



Thinking Schools Academy Trust

“Transforming Life Chances”

Early Career Teacher (ECT) Induction Policy

(Formerly Newly Qualified Teacher (NQT))

This policy was adopted on	November 2021
The policy is to be reviewed on	September 2025

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1. Introduction

Our Trust's induction process ensures the appropriate guidance; support and training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual program.

During the first two years of training, teachers can be referred to as ECTs (Early Career Teachers) and for the purpose of this policy the trust will use the abbreviation ECTs.

The first two years of teaching are not only very demanding but also of critical significance in the professional development of new teachers.

This program will enable an ECT to form a secure foundation on which to build a successful teaching career and enable them to take a pride in and have a confidence to fulfil their professional duties.

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). This policy was agreed and adopted in November 2021 and will be reviewed should there be any changes to statutory requirements.

3. Purpose

Our Trust's ECT induction process has been designed to make a significant contribution to both the professional and personal development of ECTs in addition to meeting statutory requirements. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and the 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 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 a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards during ECT Induction

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

4. The Induction Period

ECTs complete an induction period of two school years, beginning when they first take up a post that lasts for a term or more. It is the school's responsibility to provide an appropriate induction program in line with Early Career Framework (ECF), national arrangements.

The school makes recommendations to the 'Appropriate Body', based on rigorous and fair assessment procedures as to whether the ECT has met the induction standards.

In order to meet these responsibilities the school will:

- designate a professional mentor for each ECT
- provide a personalised program of training and support for each ECT
- ensure that any duties assigned to the ECT are reasonable
- ensure that the ECT is provided with a timetable representing no more than 90% of the average contact normally allocated to more experienced teachers in the school
- provide the ECT with the means of raising concerns about the induction program and their resolution
- inform the appropriate body about any ECT who may be at risk of failing to meet the induction standards
- and arrange for an appropriate action plan to be put into place to provide extra support for the ECT
- keep the Governing Body and Trust Executive Management Team informed about arrangements for ECTs in the school and the results of formal assessment meetings

5. Roles and Responsibilities

5.1 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
- Provide evidence of their progress against the Teacher Standards
- Participate fully in the monitoring and development programme
- Raise any concerns with their induction tutor as soon as practicable
- Participate in scheduled classroom observations, progress reviews and mentor 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 forms

5.2 The Governing Body

The governing body will be fully aware of statutory information, which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs together with our duty of care. Consideration is given, prior to any decision to appoint an ECT as to whether the school has the capacity to fulfil all its obligations appropriately and effectively. The governing body will be kept aware of and up to date with the induction arrangements and the outcomes of formal assessment meetings.

5.3 The Head Teacher

The Head Teacher at each of the Trust's schools 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 may be delegated, the Head Teacher will also observe each ECT, through 'drop-ins,' at least once each term.

Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the Appropriate Body in either Portsmouth or Medway 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 a coordinator but the Head Teacher will make the final recommendation to the Appropriate Body in either Portsmouth or Medway as stated above.

In addition to the statutory requirements, the Head Teacher will:

- observe and give written warnings to any ECT at risk of failing to meet the Standards following consultation with the Appropriate Body for ECT Induction
- keep the Governing Body and Trust Executive Management Team aware and up to date about induction arrangements and the progress of ECTs

5.4 ECT Mentor

The ECT Mentor will be identified by the Headteacher / Principal and will attend regular mentoring sessions and mentor training when appropriate.

The mentor provides the ECT with day-to-day monitoring and support and is expected to:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school 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, and;
- Take prompt, appropriate action if an ECT appears to be having difficulties.

5.5 Induction Tutor

The induction tutor, will be identified by the Headteacher / Principal and will provide regular monitoring and support, and coordination of assessment. The Induction tutor will need to make rigorous and fair judgements about the ECT's progress in relation to the Teachers Standards.

The induction tutor is expected to:

- Provide, or coordinate, guidance for the ECT's professional development (with the appropriate body);
- Carry out regular 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 employees);
- 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, Headteacher 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 Trust, they can raise concerns about their induction programme or their personal progress;
- Take prompt, appropriate action if an ECT appears to be having difficulties; and,
- 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.

6 Entitlement

Our Trust's induction programme ensures that new teachers are provided with the support, guidance 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 from their training (ITT).

Changes to the statutory induction arrangements will ensure that all ECTs undergoing induction are entitled to a 2-year training and support programme based on the ECF.

The key aspects of the Induction programme for ECTs at The Thinking Schools Academy Trust are as follows.

- There will be a 2-year induction period
- Access to an Induction programme that will commence upon appointment and be reviewed after two years in post.
- ECTs will be entitled to a programme of training based on the ECF, as well as the support of a dedicated mentor.
- Structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an ECT Mentor who holds qualified teacher status, 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 dedicated Induction Tutor, who holds qualified teacher status, will have the time and ability to carry out the role, and provide support and guidance;
- Induction tutors will review the ECTs progress against the Teachers Standards, with progress reviews taking place in each term where there is not a formal assessment;
- A programme of observations of the teaching of experienced colleagues.
- A reduction of 10% of the average teacher's workload during the first year (in addition to PPA time). This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.
- Additional funding for 5% time away from the classroom for teachers in their second year. Funding will also be provided to cover mentors' time with the mentee in their second year of teaching. Regular observation of ECTs teaching by experienced colleagues (at least once every half term).

- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- The confronting of any areas of practice or behaviour, that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria/Action Plans for any areas identified which otherwise render a ECT at risk of not meeting the Teachers' Standards.
- Regular contact with the Appropriate Body

7 Assessment & Quality Assurance.

The assessment of ECTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessments (e.g. lesson observations, target setting, Review Meetings) and summative assessments (end of year reports) will be used.
- EDT Manager will be used as an assessment platform to provide reviews and feedback;
- Assessment will draw on views from all teachers who have a part in the ECTs development in order to gain a reliable overall picture.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff/students/parents, as well as formal observations of teaching.
- Copies of any records will be passed to the ECT concerned.
- Regular discussions of progress will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for the coming term
 support to be provided by the school

8 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 set for a minimum of 4 weeks, 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.
- The school's concerns will be communicated to the Appropriate Body.
- Early warning of the risk of failure will be given to the ECT in consultation with the Appropriate Body as appropriate.

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 Appropriate Body will be informed as soon as it becomes clear an ECT is at risk of not meeting

one or more of the Teachers' Standards so that a joint remedial action can be taken.

9 Addressing ECT Concerns

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

The named Appropriate Body is the **Thames Gateway Hub (TGH)** for Medway, Kent and Portsmouth.

The delivery partners of the professional development programmes are:

Medway, Kent – Education Development Trust (EDT)

Portsmouth – HISP Hub