



Whitworth Community High School

ECT Policy

Date effective from:	January 2024
Prepared by:	Mr Oliver
Approved by:	LM&R Committee
Date approved:	05.02.2024
Minute reference	LMR2412
Date of next review:	January 2025

ECT Policy

A Oliver

WCHS

June 2023

Legal/Statutory Framework

The statutory provisions which underpin this guidance are sections 135A-C and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, (hereafter referred to as 'the Regulations').

Updated Statutory Induction Guidance

The Statutory Induction Guidance has been significantly updated since first published in 2018. As of September 2021, the following will apply:

- The term early career teacher (ECT) replaces newly qualified teacher (NQT).
- The standard length of induction has been increased from one school year to two school years.
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction
- Schools are expected to deliver an induction period that is underpinned by the ECF.
- Appropriate bodies will have a role in checking that an ECF-based induction is in place.
- The role of the mentor has been introduced.
- The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor.
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.
- 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.

Purpose of induction

Statutory induction 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 should support the early career teacher 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.

Suitability of ECT Posts

A suitable post is expected to:

- **have a headteacher/principal 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 act in this role to quality assure the induction process;**
- **provide the ECT with an ECF-based induction programme; 15**
- **provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;**
- **include the appointment of an induction tutor who is expected to hold QTS;**
- **include the appointment of a designated mentor who is expected to hold QTS;**
- **provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;**
- **not make unreasonable demands upon the ECT;**
- **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 the setting;**
- **involve the ECT regularly teaching the same class(es);**
- **involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and**
- **not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.**

Roles and Responsibilities

Role of the Headteacher

- Before the ECT takes up post the headteacher must undertake pre-employment checks, which must be verified by the appropriate body upon registration.
- Headteachers must check with the Teaching Regulation Agency that the individual holds QTS, without which they cannot undertake statutory induction
- To carry out or delegate the role of Induction Tutor.
- To ensure that the Induction Tutor follows the WCHS ECT policy and Statutory Induction Guidance for all ECTs at WCHS.
- To scrutinise and sign off all assessments at the relevant points of the induction period.
- Ensure that ECTs have a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable

reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

- check 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;
- 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.

Role of the Governing Body

- **The governing body must be satisfied that the institution has the capacity to support the ECT and that the headteacher/principal is fulfilling their responsibilities.**

Role of the Induction Tutor

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- 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);
- 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;

- 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.

Role of the Mentor

- 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;
- take prompt, appropriate action if an ECT appears to be having difficulties.

Role of the ECT

- 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;
- 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;
- retain copies of all assessment reports.

The role of the appropriate body

WCHS will be using Lancashire LA as the appropriate body. It will have a role in checking that early career teachers are receiving a programme of support and training based on the ECF.

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; and
- 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 the headteacher 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; and
 - respond to requests for assistance and advice with training for induction tutors and mentors.

The role of the funded provider-led programme

WCHS will be using a DfE-funded training provider called [Ambition Institute](#). Training providers will design and deliver a comprehensive programme of face-to-face and online training. This support will be fully funded so there are no costs for schools. Lead providers will be inspected by Ofsted so schools can be assured that this training will remain high-quality. [Ambition Institute](#) has been chosen has been subject to a quality assurance mechanism through Ofsted inspection to ensure the best support for schools and teachers.

The role of the Teaching Regulation Agency

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

- hearing appeals;
- 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

Assessment Standards

- The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards.
- Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

Monitoring, Support and Assessment

- 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 set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
 - regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
 - support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
 - observation of the ECT's teaching with written feedback provided;
 - professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards;
 - ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

Formal assessments

- ECTs should have formal assessments carried out by either the headteacher/principal or the induction tutor.
- Mentors should not carry out formal assessments unless they are also acting as 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).
- It is for institutions and ECTs to agree exactly when the assessment dates are set.
- Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.
- Evidence for assessments must be drawn from the ECT's work as a teacher during their induction.

- To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents.
- 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
- ECTs should be kept up to date on their progress. There should be nothing unexpected.
- Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.
- 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.
- Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher/principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting.

Interim assessments

- When an ECT leaves a post after completing one term or more in an institution 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.

Raising concerns

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

Completing the 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);
- 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)
- 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 Body⁸.

The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher/principal. Within 20 working days of receiving the headteacher's/principal's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the ECT.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher/principal (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency, and should do so within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing. The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Record keeping/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 institution 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/principal should notify the appropriate body if an ECT leaves the institution before completing the period. The appropriate body will then notify the Teaching Regulation Agency.

- Where an ECT has already completed part of their period in another institution, the headteacher/principal 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 body to any concerns that have been raised about the ECT's progress by previous employers.
- The Teaching Regulation Agency keeps records of teachers who have completed or part-completed induction. Details of teachers who have passed or failed induction are available to employers through the Employer Access Online service. As the Appeals Body, the Teaching Regulation Agency also keeps records of all appeals.
- It is recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years. If there are reasons for the institution and the appropriate body to retain records for longer than six years, they may do so as long as they comply with the Data Protection Act. ECTs are advised to retain the original copies of their own assessment reports.

Confidentiality and data protection

- Headteachers, induction tutors, appropriate bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.
- The induction process 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 induction 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.
- The governing body can request general reports on the progress of an ECT on a termly basis 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 institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the appropriate body.

Special Circumstances

In the event that an ECT has special circumstances, the Induction tutor and/or headteacher will follow the guidance set out in the statutory induction guidance as set out by the DfE.

Unsatisfactory progress and appeals Putting in place additional monitoring and support

- 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.
- If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. 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:
 - 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; and
 - details of the improvement plan for the next assessment period.
- As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.
- The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

Action in the event of 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 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 institution 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 institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

Making an appeal against a decision by the appropriate body

- 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>