
Title of Policy/Procedure Induction of Early Career Teachers

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To be read in conjunction with the following policies: Acceptable Behaviour
Staff Code of Conduct

Consultation Process

Policy Date: September 2023

Review Date: September 2025

This policy has been ratified by (please delete as appropriate):

- People and Culture Committee

Policy Abbreviations

DfE	Department for Education
ECF	Early Career Framework
ECT	Early Career Teacher
ECM	Early Career Mentor
QTS	Qualified Teacher Status

Policy for the Induction of Early Career Teachers (ECTs)

1. Rationale

The first couple of years of teaching is 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 early teaching careers through appropriate transitional support. The induction process is aimed at ensuring a smooth transition from initial teacher training into the teaching profession through appropriate guidance, support and challenge.

Aims:

The Blue Kite Academy Trust and our schools aim to:

- Run a two-year ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1st September 2021
- 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 – the Early Career Mentor (ECM) fulfilling a separate and distinct role, to that of the Induction Tutor
- Formally assess ECTs twice during their induction period – once during Year 1 and once at the end
- Provide ECTs with a 10% reduction in timetable during Year 1, reducing to 5% in Year 2

2. Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for Early Career Teachers \(England\)](#) from 1 September 2021
- The [Early Career Framework Reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred within the policy are the [Teachers' Standards](#).

This policy complies with our Funding Agreement and Articles of Association.

3. Purpose

An ECT's two-year induction period has been set by the DfE, meeting statutory requirements. The Early Career Framework (ECF) has been designed to make a significant contribution to both an ECT's professional and personal development, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to the school. The Blue Kite Academy Trust have partnered with the DfE accredited provider, Ambition Institute, to facilitate and deliver the Early Career Framework to ECTs and ECMs.

Specifically, the school will:

- Provide support to meet the generic needs of all ECTs and specific needs of individual ECTs

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- Provide support through high quality mentoring and one-to-one instructional coaching
- Provide ECTs with examples of good classroom practice
- Ensure that the ECT engages with the ECF programme (provided by Ambition Institute), by completing self-study on the online learning platform (Steplab), and by maintaining high attendance at training events
- Help ECTs form productive relationships with all 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 all staff within the school understand their role within the induction programme

4. The ECT Induction Programme

The following sets out the statutory minimum requirement for ECT induction programmes. The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. The carefully designed and structured ECT induction programme builds on initial teacher training, and sets out what ECTs should learn about and learn how to do. It supports development in 5 core areas of teaching: behaviour management, pedagogy, curriculum, assessment and professional behaviours.

Prior to the ECT serving their induction, the Headteacher and Appropriate Body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for two 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.

The programme is quality assured by The Swindon and Wiltshire Teaching School Hub, our 'Appropriate Body'.

Each ECT will:

- Have access to our ECF induction programme, with training facilitated by The Blue Kite Academy Trust
- 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 ECM, who will have qualified teacher status (QTS)
- Meet weekly (in Year 1) and then fortnightly (in Year 2), with their ECM
- Have a reduced timetable to allow them to undertake activities in their induction programme; 10% reduction in timetable during Year 1, reducing to 5% in Year 2
- Regularly teach the same class or classes
- Take part in 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

5. Support for ECTs

The Blue Kite Academy Trust and our schools support ECTs with:

- Their designated induction tutor, who will provide monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions, instructional coaching 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 their school or at another school with effective practice

6. Assessments of ECT Performance

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 or the ECT's induction tutor.

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.

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.

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

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

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.

7. At-Risk Procedures

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

The progress review record or formal assessment report will be shared with the Appropriate Body, alongside the support plan, for it to review.

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.

8. Roles and Responsibilities

At The Blue Kite Academy Trust, we strongly believe in our collective responsibilities to support, nurture and develop our Early Career Teachers. The following roles and responsibilities are based on recommendations outlined within the DfE's statutory induction guidance for ECTs.

The Role of the ECT

The ECT will:

- Provide evidence that they have achieved 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 programme
- Engage with instructional coaching with their ECM, using the online portal Steplab. Instructional coaching between the ECT and ECM will involve dialogue, scripting and feedback, focusing on models of what good practice looks like
- 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 that period
- Keep copies of all assessment reports
- Take increasing responsibility for their own professional development as the induction period progresses

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the Appropriate Body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

The Role of the Headteacher

The Headteacher plays a significant and leading role in the process of inducting new Early Career Teachers to the profession. The Headteacher, along with the Appropriate Body, is jointly responsible for the monitoring, support and assessment of the ECT.

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the Appropriate Body
- Notify the Appropriate Body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 2 above)
- Make sure an appropriate ECF-based induction programme is in place - Ambition Institute
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the ECM is appropriately trained and has sufficient time to carry out their role effectively
- Ensure that time is timetabled for the ECM and ECT to meet together on a weekly basis in the first year and on a fortnightly basis in the second year
- Ensure an ECT receives a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the Appropriate Body
- 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 governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the Appropriate Body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

There may also be circumstances where the Headteacher may need to:

- Alert the Appropriate Body where an ECT may be at risk of not completing induction satisfactorily
- Notify the Appropriate Body as soon as absences total 30 days or more
- Notify the Appropriate Body when an ECT serving induction, leaves the school

The Role of the Induction Tutor

The role of the induction tutor is separate from the role of the mentor. The induction tutor is expected to:

- Provide guidance and effective support to the ECT (with the Appropriate Body where necessary)
- 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 relevant body
- 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

The Role of the Early Career Mentor

The ECM will:

- Engage fully with the mentor training and development provided by Ambition Institute
- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback and instructional coaching (as outlined in Section 4)
- Ensure they are fully prepared for each mentor meeting
- 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

The Role of the Local Governing Body

The local governing body will:

- Ensure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the BKAT grievance procedure
- Seek guidance from the Appropriate Body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process, if they have any concerns or questions
- If it wishes, request general reports on the progress of the ECT on a termly basis

9. Monitoring arrangements

This policy will be reviewed every two years by Kirsty Baker. At every review, it will be approved by the People and Culture Committee.