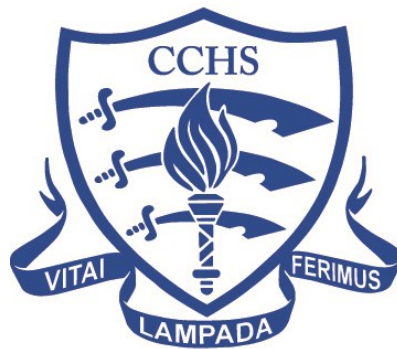


Chelmsford County High School for Girls



Early Career Teacher Induction Policy

Approved by GB: ~~30th November 2021~~

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1. Rationale

A high quality Early Career Teacher (ECT) induction programme is a significant aspect of the professional development of teachers during their early career phase. As such, the ECT induction process at CCHS provides the appropriate guidance, support and training to form a secure foundation upon which a successful teaching career can be built.

This policy reflects a structured whole school approach to ECT induction and recognises that the quality and commitment of the people who supervise this process is a crucial factor in its continued success.

2. Aims and Objectives

- to embed the Early Career Framework (ECF) as central to the ECT induction
- to help ECTs meet the Teachers' Standards
- to provide appropriate guidance and support through the role and responsibilities of those involved in the induction process (see 8. Roles & Responsibilities)
- to provide ECTs with examples of good practice
- to encourage reflection on their own and observed practice
- to help ECTs form good relationships with all members of the school community and stakeholders
- to help ECTs become aware of the school's role in the local community
- to provide opportunities to recognise and celebrate good practice
- to provide opportunities to identify areas for development
- to provide a foundation for longer-term professional development
- to support ECTs in managing their workload

3. Statutory Requirements

A qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period. Statutory induction is the bridge between Initial Teacher Training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring, and an assessment of performance against the relevant teachers' standards.

During the induction period, an ECT must demonstrate that their performance against these standards is satisfactory.

An ECT completes their induction period when they have served the full-time equivalent of two standard school years (six terms).

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant 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 (TRA), who have failed to satisfactorily complete an induction period.

Appointing an Appropriate Body is a statutory requirement for the induction period of Early Career Teachers, and an ECT cannot start their induction until their Appropriate Body has been agreed. The Appropriate Body used by CCHS is the Chafford Hundred Teaching School Hub who undertake the necessary verification and administrative processes on our behalf.

4. Implementation

The Headteacher and Induction Tutor ensure that a suitable monitoring and support programme is put in place. A suitable programme includes the following:

- Supported guidance from a designated Induction Tutor within the school who has Qualified Teacher Status (QTS) and who has the time and experience to carry out the role effectively.
- An assigned mentor who has allocated time to give guidance and feedback. The mentor will have Qualified Teacher Status (QTS) and who has the time and experience to carry out the role effectively. Time will also be provided to attend mentor training.
- For the first year of training a teaching timetable equivalent to 90% of that normally allocated to main scale teachers in the school. ECTs will receive a 95% timetable for their second year of training. This release time is over and above the contractual entitlement to Planning, Preparation & Assessment (PPA) time.
- Observations of the ECT's work and follow up discussion. The first observation to take place within the first four weeks of induction and at least half-termly thereafter. The focus of observations is informed by the Teachers' Standards and the ECT's personal objectives. Outcomes of these observations are formally recorded.
- Two formal assessment points, one midway through induction and one at the end of the induction period. These review points will be supported by regular progress reviews to monitor progress, once in each term where a formal assessment is not scheduled.
- Observations by the ECT of experienced colleagues. This can be in the ECT's own institution or in another institution where effective practice has been identified.
- A comprehensive training programme, spread out over the induction period which focuses on high quality, inspiring CPD providing ECTs the opportunity to meet each other, compare experiences, and develop practice plus training on prejudice and discrimination.

5. Formal Assessments and Grading

As stated above the formal assessments take place twice during the induction period and are carried out by either the Induction Tutor or the Headteacher. The regular progress reviews will take place near to the end of each term. Formal assessment meetings are informed by evidence gathered during the preceding assessment period and relate directly to the relevant standards. ECTs are kept up to date on their progress.

Progress reviews are not formal assessments and there is no requirement for the ECT to create evidence specifically to inform a progress review, although they are expected to engage with the process and provide copies of existing evidence as agreed with the induction tutor. A written record of each progress review is expected to be retained and provided to the ECT after each meeting, noting whether the ECT is on track to successfully complete their induction. Objectives will be reviewed and revised in relation to the Teacher's Standards and needs and strengths of the individual ECT. The induction tutor will update Headteacher after each review.

ECTs should have formal assessments carried out by the induction tutor or headteacher, and will take place in the final term of the first and second year. Evidence used in these assessments should be transparent and copies provided to the appropriate awarding body.

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. Evidence should be gathered throughout the induction period, judgements should relate directly to the Teacher's Standards and not to 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 or not an extension should be considered. This recommendation should be recorded on the final assessment report.

In cases where the ECTs working part-time can demonstrate that they have met the Teacher's 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.

It is imperative that school's assessments of ECTs are rigorous and that they are fully supported to meet the specific Teacher Standards and that each ECT has identified areas for development.

The Appropriate Body makes the final decision as to whether or not an ECT's performance against the relevant standards is satisfactory, drawing on the recommendation of the Headteacher.

Induction Period

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience (see paras 3.2– 3.4); or
- a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body) (see para 3.5); or
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Appeals Body

Extension due to statutory maternity leave

ECTs who take statutory maternity 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 will 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 relevant standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

Extension due to extenuating circumstances

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 relevant standards for other reasons. These might include:

- personal crises;
- illness;
- disability;

- issues around the support during induction; or where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

Moving schools during induction

It is possible to complete the induction period in more than one school, although this may not be the most preferable option for all ECTs. Procedures from the awarding body will be followed in such circumstances.

7. Unsatisfactory progress and appeals

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.
- Agreed, attainable targets for action 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 observation.
- The induction tutor will notify the awarding body and share the progress review and support plan.
- Early warning of the risk of failure will be given and the school's/academies concerns communicated to the Appropriate Body without delay, and procedures within the Procedures from the awarding body guidance will be followed in such circumstances.

Failure to fulfil the Teacher's Standards

The final formal assessment is at the end of the induction period, and will form the basis of the headteacher's recommendation to the Appropriate Body as to whether, having completed their induction period, the ECT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered.

When it is judged that an ECT has failed to complete induction satisfactorily the Headteacher will follow the procedures as guided by the awarding body.

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

8. Roles and responsibilities

This section summarises the roles and responsibilities of those involved in the induction process.

The ECT

The ECT should:

- provide evidence that they have QTS and are eligible to start induction;
- at the earliest opportunity 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;
- provide evidence of their progress against the relevant standards
- 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 institution;
- 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; and retain copies of all assessment forms and other documentation. This is especially important in cases where the ECT has a break/change of employer during the induction period;
- retain copies of all assessment reports.

Headteacher

The headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- check with TRA that the ECT has been awarded QTS;
- 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;
- notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction; meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that assessments are carried out and reports completed and sent to the Appropriate Body;
- ensure that all monitoring and record keeping is done in the most streamlines 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 relevant 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.

There may also be circumstances where the headteacher should:

- 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;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the Appropriate Body as soon as absences total 30 days or more;
- periodically inform the Governing Body about the institution's induction arrangements;
- advise and agree with the appropriate body in exceptional cases where 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 in between formal assessment periods; and notify the appropriate body when an ECT serving induction leaves the institution.

Induction Tutors

The induction tutor should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- carry out regular progress reviews each half term throughout the induction period which must be recorded, including next step actions and support provided;
- undertake two formal assessment meetings to the published deadlines, recording all evidence on ECT Manager, during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- 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 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; and
- 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.

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a Mentor is appointed to provide on-going support on a daily basis and 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 within the same school 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 where appropriate relay their concerns to the Induction Tutor or Headteacher

The Governing Body

The Governing Body:

- 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 on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT

Appropriate bodies

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 where 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 partners 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 headteachers/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 where 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;
- where 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;
- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school;
- ECTs' records and assessment reports are maintained;

- 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;
- agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- agreement is reached with the ECT and the headteacher/principal is consulted 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;
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing;

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher on the types of induction available;
- respond to requests for assistance and advice with training for induction tutors and mentors.

9. Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction including:

- Scheduled observations at regular intervals. Observers will hold QTS.
- Meetings, planned in advance, between the ECT and observer to review observed teaching. Feedback will be constructive and a brief written record made on each occasion, which will include any development needs identified.
- Review and revision of objectives throughout the induction period. These will relate to the Teachers' Standards and the ECT's personal development needs.
- Formal assessment at the end of the first year of the induction period.
- At the end of the induction period, make a formal recommendation to the appropriate body.
- Reports after each review and formal assessment. Copies of these reports, and the evidence used to inform them, will be supplied to the ECT and the appropriate body
- Informing the appropriate body, and putting support in place, if the ECT is not making satisfactory progress
- Participation in the appropriate body's quality assurance procedures
- Notification to the appropriate body if the ECT's absences total 30 days or more (except in the case of maternity or parental leave)
- Ensuring the ECT knows how to raise concerns about their induction programme or their progress, both within your school and elsewhere

10. Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- At the end of the induction period, make a formal recommendation to the appropriate body
- Copies of any records will be passed to the ECT concerned.
- Reviews and formal assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

All of the above will be clearly referenced to the Teachers' Standards

11. Teaching Regulation Agency - The Appeal Body

The Teaching Regulation Agency (TRA), will carry out specific duties on behalf of the Secretary of State, including:

- **Statutory:**
hearing appeals; and ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.
- **Non-statutory:**
recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

Statutory ECT Guidance from the Department of Education can be found [here](#).

Early Career Teachers are also expected to adhere to our internal staff policies including, but not limited to, the Staff Code of Conduct and Staff Discipline and Dismissal Policy.

Last Amended: New Policy	Committee Responsible for Review: Staff & Student Matters Committee	
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