



*Christleton Primary School*  
*Be the best you can be*

**ECT Induction Policy**

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<b>Signed Headteacher</b>	<i>Mr Mitchell</i>		
<b>Signed Chair of Governors</b>	<i>JL Eaton</i>		

# **Christleton Primary School**

## **Early Career Teachers / NQT Induction Policy**

### **Intent**

At Christleton Primary School, we recognise that the successful appointment and induction of an ECT strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the school endeavours to develop and nurture a promising career.

The induction period for an ECT will:

- Enable an ECT to build upon existing knowledge, skills and understanding.
- Assist an ECT in becoming a full member of the teaching profession and provide a foundation for CPD.
- Enable an ECT to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of an ECT's professional practice.
- Provide support to ECTs failing to make satisfactory progress.

This policy has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice.

## **Legal framework**

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

- DfE (2018) 'Induction for newly qualified teachers (England)'
- DfE (2011) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

## **Roles and responsibilities**

ECTs are responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing on their reduced timetable allowance with their induction tutor.
- Participating in the agreed monitoring and development programmes.
- Providing evidence of their progress against the required standards.
- Raising any concerns that they have with their induction tutor.
- Consulting the appropriate body if there are difficulties with resolving issues with the tutor/school.
- Participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment forms.

The headteacher is responsible for:

- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring that the ECT knows the school's response to children who go missing from education.
- Ensuring that the ECT has been awarded QTS.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.

- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Meeting the requirements of a suitable post for induction.
- Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- Ensuring that, under certain circumstances, the following steps are undertaken:
  - Obtaining interim assessments from the ECT's previous post
  - Alerting the appropriate body when an ECT may not be completing induction satisfactorily
  - Ensuring that an ECT who may not be performing against relevant standards is observed by a third-party
  - Notifying the appropriate body if an ECT is absent for a total of 30 days or more
  - Regularly informing the governing board about the school's induction procedures
  - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed
  - Providing interim assessment reports for staff moving in between formal assessment periods
  - Informing the appropriate body when an ECT serving induction leaves the school

Induction tutors are responsible for:

- Coordinating, guiding and supporting the ECT's professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking three formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Informing the ECT of the judgements to be recorded in the formal assessment record and inviting the ECT to give their comments.

- Observing the teaching of the ECT and providing feedback.
- Letting ECTs know that they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking appropriate action if an ECT is facing difficulties.

Appropriate bodies have a quality assurance role and are responsible for:

- Ensuring the headteacher 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.
- Consulting with the headteacher on the nature and extent of the quality assurance procedures in the school.
- Taking action to address areas that require further development/support, where an ECT is facing difficulties.
- Training induction tutors to carry out their role effectively.
- Contacting a school when the school's responsibilities are not fulfilled.
- Ensuring that the headteacher 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 headteacher 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 relevant standard.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, require an extension, or left partway through an induction period.
- 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.

The governing board is responsible for:

- Ensuring staff and the school are compliant with this policy.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's Grievance Policy.

- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

### **Statutory induction**

The statutory induction of an ECT is the bridge between ITT and a career in teaching. The school will support ECTs in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

Before an ECT undertakes an induction, they must have QTS status. Teachers who completed their ITT between 1 May 2000 and 30 April 2001 are also required to pass the numeracy skills test before completing an induction.

The 'Teachers' Standards' will be used to assess an ECT's performance at the end of their induction period. The standards will be considered against what can reasonably be expected of an ECT. All judgements will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period.

A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in [Annex B](#).

Short-term supply teaching of less than one term will not count towards an ECT's induction as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension.

ECTs serving induction on a part-time basis are required to serve the full-time equivalent of one full academic year.

### **Suitable posts**

The headteacher and governing board will determine the suitability of posts for induction, guided by the following considerations. The post will:

- Provide the ECT with the tasks, experience and support needed.
- Ensure the appointment of an induction tutor with QTS.
- Provide the ECT with a reduced timetable to enable them to undertake learning activities (no more than 90 percent of the timetable of the school's existing teachers on the main pay range, in addition to the timetable reduction in respect of PPA time).
- Not make unreasonable demands upon the ECT.
- Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
- Involve the ECT regularly teaching the same class(es).
- Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.

- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.

The governing board will be satisfied that the school has the capacity to support the ECT in the role and that the headteacher is fulfilling their responsibilities.

Once an ECT has been appointed to a suitable post, the headteacher will notify the TRA in advance of the ECT taking up the post. Upon registration, the ECT will be provided with a named contact to which they may raise any concerns about the induction programme.

### **Monitoring, support and assessment**

ECTs will be provided with an induction tutor who will provide day-to-day monitoring and support, and coordination of assessment.

A suitable monitoring and support programme will be put in place for the ECT, personalised to meet their CPD needs. Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.

The criteria used for formal assessments will be shared between the ECT and the headteacher and agreed in advance. Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used when assessing ECTs. Termly observations of ECTs' lessons will also be conducted, alongside a follow-up discussion with their induction tutor. All ECTs will be provided with the opportunity to undertake regular observations of experienced teachers.

All teachers who have a part in the ECT's development will be responsible for assessing the ECT, so to gain a reliable overall view. Termly 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.

### **Completing the induction period**

ECTs will have completed their induction period when they have served:

- The full-time equivalent of the standard school year (usually three terms); or
- A reduced period as agreed with the headteacher and the TRA, based on previous teaching experience; or
- An extended period as a result of absences occurring during the period; or
- An extension following a decision by the appropriate body or the appeals body.

The appropriate body will make the final decision as to whether or not an ECT's performance against the relevant standards has been satisfactory, taking into account the recommendations of the headteacher. The appropriate body will make a decision within 20 working days of receiving the headteacher's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the headteacher.

If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the TRA. Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.

Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained school.

Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the school will dismiss the ECT within 10 working days.

If the appeal is heard but not upheld, the school will dismiss the ECT within 10 days of receiving the outcome of the hearing. The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

### **Record keeping**

Assessment forms will be signed by the headteacher and submitted to the appropriate body in a timely manner. Assessment forms will be completed at the end of each formal assessment period, stating the date an ECT's employment began, how much of the period has been completed, and any changes in work patterns and absences. Assessment reports will be retained for six years, as recommended by the DfE. ECTs will be advised by the school to retain their original copies of assessment reports.

### **Confidentiality**

The induction process and assessments will not be shared with others involved in the process and will be treated as confidential.

All ECTs will be made aware of who has been granted access to their assessments. The governing board is allowed to request termly general reports on the progress of an ECT but cannot automatically have access to this 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 teachers who already have significant teaching experience, 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 by up to 29 days where this is less than a full year and to account for ad hoc absences.

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 on 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 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. These may include illness, personal crisis, disability, a lack of support during induction, etc.

If an ECT leaves the school before completing their extension, an interim assessment form will be completed by the headteacher and the appropriate body notified.

In circumstances where an ECT may be unable to, or chooses not to, complete their extension period in the same school, the minimum period of employment will still be served as the ECT will be working in a new school.

In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the appropriate body has the discretion to decide if the ECT can be exempt from induction. The appropriate body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision. In reaching its decision, the appropriate body will consider the strength of evidence that an error has occurred or that records are missing or lost.

The appropriate body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements.

For ECTs completing induction in more than one school simultaneously:

- The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria.
- One headteacher acts as the lead and will fulfil duties and responsibilities as outlined in this policy.
- One appropriate body will also take the lead in making the decision and is also responsible for gathering evidence from other appropriate bodies who are involved in the process.

### **Unsatisfactory progress and appeals**

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the headteacher, organising refresher training and providing more guided supervision. The appropriate body and the headteacher will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- An effective support program is in place to help the ECT improve performance.

When there are still concerns about the ECT's progress following intervention, the headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and also discuss the following with them:

- The identified weaknesses
- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- Details of additional support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.