

Park Hill Primary School

Early Career Teacher (ECT) Induction Policy



Haybridge
TEACHING SCHOOL HUB



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Date of Change	Details of Change
12.09.22	Separation of ECT Induction Tutor and Mentor role.
18.09.23	Updated list of mentor names (page 5) and change of Appropriate Body (page 8).
18.09.24	Updated list of mentor names (page 5)

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Statement of Intent

At Park Hill Primary School, we recognise that the successful appointment and induction of an Early Career Teacher (ECT) strongly contributes to both the development of the school and the ECT.

The first twenty-four months of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Our induction process ensures that ECTs receive appropriate guidance, support, observations and training to develop their skills, knowledge and expectations. This is provided through a structured but flexible individual programme that is underpinned by the Early Career Framework (ECF).

The programme will enable an ECT to form a secure foundation upon which a successful teaching career can be built, fulfilling their professional duties.

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the ECT.
- To provide appropriate counselling and support through the role of an identified Mentor and Induction Tutor.
- To provide ECTs with examples of good 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 encourage reflection on their own and observed practice.
- To provide opportunities to recognise and celebrate good practice.
- To provide opportunities to identify areas for development.
- To help ECTs to develop an overview of teacher's roles and responsibilities.
- To provide a foundation for longer-term professional development.
- To help ECTs meet all of the Teachers' Standards.

The whole staff will be kept informed of the School Induction Policy and encouraged to participate, wherever possible, in its implementation and development.

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

Legal Framework

This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:

- DfE (2024) '[Induction for early career teachers \(England\)](#)'
- DfE (2024) '[Appropriate bodies guidance: induction and the early career framework](#)'
- DfE (2019) '[Early career framework](#)' (ECF)
- DfE (2011) '[Teachers' standards](#)'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2022) 'School teachers' pay and conditions document 2020 and guidance on school teachers' pay and conditions'

Key Personnel in Relation to this Policy

Name	Role(s)
James Martin	ECT Named Governor
Mrs C. Logan	Head Teacher
Mrs A. Boardman	Deputy Head Teacher ECT Induction Tutor
Miss L. Milman Mr G. Dingle Mr L. Booker Mrs C. Watson	ECT Mentors
Kim Whiting	Appropriate Body Contact Sandwell Local Authority (SIPS Education)

Roles and Responsibilities

Governing Board: the Governing Board will:

- Make sure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.
- Make sure the Head Teacher is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the ECT as part of the school's grievance procedures.
- If it has any concerns or questions, seek guidance from the Appropriate Body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- If it wishes, request general reports on the progress of the ECT on a termly basis.

Head Teacher: the Head Teacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the Appropriate Body.
- Notify the Appropriate Body when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance.
- Make sure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure the Induction Mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECF-based induction programme is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure that formal assessments are carried out and reports completed and sent to the Appropriate Body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.
- Make the Governing Board aware of the support arrangements in place for the ECT.
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the Appropriate Body's quality assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence and forms on file for 6 years.

Induction Tutor: the ECT induction tutor will:

- Provide guidance and effective support to the ECT (with the Appropriate Body where necessary).
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment doesn't occur.
- Carry out formal assessments in the final term of the ECT's first and second year.
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Head Teacher and relevant body.
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Make sure that the ECT's teaching is observed and feedback is provided.
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the ECT appears to be having difficulties.

- Make sure that all monitoring and record keeping is done in the least burdensome way.

Induction Mentor: the ECT mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback (instructional coaching).
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring.
- Act promptly and appropriately if the ECT appears to be having difficulties.

ECTs: ECTs will:

An ECT has a vital part to play in their own induction. They will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their Induction Tutor at the start of the programme to discuss and agree priorities, 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.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during the period.
- Keep copies of all assessment reports.

If an ECT has any concerns, they will:

- Raise these with their Induction Tutor as soon as they can.
- Consult with their contact at the Appropriate Body at an early stage if there are difficulties in resolving issues with their Induction Tutor or within the school.

Appropriate Body: the Appropriate Body (Haybridge Teaching School Hub, quality assured by Sandwell MBC - SIPS) is responsible for:

- Ensuring the Head Teacher and Governing Board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- Maintaining full responsibility for their regulatory duties, and not delegating these.

- Consulting with the Head Teacher on the nature and extent of the quality assurance procedures in the school.
- Ensuring the Head Teacher has implemented a programme which is clearly based on the ECF.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the Head Teacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the Appropriate Body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Ensuring an agreement is reached with the Head Teacher and the ECT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the Head Teacher with information on the types of induction available.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

The Appropriate Body contacts are:

Vicki Shakespeare – Haybridge Teaching School

vshakespeare@haybridge.worcs.sch.uk

01562 881110

Kim Whiting – SIPS Education

0121 2963004

kim.whiting@sips.co.uk

0121 2963004 / 07890 945736

Statutory Induction

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

For a full-time ECT, the induction period will typically last for two academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Sandwell MBC (SIPS Education), our 'Appropriate Body'.

ECT Entitlement

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed Induction Tutor, who will have Qualified Teacher Status (QTS).
- Have an appointed Induction Mentor, who will have QTS.
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range. In their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

Support for ECTs

We support ECTs by providing:

- A designated Induction Tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- A designated Induction Mentor, who will provide regular structured mentoring sessions and targeted feedback
- A provider-led core induction programme that has been approved by the DfE (via [Ambition Institute](#) with [Haybridge Teaching School Hub](#)).
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.

- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their Induction Tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Chances to observe experienced teachers, either within the school or at another school with effective practice.

Assessments of an ECT's Performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6). They will be carried out by either the Head Teacher or Induction Tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period. Evidence will also be drawn from the ECT's work as a teacher and from their core induction programme. Copies of the evidence relied on will be provided to the ECT and the Appropriate Body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. In the final assessment report at the end of the programme, the Head Teacher will also recommend to the Appropriate Body as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments and the formal assessment report will be signed by the Head Teacher, Induction Tutor and the ECT.

A copy of the formal assessment report will then be sent to the Appropriate Body via ECT Manager. The final assessment report will be sent to the Appropriate Body within 10 working days of the meeting. The Appropriate Body will then make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves their post after completing one term or more but before the next formal assessment would take place, the Induction Tutor or Head Teacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At Risk Procedures

If it becomes clear during a termly progress review (or at the first formal assessment point) that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified.
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
- An effective support programme is put in place to help the ECT improve their performance.

The progress review record or formal assessment report will be shared with the Appropriate Body, alongside the support plan, for it to review. A formal meeting will also be called.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment (as long as it is not the final formal assessment) the Induction Tutor or Head Teacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Record Keeping

Records will be kept in accordance with the school's Data Protection policies.

Our Appropriate Body uses [ECT Manager](#) as our induction management system, where assessment forms and evidence are uploaded.

Assessment forms will be signed by the Head Teacher and submitted to the Appropriate Body, via ECT Manager, in a timely manner.

Assessment forms will be completed at the end of each formal assessment period, stating the date an NQT's employment began, how much of the period has been completed, and any changes in work patterns and absences.

The TRA keeps records of all submitted appeals and will be contacted as needed.

Assessment reports will be retained for six years, as recommended by the DfE.

NQTs will be advised by the school to retain their original copies of assessment reports.

Confidentiality

The induction process and assessments will be treated as confidential.

All ECTs will be made aware of who has been granted access to their assessments.

The Governing Board are allowed to request general termly updates on the progress of an ECT but cannot automatically have access to assessment information. The only exception to this is when an ECT has a concern about an assessment, which would require the Governing Board to access the assessment forms to review the situation.

Special Circumstances

To recognise the experience of ECTs who already have significant experience teaching whole classes and working to the 'Teachers' Standards', Appropriate Bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the ECT can still serve a full induction if they wish. The Appropriate Body also has discretion to reduce the prescribed induction period to a minimum of one term. When considering reducing an induction period, the Appropriate Body will consider advice from the Head Teacher and ensure the ECT is in agreement with the decision.

If an ECT is absent for a total of 30 days or more, the induction period will be extended by the aggregate of total days absent.

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave or parental bereavement leave during their induction period may decide whether their induction should be extended accordingly to meet

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 induction. If an ECT chooses to extend their induction in these circumstances, the request will be granted. If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

The Appropriate Body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. Reasons for this may include illness, personal crisis, disability, a lack of support during induction, etc.

Appendix 1 – Teachers’ Standards

The [Teachers’ Standards](#) set out the minimum requirements for teachers’ practice and conduct.

Part One: Teaching

1. Set high expectations which inspire, motivate and challenge pupils

- 1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- 2(a) be accountable for pupils’ attainment, progress and outcomes
- 2(b) be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- 2(c) guide pupils to reflect on the progress they have made and their emerging needs
- 2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- 3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- 3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher’s specialist subject
- 3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well-structured lessons

- 4(a) impart knowledge and develop understanding through effective use of lesson time
- 4(b) promote a love of learning and children’s intellectual curiosity
- 4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
- 4(d) reflect systematically on the effectiveness of lessons and approaches to teaching

4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

6(b) make use of formative and summative assessment to secure pupils' progress

6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons

6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

8(a) make a positive contribution to the wider life and ethos of the school

8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

8(c) deploy support staff effectively

8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues

8(e) communicate effectively with parents with regard to pupils' achievements and well-being

Part Two: Personal and Professional Conduct

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

(b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

(c) showing tolerance of and respect for the rights of others

(d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality

Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2 – Exemptions from Induction

The following lists where a qualified teacher may be employed by the school without having satisfactorily completed an induction period:

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the Appropriate Body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children’s Education (or SCE) Schools).
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.

Exemption	Explanation
A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2007(b)).	A teacher from the EEA who has applied successfully to the TRA, for QTS, or a teacher from the EEA who has declared successfully to the TRA, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely SEND teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.
A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.	A teacher who has been judged by the TRA, as meeting the specified QTS standards, whilst working in an independent school, where the NQT must have: <ul style="list-style-type: none"> • Been employed by an independent school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.	Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.
An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.
Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.

Exemption	Explanation
<p>A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school.</p>	<p>A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the NQT must have:</p> <ul style="list-style-type: none"> • Been employed by an FE school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none"> • On or before 31st October 2014, by the Institute for Learning; or • On or after 1st November 2014, by the Education and Training Foundation 	<p>Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.</p>
<p>Completed a course of ITT in Wales before September 2003.</p>	<p>A teacher who completed a course of initial teacher training in Wales before September 2003.</p>