



Tenacitas
Trust

Early Career Teacher (ECT) Policy

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1.0 Introduction

The term 'Early Career Teacher' (ECT) refers to a newly qualified teacher in their first or second year of induction.

This policy is based on the DfE's statutory guidance [Induction for Early Career Teachers](#) which replaces [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

2.0 Aims

The Trust aims to:

- Operate an induction programme that meets all the statutory requirements in line with the statutory guidance [Induction for Early Career Teachers](#)
- Provide ECTs with a supportive environment that develops and equips them with the skills to be effective and successful teachers.
- Ensure all staff understand their role in the induction programme.

3.0 Induction

3.1 Induction Overview

- The standard length of induction is 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 [Early Career Framework](#) (ECF).
- Appropriate bodies will have a role in checking that an ECF-based induction is in place.
- ECT's will be assigned a Mentor and 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 will be in line with the length of induction.
- 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 [Teachers' Standards](#) at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). 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](#), who have failed to satisfactorily complete an induction period.

3.2 Role and Expectations of ECT

The ECT will:

- 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 Induction Tutor/within the academy.
- 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.
- 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.
- 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 be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.
- Attend weekly mentor meetings in their first year of induction and bi-weekly mentor meetings during their second year of induction.
- Complete CPD modules each week during their first year of induction and every 2 weeks during their second year of induction

3.3 Role and Expectations of Induction Tutor

The Induction Tutor will:

- 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, Principal 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 academy, 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.

3.4 Role and Expectations of Mentor

The Mentor will:

- During the first year of induction the mentor should observe and feedback to the ECT each week, then set an appropriate target for the following observation.
- During the second year of induction, the mentor should observe and feedback to the ECT every 2 weeks, then set an appropriate target for the next observation.
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the academy 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.

The Mentor and the Induction Tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the Principal to designate a single teacher to fulfil both roles. Where this is the case the Principal should ensure that the Induction Tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the [Teachers' Standards](#).

3.5 Observation of ECT's Teaching Practice

An ECT's teaching is expected to be observed at regular intervals (half-termly) throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the [Teachers' Standards](#). Observations of the ECT will be undertaken by the Induction Tutor or another suitable person from inside or outside the academy.

3.6 Progress Reviews

- The Induction Tutor is expected to review the ECT's progress against the [Teachers' Standards](#) throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.
- Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.
- A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the Induction Tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the [Teachers' Standards](#) and the needs and strengths of the individual ECT.
- Where the Induction Tutor is not the Principal, it is expected that they also update the Principal on the ECT's progress after each progress review.
- It is expected that the Induction Tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the Induction Tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

3.7 Formal Assessments

- ECTs should have formal assessments carried out by the Induction Tutor. Mentors should not carry out formal assessments unless they are also acting as the Induction Tutor (refer to section 3.3). 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). 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 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, 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.

3.8 Interim Assessments

When an ECT leaves a post after completing one term or more in an academy but before the next formal assessment would take place, the Induction Tutor 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.

3.9 Completing Induction

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 Principal. Within 20 working days of receiving the 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.
- Has failed to satisfactorily complete the induction period.

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

3.10 Special Circumstances

Special circumstances include:

- Reducing an induction period in recognition of previous teaching experience and exceptional circumstances.
- Extending an induction period.
- Short-term supply teaching and ECTs.
- ECTs employed simultaneously in two or more institutions.
- Determining completion of induction in the event of loss of data/incorrect data.
- Special provisions applying to a qualified teacher who has not passed the numeracy skills test on completion of the induction period.

Further information can be found in section 3.0 of the statutory guidance [Induction for Early Career Teachers](#).

3.11 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.

3.12 Additional Support and Monitoring

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 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 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](#).
- 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, the 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, Principal and appropriate body.

3.13 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.
- Details of the improvement plan for the next assessment period.
- The Appropriate Body should be notified of the lack of progress and a collaborative Action Plan should be developed where necessary.

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.

3.14 Action in the Event of Serious Capability Issues

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 academy, 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 school, as all ECTs must complete a full induction period before they can be judged to have failed induction.

3.15 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. The Appeals Body is the Teaching Regulation Agency (TRA), which acts on behalf of the Secretary of State.

Further guidance about the appeals process is available at: [Induction Appeals Procedures](#)

4.0 Contacts

The designated member of staff response for ECT induction in the constituent academies are:

Constituent Academy	Member of Staff
The Eastwood Academy	Mrs. L. Goldsmith-Clark
Bournemouth Park	Ms L. Sewell
Chalkwell Hall Junior School	Mr N. Hanshaw
Eastwood Primary School & Nursery	Miss V. Wright

Appendix 1 – Teachers’ Standards

Refer to [Teachers' Standards](#)

Appendix 2 – Early Career Framework

Refer to [Early Career Framework](#)