

The Statutory Induction of Early Career Teachers (ECTs)			
Current Status	Operational	Last Review:	February 2023
Responsibility for Review:	Kate Sida-Nicholls	Next Review:	February 2025
Internal Approval:	SLT	Originated:	November 2021

1. Purpose

- 1.1. Our colleges' statutory induction processes have been developed to ensure our Early Career Teachers (ECTs) feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students. Statutory induction for ECTs supplements the school's induction process for all new staff and ensures the ECT is provided with appropriate guidance, support, training, development opportunities, monitoring and assessment through a structured but flexible individual programme.
- 1.2. Our induction processes will:
- support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.8 and successfully completes their statutory induction period.
 - ensure each ECT receives their statutory entitlements: trained induction tutor and dedicated Early Career mentor with Qualified Teacher Status (QTS); a reduced timetable for professional development (in addition to personal preparation allowance (PPA) time), observation of experienced teachers; have no unreasonable demands made of them; a pre-planned induction programme; a support plan when necessary; an Early Career Framework (ECF)-based induction programme; formal observation of teaching at least each half-term with verbal and written feedback; regular meetings with the induction tutor and half-termly reviews of progress; fair and rigorous assessment against all of the Teachers' Standards; two formal assessment meetings and reports, and a named contact at Unity School Appropriate Body which is Celia Moore cmoore@unitysp.co.uk
 - ensure each ECT accesses an Early Career Framework based induction programme with dedicated support from their mentor.
 - provide appropriate support, advice, and guidance to each ECT based on individual talents and needs including lesson observations each half-term.
 - provide examples of good practice and facilitate each ECT observing effective teaching based on their development needs.
 - support ECTs to develop positive relationships with all members of the school community for the enhancement of pupil outcomes.

- encourage ECTs to become reflective practitioners, supported by ECF resources and personnel to aid personal development.
- acknowledge success and celebrate good practice.
- provide opportunities for professional development beyond the ECF if required.
- support an understanding of the full role and responsibilities of a teacher.

1.3. This policy is underpinned by a whole school commitment to support teachers new to the profession to develop their skills, pedagogy, and practice.

2. Roles and responsibilities

2.1. Headteacher/Principal

The headteacher/principal has a significant role in the statutory induction process and will:

- ensure all ECTs are registered with an Appropriate Body
- work closely with the Appropriate Body throughout the statutory induction period, including quality assurance processes and any necessary fidelity checks.
- ensure an appropriate ECF-based induction programme is in place.
- appoint an induction tutor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained.
- appoint a dedicated ECF mentor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained.
- ensure an appropriate, pre-planned induction programme is drawn up by the induction tutor and ECT.
- ensure the ECT is provided with all statutory entitlements.
- ensure the ECT has a suitable role to undertake induction as in paragraph 2.17 of the statutory guidance.
- ensure assessment and monitoring is carried out and evidence of progress towards meeting the Teachers' Standards is recorded in professional reviews, progress reviews and assessment reports.
- ensure the ECT is made aware (in writing), at any point during induction they are deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period.
- ensure the Appropriate Body is contacted at any point during induction the ECT is deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period.
- ensure a support plan is put in place for any ECT deemed 'not on track' in order to bring them back on track.
- ensure the support plan is shared with the Appropriate Body and work with them to bring the ECT back on track.

- make a final recommendation to the Appropriate Body as to whether the ECT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' statutory guidance paragraph 1.8 and should pass their induction period.
- keep the governors informed about induction arrangements for ECTs in the school.

2.2. Induction Tutor

The induction lead/professional tutor ensures that induction tutors and mentors are fulfilling their role and provides support to them.

The induction lead/professional tutor will:

- ensure induction tutors and mentors are aware of their responsibilities.
- ensure key milestones and processes throughout the year are planned for and executed efficiently.
- undertake some paired observations to moderate judgements across the school and ensure a consistent and appropriate view of expectations in relation to the Teachers' Standards at different stages of an ECT's induction.
- audit professional reviews, progress reviews and assessment reports for all ECTs
- be the first point of contact when an induction tutor or mentor has concerns about an ECT's progress.]
- Many tasks associated with the headteacher/principal may be delegated to the induction tutor or other suitably experienced colleagues.
- The induction tutor will:
 - ensure ECT is kept up to date on their progress and there will be nothing unknown, no surprises, at the time of a formal assessment.
 - have responsibility for the day-to-day oversight of the pre-planned induction programme.
 - meet regularly with the ECT, retaining signed and dated meeting notes that are uploaded to ECT Manager to provide transparency and access for ECT, induction tutor, headteacher/principal/induction lead/professional tutor and Suffolk Appropriate Body
 - undertake, and/or, arrange lesson observations as necessary, at least each half-term.
 - provide opportunities for the ECT to observe experienced teachers to support their understanding and professional development.
 - have oversight of the ECT's use of the timetable reduction for professional development
 - arrange support when necessary.

- ensure rigorous and fair assessment throughout the induction process including professional reviews, progress reviews and assessment reports.
- liaise with the dedicated Early Career mentor to ensure pertinent information is considered.
- inform the headteacher/principal and the Appropriate Body, at the earliest opportunity, if concerns arise that the ECT is not 'on track' to meet all the Teachers' Standards, 'consistently over a sustained period' by the end of the statutory induction period.'
- write a support plan and work with the ECT to bring the ECT back 'on track.'
- share the support plan with the ECT, headteacher/principal and Appropriate Body
- seek support, advice, and guidance from the Appropriate Body as necessary.
- ensure reviews and assessments are completed on time so that the Appropriate Body can meet its obligations and ensure ECTs are informed of outcomes within the statutory timeframe.

2.3. Dedicated ECF induction mentor

The mentor has the main responsibility for working with the ECT and the ECF throughout the statutory induction period.

The induction mentor will:

- work collaboratively with ECT and others in the school to ensure ECT receives a high- quality ECF-based induction programme.
- meet regularly with the ECT for structured mentor sessions based on the ECF.
- provide targeted feedback and instructional coaching based on ECF training programme and take prompt action if ECT appears to be having difficulties.
- provide, or broker, effective support when required, which may be phase or subject specific.
- ensure the headteacher/principal and ECT are aware if there are any concerns the ECT is not on-track to meet the Teachers' Standards by the end of the statutory induction period.
- work with the school and ECT if a support plan is required.

2.4. ECT

The ECT is expected to participate fully in the induction process, including all Early Career Framework activities, and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.8.

The ECT will:

- provide evidence of Qualified Teacher Status
- collaborate with the induction tutor to write a pre-planned induction programme.
- agree with the induction tutor on how the reduced timetable will be used provide evidence of how the Teachers' Standards are being met throughout the induction period.
- participate fully in the monitoring and development programme.
- work closely with the ECF dedicated mentor to access all aspects of the ECF to develop skills, pedagogy, and practice to impact positively on outcomes for children/pupils/students.
- participate effectively in observations, professional reviews, progress reviews and formal assessment meetings.
- retain personal copies of both formal assessment reports.

If an ECT has any concerns about induction processes, they should be raised within the school in the first instance. Where the school is not able to resolve the concerns the ECT should raise concerns with the Appropriate Body named contact: Celia Moore cmoore@unitysp.co.uk ECTs will be reminded that their professional association is another source of advice and support.

3. The Early Career Framework

- 3.1. From 1 September 2021 headteachers/principals are expected to ensure ECTs receive an ECF-based training programme that is embedded into induction practices in the school
- 3.2. The school will follow a provider-led Full Induction Programme.
- 3.3. The Full Induction Programme Provider is Ambition Institute with Unity Teaching School. The training provider uses materials accredited by the DfE and validated by the Education Endowment Fund to ensure all ECTs receive a high-quality programme of training and development.

4. Monitoring, assessment, and reporting

- 4.1. The induction tutor and ECT will undertake a professional review of practice each half-term. These will support ECT and induction tutor to gather evidence related to the Teachers' Standards and will be used to write formal reports. These will be uploaded to ECT Manager.
- 4.2. Progress reviews will be completed as requested by the Appropriate Body as will formal reports.

5. Appropriate Body

- 5.1. The Appropriate Body has the main quality assurance role for statutory induction. The school will work with the Appropriate Body by participating in quality assurance visits, phone calls and requests for information as appropriate.

- 5.2. The Appropriate Body is available to the school throughout induction and can be contacted via email.
- 5.3. ECT and Appropriate Body Officer: Celia Moore cmoore@unitysp.co.uk

Revision History

Revision date	Reason for revision	Section number	Changes made
17-10-2022	Transfer of ECTS from Suffolk to Unity Appropriate Board	All sections	Details about Appropriate Body and contact details.
01.02.23	Annual Review		No significant changes. Dates updated in rubric