



Moorlands
Learning Trust

ECT Induction Policy

	Position/Committee	Date
Prepared by	Trust ECF Leads	July 2021
Approved by	CEO	July 2021
To be Reviewed	CEO	By July 2024

Policy for the Induction of Early Career Teachers (ECTs) at Moorlands Learning Trust

Rationale

The first two years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our Moorlands Learning Trust's (MLT) induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Early Career Framework (ECF) Induction programme will enable ECTs (previously Newly Qualified Teachers - NQTs and Recently Qualified Teachers - RQTs) to establish a secure foundation upon which a successful teaching career can be built.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance:

[Induction for Early Career Teachers \(England\) Revised March 2021](#)

Appropriate Bodies Guidance: Induction and the Early Careers Framework, March 2021

[The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

Guidance and further information the Early Career Framework reforms can be found [here](#).

The 'relevant standards' referred to below are the [Teachers' Standards](#).

Purposes

Our Trust's Induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs. From September 2021, all Trust ECTs will be expected to complete the Early Career Framework. Of the three approaches available to schools, the Trust will follow the funded, provider-led full induction programme, with Teach First as the provider and the Red Kite School Teaching Hub as the delivery partner. The two-year programme will enable them to develop competence in the Teachers' Standards, develop their practice, knowledge and working habits whilst ensuring long-term benefits for the Trust through the recruitment and retention of excellent practitioners. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with other members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to help ECTs meet all the core standards,

The whole staff will be kept informed of the Trust ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole Trust 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.

Roles and Responsibilities

The CEO/Trustees/Governors

The CEO/Trustees/Governors will be fully aware of the law which sets out the Trust's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The CEO/Trustees/Governors will be kept aware and up to date about induction arrangements and the progress of ECTs through the CEO/headteacher's report and/or direct contact with the ECT Coordinator in school.

The Headteacher/Principal

The Headteacher at each Trust school plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme will be delegated to the school's ECF Lead, the Headteacher will also have oversight of the ECF Induction process. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the appropriate body whether an ECT has met the requirements for satisfactory completion of the Induction period

In reality, many of the tasks associated with the above will be carried out by the ECF Lead, but the Headteacher will make the final recommendation to the appropriate body. In addition to the statutory requirements, the Headteacher will:

- observe and give written warnings to any ECT at risk of failing to meet the Standards
- keep the Trust / CEO / governors aware and up to date about induction arrangements and ECT progress
- Ensure there is sufficient time on the timetables of mentors and ECTs for the effective delivery of the ECF. ECTs and mentors need to meet for one hour/lesson per week in year 1 and one hour/lesson per fortnight in year 2.

ECF Lead (Induction Tutor)

The principal requirement for the ECF Lead / Co-ordinator is to be responsible for the overall management of initiating ECTs into the teaching profession and into the Trust's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision and assessment. It embraces various tasks, such as facilitating the Early Career Framework programme of study, providing support and guidance for mentors, ECTs and the rigorous, fair and consistent assessment of ECT performance. In addition, the ECF Lead will:

- Engage with the ECF online content and read the SLT/ECF Lead Handbook

- Attend the termly Teach First Lead networking sessions, hosted by the Red Kite Teaching Hub
- Take part in lesson observations and drop into ECT-mentor meetings

ECT Mentor

In addition to the ECF Lead, who has the responsibility for the formal assessment of ECTs, a mentor is appointed to provide support to each ECT on an informal daily basis and through a formal weekly timetabled slot. This slot could include either observing, providing feedback and instructional coaching to develop the early career teacher, or discussing a topic in-depth with them to enhance their understanding of a concept within the school context. This reduces to one slot every two weeks in year two.

In both years, mentors will attend training sessions which will cover effective mentoring and how to use instructional coaching to enhance teacher development. It is essential that mentors engage fully with all aspects of the ECF programme, including: attending the full day induction training at the start of year 1 and year 2, watching the online summary videos, attending the online seminars, reading the mentor handbook and preparing effectively for the weekly mentor meeting.

The mentor will contribute to the judgements about the ECT's progress against the Teachers' Standards.

Role of the ECT

The ECT will:

- Provide evidence that they are eligible to start induction
- Meet with their ECF lead at the start of the programme to discuss and agree priorities, and keep these under review
- Provide evidence of their progress against the relevant standards
- Participate fully in the Early Career Framework, including: attending the full day induction training at the start of year 1 and year 2, engaging with the weekly online content, attending the online seminars, reading the ECT handbook and preparing effectively for the weekly mentor meeting.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings

In order to qualify for the full ECF funding entitlement, the ECT and mentor will need to engage with the full induction programme:

- Red Kite TSH will monitor ECT and ECM engagement with Brightspace and attendance at conferences and webinars. If a session is missed, Red Kite TSH will alert the school's ECF Lead.
- If more than one session is missed, the Red Kite Early Career Leader will contact the school to discuss and offer support.
- If an ECT and/or mentor does not engage with at least 80% of the programme then the Appropriate Body will be informed that the ECT is not receiving their statutory induction entitlement.

Entitlement

Moorlands Learning Trust will ensure that from September 2021 all ECTs will have full access to The Early Career Framework programme which is designed to fit in with the day-to-day realities of supporting new teachers. It is delivered through online modules to help early career teachers integrate theory, practice and feedback in the classroom. The framework will follow a programme of study as set out by the DfE.

Further information regarding the course of study can be found in the course outline from Teach First, our ECF provider.

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

Specifically, the Early Careers Framework ensures:

- Access to an Induction programme that will commence upon appointment and be completed after two years
- Help and guidance from an ECF Lead who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENDCo etc.
- A programme of observations of experienced colleagues' teaching.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the Early Careers Framework programme and will reduce to 5% in the second year.
- Regular observation of ECTs teaching by the mentor and/or other experienced colleagues (and at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary in line with instructional coaching.
- Prompt confrontation of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards.

- Opportunities for further professional development outside of the Early Careers Framework as part of the whole school CPD calendar.

Assessment & Quality Assurance.

The assessment of ECTs will be rigorous and objective. It is important to note that the assessment of ECTs through the Appropriate Body is separate from the Early Careers Framework which should not be used as an assessment tool. We have selected Red Kite as our Appropriate Body and Delivery Partner who, in turn, have appointed Teach First as content provider.

The Induction Tutor/ECF Lead 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. For a full time ECT the assessment schedule is as follows:

	Term 1: autumn	Term 2: spring	Term 3: summer
Year 1	Progress review	Progress review	First formal assessment
Year 2	Progress review	Progress review	Final formal assessment

Progress Reviews

Progress Reviews are expected to be informed by evidence of the ECT's teaching. They are not formal assessments and ECTs are not expected to provide additional evidence. However, ECTs are expected to engage with the process and provide evidence as agreed with the Induction Tutor. A written record is expected to be created by the ECF Lead/Induction Tutor, retained and provided to the ECT after each review meeting. It will:

- clearly state whether the ECT is on track to successfully complete induction
- include a summary of evidence in relation to the Teachers' Standards
- review previous objectives, in relation to the Teachers' Standards
- state the agreed development targets, in relation to the Teachers' Standards

Following each progress review the ECF Lead will:

- update the Headteacher/Principal about the ECT's progress
- notify the appropriate body stating whether the ECT is making satisfactory progress

Formal Assessments

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. 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 Headteacher's/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.

Interim assessments

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or Headteacher/Principal 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.

At risk procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the appropriate body without delay.

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Standards.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, ECF Lead, Headteacher) in the first instance. Where the school does not resolve them, the ECT should raise concerns with the named Appropriate Body contact.

Monitoring arrangements

This policy will be reviewed at least every 3 years by the ECF Leads in all Trust schools. At every review, it will be approved by the CEO.

Links with other policies

This policy links to the following Trust policies and procedures:

- Appraisal
- Grievance
- Pay