



Hadley Wood Primary School ECT Policy

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Statement of intent

At Hadley Wood 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 length of induction for a Early Careers Teacher 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.

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 period 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.

Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

Scope

This policy applies all ECTs who have started, but not completed, their induction period.

1. Legal framework

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

- DfE (2021) 'Induction for early career teachers (England)'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf
- DfE (2011) Teachers' standards
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012

1.2 This policy makes reference to the following school policies:

- Complaints Procedures Policy
- GDPR and Data Protection Policy

2. Roles and responsibilities

2.1 **ECTs** are responsible for:

- Providing evidence that they have QTS and are eligible to start their induction.
- Meeting with their Mentor to agree on priorities for their programme and review these at regular intervals
- Discussing and agreeing on their reduced timetable allowance with their Mentor
- 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 Mentor
- 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 Mentor
- Retaining copies of all assessment forms

2.2 The **Headteacher** is responsible for:

- Ensuring that the ECT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one
- 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
- Ensuring that the ECT accessed an induction period that is underpinned by the ECF
- Allocating the ECT a mentor. The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor
- Ensuring the ECT has a 10% timetable reduction during the first year and 5% off-timetable in the second year of teaching
- Making sure that the Mentor received suitable training and has the time to carry out the role effectively
- Making sure the Induction Tutor is able to carry out their role effectively and has received the necessary training. 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 headteacher to designate a single teacher to fulfil both roles, which may be the headteacher/principal themselves. Where this is the case the headteacher 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.
- Ensuring that a personalised induction programme which meets the Early Careers framework is in place
- Ensuring that the progress of the ECT is reviewed regularly via weekly observations, termly assessments, and feedback of their teaching alongside regular team teaching and planning opportunities
- 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 Body 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

In addition, there may be circumstances when the following should be 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 Body 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

2.3 **Mentors** are responsible for:

- Coordinating, guiding and supporting the ECT's professional development
- Reviewing ECTs' progress regularly during the induction period via Enfield's ECT Manager Portal
- Undertaking weekly mentor meetings, observations and team teaching opportunities with ECTs 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 via Enfield's ECT Manager Portal
- 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

2.4 The **Induction Tutor** is responsible for:

- Carrying out formal termly assessments and producing a comprehensive report mapping progress against the Teaching Standards. It is for institutions and ECTs to agree exactly when the assessment dates are set.
- Ensure evidence used in assessments is clear and transparent and copies provided to the ECT and appropriate body.

2.5 The **Local Authority** has a quality assurance role and is responsible for:

- Ensuring the Headteacher and Governing Body 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 Mentors 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 LA to raise concerns if they have any
- Ensuring FE institutions are supported in finding schools for ECTs so that they may spend their mandatory 10 days teaching pupils of compulsory school age
- 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 DfE and teaching hub Ambition 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 Mentor

2.6 The **Governing Body** 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 Complaints Procedures 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

3. Statutory induction

3.1 The Early Career Framework builds on Initial Teacher Training and provides a platform for future development. The ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence. The school will support the ECT in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher using the ECF (Early Careers Framework) as a career development tool.

3.2 The following sets out the statutory minimum for ECT induction programmes:

- For a full-time ECT, the induction programme will last for two academic years and will follow a sequenced programme based on the ECF. Part-time ECTs will serve a full-time equivalent.
- The induction programme content will be provided by Ambition Institute.
- The programme is quality assured by London Borough of Enfield, our 'Appropriate Body'.

3.3 The Early Careers Framework will be used to support ECTs throughout their induction period. The teacher standards will be used to assess an ECT's performance at the end of their induction period.

3.4 The school will consider the standards against what can reasonably be expected of an ECT.

3.5 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 A.

3.6 Before an ECT undertakes an induction, they must have QTS status.

3.7 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.

3.8 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.

3.9 If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension.

3.10 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.

3.11 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.

4. Suitable posts

4.1 The Headteacher and Governing Body will determine the suitability of posts for induction, guided by the following considerations. The post will:

- Have an appropriate body to hold the ECT's performance to the relevant standards and quality-assure the process.
- Provide the ECT with the tasks, experience and support needed
- Ensure the appointment of a Mentor 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
- 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

4.2 The Governing Body will be satisfied that the school has the capacity to support the ECT in the role and that the Headteacher is fulfilling their responsibilities.

4.3 Once an ECT has been appointed to a suitable post, the Headteacher will notify the DfE in advance of the ECT taking up the post.

4.4 Upon registration, the ECT will be provided with a named contact to which they may raise any concerns about the induction programme.

5. Monitoring, support and assessment

5.1 A suitable monitoring and support programme will be put in place for the ECT, personalised to meet their CPD needs.

5.2 ECTs will be provided with a Mentor who will provide day-to-day monitoring and support, and coordination of assessment.

5.3 Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.

5.4 The criteria used for formal assessments will be shared between the ECT and the Headteacher and agreed in advance.

5.5 Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used when assessing ECTs.

5.6. Weekly drop-in observations of ECTs lessons will be conducted by the Mentor alongside termly follow-up formal observations with the Induction Tutor/Headteacher.

5.7 All ECTs will be provided with the opportunity to undertake regular observations of experienced teachers.

5.8 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.

5.9 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

6. Completing the induction period

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

- The full-time equivalent of two standard school years (usually six 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

6.2 The appropriate body will make the final decision as to whether or not a ECTs' performance against the relevant standards has been satisfactory, taking into account the recommendations of the Headteacher.

6.3 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.

6.4 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.

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

6.6 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.

6.7 If the appeal is heard but not upheld, the school will dismiss the ECT within 10 days of receiving the outcome of the hearing.

6.8 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.

7. Record keeping

7.1 Records will be kept in accordance with the school's GDPR and Data Protection Policy

7.2 Assessment forms will be signed by the Headteacher and submitted to the LA via the Enfield ECT Manager Portal in a timely manner

7.3 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.

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

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

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

8. Confidentiality

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

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

8.3 The Governing Body are 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 Body to access the assessment forms to review the situation.

9. Special circumstances

9.1 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.

9.2 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.

9.3 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.

9.4 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.

9.5 If an ECT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

9.6 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.

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

9.8 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.

9.9 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.

9.10 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.

9.11 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.

9.12 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.

9.13 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.

9.14 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

10 Unsatisfactory progress and appeals

10.1 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

10.2 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

10.3 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.

10.4 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.

Appendix 1: Exemptions

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

References in Schedule 1 ¹²	Exemption	Explanation
Para 1	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).
Para 2	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).
Para 3	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.
Para 4	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 during the first five years following the award of QTS.
Para 5	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.
Paras 6, 8, 9, 11, 12, 13, 14, 20	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 Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).
Para 7	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.

Para 10	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 Union (Recognition of Professional Qualifications) Regulations 2015 including where the person is entitled to partial access to the profession of school teacher by virtue of Part 1 of those Regulations.	A teacher from the EEA who has applied successfully to the Teaching Regulation Agency, for QTS, or a teacher from the EEA who has declared successfully to the Teaching Regulation Agency, 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 special educational needs and disability (SEND) teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.
Para 17	A person who became a qualified teacher by virtue of regulation 5 of, and para 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 Teaching Regulation Agency as meeting the specified QTS standards, whilst working in an independent school, where the ECT 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.
Para 22	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 United States of America 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.
Para 18	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. This exemption only applies to people who have acquired QTS via schedule 2, paragraph 9 or 10 of the

		<u>School Teachers' Qualifications Regulations 2003.</u>
Paras 15 and 16	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 or Wales before 7 May 1999.
Para 19	A person who became a qualified teacher virtue of regulation 5 of, and para 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in a further education institution or as an instructor in a school.	A teacher who has been judged by the Teaching Regulation Agency, as performing satisfactorily against the relevant standards, whilst working in a further education institution or as an instructor in a school where the ECT must have: <ul style="list-style-type: none"> • been employed by an FEI/school before 1989; and • gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • been employed in an FEI/school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
Para 23	A person who has been awarded qualified teacher learning and skills status – <p>(i) on or before 31st October 2014, by the Institute for Learning; or</p> <p>(ii) 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.
Para 21	A person who has completed a course of initial teacher training in Wales on or before 1 September 2003.	A teacher who completed a course of initial teacher training in Wales on or before 1 September 2003.
Para 24	A person – <p>(a) who has been informed in error by the General Teaching Council for England or the Secretary of State that they are exempt from the requirement to complete an induction period; or</p> <p>(b) who has satisfactorily completed an induction period but is unable to produce verifying data.</p>	A teacher who has been informed in error by the General Teaching Council for England or the Secretary of State that they do not need to complete an induction period; or a teacher who has completed induction but cannot produce the relevant verifying data, and the appropriate body is satisfied that the ECT meets the relevant standards.