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Statutory Policy:	Policy provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated

Early Career Teacher (ECT) Induction Policy

Approved by:	**EQSI/Pay & Personnel Committee**
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Contents

I Statement of Intent 2
II Introduction 3
III Objectives 3
IV Scope 3
V Relevant Legislation 3
VI Related Documents 3
VII Date of Review 3
VIII General Principles 3
Consistency of Treatment and Fairness 3
Delegation 4
Monitoring and Evaluation 4
Early Career Teacher (ECT) induction Policy 5
Introduction 5
Statutory requirements for induction 5
Our commitment to an ECT 5
Assessment of performance 6
Roles and responsibilities 6
Role of the ECT 6
Role of the headteacher 6
Role of the induction tutor 7
Role of the local governing board 8
General principles underpinning the induction process 8
Minimum period of continuous employment that can count towards induction 8
Confidentiality and data protection 8
Special circumstances 8
Raising concerns 8
At-risk procedures 8
Monitoring arrangements 9

I Statement of Intent

Induction for teachers is a statutory requirement and acts as the bridge between initial teacher training and a career in teaching. It should combine a structured programme of development, support and professional dialogue, underpinned by the DfE's Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers' Standards.

The intention of the induction programme is to 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. As such, the induction process should provide a foundation for ECTs, enabling them to understand and apply the knowledge and skills set out within the ECF and equipping them with the tools to be an effective and successful teacher.

A key component of the programme will be training for ECTs. Whilst there are three possible approaches to delivering such training, it is ODST's expectation that all schools will adopt a funded, provider-led programme through an accredited external provider. This will include face-to-face and online professional development support which will cover all aspects of the ECF to early career teachers and their mentors.

Further support will be available from the local centre of excellence for teacher training and induction who will also take on specific responsibilities for ECTs including quality assurance of the induction process. Details of the respective centres for Oxon and RBWM schools can be found online.

II Introduction

Subject to a limited number of exemptions listed in Annex A of the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, a qualified teacher cannot be employed as a teacher in an ODST school unless they have satisfactorily completed an induction period in accordance with the Regulations. While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period.

III Objectives

The objectives of the ECT Induction policy are to:

- Enable ODST schools to run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021,
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers and provides guidance and clarity around expectations,
- Enable all relevant staff to understand their role in the ECT induction programme.

IV Scope

All ECTs in ODST schools,
Headteachers, governors, teaching staff and leadership teams in ODST schools.

V Relevant Legislation

The Education Act 2002 (Sections 135A-C and 141C(1)(b);
The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

VI Related Documents

The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021 (updated April 2024);
The Early career framework reforms,
Teachers' Standards.

VII Date of Review

The policy will be reviewed annually by the Board of Trustees of ODST to take account of national policy development and feedback from ODST staff and schools.

VIII General Principles

Consistency of Treatment and Fairness

ODST is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Delegation

The Board of Trustees has chosen to delegate some of its functions to Local Governing Bodies as set out in this policy.

Monitoring and Evaluation

The Local Governing Body and Headteacher will monitor the operation and effectiveness of the school's ECT Induction Policy. Where requested, the Headteacher/Chair of the Local Governing Body will report to the ODST EQSI/ Pay and Personnel sub-committee on an annual basis the details of the operation of this policy in the relevant school.

This policy complies with ODST's funding agreement and Articles of Association.

Early Career Teacher (ECT) induction Policy

Introduction

1/ This policy applies to ECTs who start their induction on or after 1 September 2021.

2/ This also applies to any Newly Qualified Teacher (NQT) who started their induction before 1st September 2021 but did not complete it by 1st September 2023 Time already spent in induction will count towards the 2-year ECT induction period.

Statutory requirements for induction

3/ Our induction programme will be underpinned by the Early Career Framework (ECF), enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

4/ Prior to the ECT serving their induction, the headteacher and local centre of excellence must agree that the post to which they have been appointed is suitable.

5/ For a full-time ECT, the induction period will typically last for 2 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.

6/ The programme is quality assured by TSH Berkshire.

Our commitment to an ECT

7/ Each ECT in our school 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, and 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.

8/ We will support ECTs with:

- 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,
- 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.

Assessment of performance

9/ 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) and will be carried out by either the Headteacher, Deputy/Assistant Headteacher or Induction tutor.

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

11/ After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

12/ The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

13/ A copy of the formal assessment report will then be sent to the local centre of excellence. The final assessment report will be sent within 10 working days of the meeting, for the local centre of excellence to make the final decision on whether the ECT has passed their induction period.

14/ In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

Roles and responsibilities

Role of the ECT

15/ The ECT 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.

Role of the headteacher

16/ The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period,
- Notify the local centre of excellence 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 local centre of excellence,
- 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 local governing board aware of the support arrangements in place for the ECT,
- Make a recommendation to the local centre of excellence on whether the ECT's performance against the relevant standards is satisfactory,
- Participate in any local quality assurance procedures of the induction programmes,
- Keep all relevant documentation, evidence and forms on file for 6 years.

Role of the induction tutor

17/ The induction tutor will:

- Provide guidance and effective support to the ECT,
- Carry out regular progress reviews throughout the induction period,
- 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,
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and local centre of excellence as required,
- 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, and that ECTs are not asked for any evidence that requires the creation of new work.

Role of the induction mentor

18/ The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback,
- 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.

Role of the local governing board

19/ The local 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 headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post,
- Support the investigation of any concerns raised by the ECT in line with ODST procedures,
- If it has any concerns or questions, seek guidance from the ODST Central team 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.

General principles underpinning the induction process

Minimum period of continuous employment that can count towards induction

20/ The minimum period that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term. This applies to both permanent and long-term supply teaching posts and reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme.

Confidentiality and data protection

21/ 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.

22/ The local governing body are not automatically entitled to have access to an individual's assessment reports.

Special circumstances

23/ In the event of any special circumstances that impact the induction period- e.g. a period of maternity absence, an ECT employed simultaneously in more than one school- our approach will be guided by the provisions within the Statutory Guidance on Induction for Early Career Teachers (England) effective as of 1st September 2021.

Raising concerns

24/ When the ECT has any concerns, they should:

- Raise these with their induction tutor as soon as they can,
- Consult with their contact at the local centre of excellence at an early stage if there are difficulties in resolving issues with their induction tutor or within the school,
- In the event of continuing issues liaise with the ODST HR team.

At-risk procedures

25/ 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

26/ Any such progress review record or formal assessment report will be shared with the local centre of excellence, alongside the support plan, for it to review.

27/ 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 headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Monitoring arrangements

28/ This policy will be reviewed annually by the Local Governing Body to take account of any changes at national or local level.