQUIREMENTS

1.1 We have developed our own school-based approach.

- The induction programme is bespoke to the ECT
- It is set out to enable ECTs to understand and apply the knowledge and skills set out in the ECF evidence and practice statements
- The 8 standards, including the evidence and practice statements, are explained on pages 8 to 25 of the ECF.
- Check that the ECT has been awarded QTS – you do this through the [Teaching Regulation Agency](#)
- We use NTA as an awarding body.
- Make sure the post is suitable for induction. A suitable post is expected to:
- Have a headteacher 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 quality assure the induction process
- Provide the ECT with an ECF-based induction programme
- Provide the ECT with the necessary tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period
- **The head teacher will act as the induction tutor and induction mentor**, whilst another member of staff is training.
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme (there's more on this below)
- Involve the ECT regularly teaching the same class(es)
- Involve similar planning, teaching and assessment processes to those that other teachers in similar posts engage in.

- Not make unreasonable demands of the ECT

REQUIREMENTS

- 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 your setting
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

1.2 Appoint an induction tutor to provide regular monitoring and support, and co-ordination of assessment. The induction tutor is expected to:

- Hold QTS
- Have the necessary skills and knowledge to work successfully in the role and be able to assess the ECT's progress against the Teachers' Standards
- Be given sufficient time to carry out their role effectively

Headteachers may act as induction tutors.

1.3 Appoint an induction mentor to provide regular mentoring. The induction mentor is expected to:

- Hold QTS
- Have the necessary skills and knowledge to work successfully in the role
- Be given sufficient time to carry out their role effectively

Mentors and tutors should be 2 different people.

Where appropriate, mentors should also receive training - this may be through the funded-provision approach or through other means.

1.4 Make sure you're providing a reduced timetable:

- The ECT must have a timetable that is no more than 90% of the timetable of your school's existing teachers on the main pay range during their first year, and no more than 95% of the timetable of your school's existing teachers on the main pay range during their second year
- This is in addition to timetable reduction for PPA time, to which ECTs are also entitled

1.5 Put an appropriate monitoring and support programme in place that meets the ECT's professional development needs. 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 ECF's evidence and practice statements (see pages 8 to 25 of the ECF)
- Weekly one-to-one mentoring sessions with their mentor
- Weekly support and guidance from their induction tutor
- Professional reviews of progress, conducted by their induction tutor, to set and review development targets against the Teachers' Standards
- Observation of the ECT's teaching, with written feedback
- Observation by the ECT of experienced teachers, either at your school or another school

Inform your trustee board of the support that has been put in place for ECTs serving induction in your school.

2. During and after induction

REQUIREMENTS

2.1 Observe the ECT's teaching practice at regular intervals (observations can be done by the induction tutor or another suitable person with QTS).

- The ECT and observer should meet to review any teaching that has been observed
- Feedback should be prompt and constructive
- A brief written record should be made, including any development needs that have been identified

2.2 Review the ECT's progress against the Teachers' Standards at regular intervals, with progress reviews held every term

As part of this, review and revise objectives in relation to the Teachers' Standards and the needs and strengths of the ECT.

2.3 Keep written records of progress reviews and provide these to ECTs after each meeting. Make sure these:

- Clearly state whether the ECT is on track to successfully complete induction
- Briefly summarise the evidence collected by the induction tutor
- State the agreed development targets

The induction tutor should also notify the appropriate body and ECT, after each progress review, about whether the ECT is making satisfactory progress.

2.4 Conduct formal assessments:

- At the end of each term and first year
- At the end of each term and the second year

These can be carried out by the headteacher or the induction tutor. They should not be carried out by the induction mentor.

2.5 Complete reports after both formal assessments, showing assessment of the ECT's performance against the Teachers' Standards.

Provide copies of these reports, and the evidence used to inform them, to the ECT and the appropriate body.

2.6 Inform the appropriate body, and put support in place, if the ECT is not making satisfactory progress.

2.7 Participate in the appropriate body's quality assurance procedures.

2.8 Notify the appropriate body if the ECT's absences total 30 days or more.

Note: the induction period is automatically extended prior to completion when an ECT's absences per year of induction total 30 days or more – with the exception of statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave and parental bereavement leave. See page 28 of the [statutory guidance](#) for more detail.

2.9 Make sure the ECT knows how to raise concerns about their induction programme or their progress, both within your school and elsewhere.

2.10 At the end of the induction period, make a formal recommendation to the appropriate body about whether the ECT's performance against the Teachers' Standards is satisfactory or unsatisfactory, or if an extension should be considered.

2.11 Retain records relating to ECT induction for at least 6 years.

This policy will be reviewed annually

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