



CTKCC
Christ the King
Catholic Collegiate
Together as one community
with Christ at the centre



Induction of Early Career Teachers (ECT) (formally referred to as NQTs) Policy

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“I will show you what someone is like who comes to me, hears my words, and acts on them. That one is like a man building a house, who dug deeply and laid the foundation on rock; when a flood arose, the river burst against that house but could not shake it, because it had been well built.” (Luke 6:47-49)

Record of Amendments

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SECTION 1

Mission Statement

Christ the King Catholic Collegiate (CtKCC) Multi-Academy Company (MAC) is a shared community from which we grow our values, motivations and moral imperatives that inform our choices and actions as human persons. We have a unified commitment to Catholic ethos and values.

We aim to provide strong sustainable Catholic provision from 3 to 18 years of age for this part of Staffordshire.

Formation of Policy

This policy has been based on the statutory guidance developed by the Department for Education; *Early Career Framework (DfE) January 2019; Induction for Early Career Teachers Revised (to come in to effect September 2021, written January 2019 and updated March 2021) and which replaces the newly qualified teachers (England), Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies* (Revised April 2018) and *Teachers' Standards, Guidance for school leaders, school staff and governing bodies* (July 2011, introduction updated June 2013).

Christ at the Centre. Why the Church provides Catholic schools by Mgr. Marcus Stock (first published 2005, revised 2012) was also used to support the development of this policy alongside CtKCC MAC action research and contributions from recently qualified NQTs referred to as RQT, mentors, senior leaders, Headteachers (Principles), Local Academy Representatives (LGB) and Directors.

For the purposes of this policy the following acronyms have been used consistently:

ECT- Early Career Teacher- previously referred to as NQTs

ECF- Early Career Framework- the 2 year induction training programme that all ECT are entitled to and schools must provide. This is not their Induction Assessment however.

School ECF Induction Tutor- The person employed by the school, usually a member of SLT, who is responsible for ensuring the ECF is implemented in their school and that the ECT has access to all materials. They must also ensure the ECT is registered with an AB for formal assessment.

ECT Mentor- This person is the ECTs mentor. This is not the same role as the Schools ECF Inspection Tutor. The mentor is not responsible for completing formal assessment reviews. In some circumstances it is possible for the mentor and the Induction Tutor to be the same person but the 2 roles must be distinct.

MAC ECF Coordinator- This person oversees the running of the ECF and the Assessment Induction across the entire MAC.

AB- Appropriate body. This is the Teaching School Hub that is chosen to:

- i. deliver and quality assure the schools implementation of the ECF;
- ii. Assess and award successful completion of the 2 year induction meaning the person is now fully qualified.

Introduction

As CtKCC develops it is becoming increasingly essential to ensure that we take ownership for our own growth and succession planning and to ensure we have leaders for the future and these leaders begin as ECTs who have felt supported. Over the last 4 years CtKCC has worked hard to develop a comprehensive and effective Recently Qualified Teacher (RQT) programme offering targeted Continuing Professional Development (CPD) to early career teachers as well as consistently evaluating the provision and exploring opportunities for further growth and sharing of good practice.

With government reforms this RQT will be embedded through statutory delivery of the ECF which is a government funded entitlement to a structured 2 year package of high quality professional development training materials and programmes.

All qualified teachers who are employed in a relevant school in England, must by law, have completed an induction period satisfactorily, subject to specified exemptions. [\(See Appendix 1.\)](#)

While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period. Failure to complete a satisfactory Induction period does render the ECT unable to teach in a relevant school in England but does not mean that the person loses their QTS.

The Government has recognised that quality schools can only be found where there are quality teachers and therefore as part of the Teacher recruitment and retention strategy has made the move to overhaul the current provision awarded to ECT.

The government's aim is the two year ECF (Early Career Framework) will provide "high quality, structured support in order to begin the journey towards becoming an expert." The 2 year programme will offer ECTs and their ECT mentors to develop knowledge of key teaching ideas and evidence based research as well as learning how to embed the very best working practices and habits. The ECF works on a dual model of "Learn that" based on high quality proven research as well as "Learn how to" allowing the ECT to put in to practice what they have discovered with the support of Instructional coaches or their ECT Mentors. As part of this 2 year fully funded programme, ECF mentors will also receive training and support.

Statutory induction is to be seen as a bridge building on excellent ITT (Initial Teacher Training) provision and providing a platform for future development. The ECF is to be "embedded as a central aspect of induction, it is not an additional training programme."

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool. This means there is no requirement for the ECT to provide proof or a portfolio of evidence demonstrating completion of the ECF programme.

It remains the schools responsibility to ensure that the ECT has had the ECF training and

programme that they are entitled to. An AB has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.

In addition to this, CtKCC MAC's provision must develop each teacher's spirituality and their commitment to Catholic education, equipping them with the tools necessary to uphold the CtKCC MAC's mission statement of "Together as one community with Christ at the Centre." Catholic schools are unique in their nature and mission as "A good **school** provides a rounded **education** for the whole person. And a good **Catholic school**, over and above this, should help all its students to become saints." (Pope Benedict Cofton Park September 2010) At the heart of a good Catholic school lies teachers supported and confident in developing that mission, and let us echo the words of Pope Francis who says "Let us thank all those who teach in Catholic Schools. Educating is an act of love; it is like giving life."

Purposes

Within academies, statutory induction is not a legal requirement however at Christ the King Catholic Collegiate we believe that the statutory induction process has been designed to make a significant contribution to both the professional and personal development of ECT's. It will enable an ECT to form a secure foundation upon which a successful teaching career can be built, whilst fulfilling their professional duties.

The key purpose of the induction is to develop a teacher's understanding of their role in a Catholic School, namely:

- to support the ethos of placing Christ and the teaching of the Catholic Church, at the centre of people's lives,
- to deepen their awareness that in and through a Catholic school the Church seeks to build the foundation of our spiritual development, our learning and teaching, the formation of culture and our society in Christ.

Further purposes of THE entire 2 year induction include:

- to provide a full and comprehensive ECF appropriate to the individual needs of the ECT;
- to provide appropriate counselling and support through the role of identified ECT mentors;
- to provide the ECT with a school ECF Induction Tutor;
- to provide the ECT with examples of good practice;
- to help the ECT form good relationships with all members of the school community and stakeholders;
- to help the ECT become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help the ECT to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help an ECT perform satisfactorily against the Teachers' Standards at the end of the second year;
- To provide the ECT and the ECT Mentor a designated school ECF Lead Tutor as well as a MAC ECF Lead Induction Coordinator
- to provide an ECT and their ECT Mentor three yearly opportunities to share reflections

on their induction process through questionnaires and evaluations with the designated CtKCC MAC ECF Coordinator, for the purpose of informing the Directors.

Changes that take effect from September 2021 and transitional information Changes

- From September 2021 NQTs will be referred to as ECT (Early Career Teachers)
- Standard induction increases from one year to two years.
- This does not prevent the ECT from being eligible for pay progression and usual school policies and arrangements must be followed.
- 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 5% reduction is fully funded.
- Schools are expected to deliver an induction programme that is underpinned by the ECF. Appropriate bodies will have a role in checking that an ECF-based induction is in place.
- The role of the ECF mentor has been introduced. The ECT mentor will have a key role in supporting the ECT during induction and is separate to the role of school ECF induction tutor.
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. In effect this means the summer term in year 1 and the summer term in year 2.
- These formal assessments points are supported by other termly progress reviews. This means that the ECT will have progress reviews at Christmas and Easter in year 1 and year 2.
- Part time teachers are able to complete their induction in a two year window if they can show they have met all requirements set out in the teacher standards and it is agreed with the ECT, the headteacher and the appropriate body.
- The number of ad-hoc absences permitted has been extended, in line with the extended length of induction.

Transition arrangements

Any teacher who began their Induction prior to September 2021 is considered an NQT. Their induction process remains a one year programme. They have until July 2023 to complete their induction.

Any NQT who was part of the ECF Early Roll out of 2020-21 completes their induction programme in July 2021. This means they are not considered an ECT in September 2021 and will not be eligible for the 5% reduction in their timetable for year 2.

There is no requirement to offer an ECT a two year contract. They are able to have their induction moved to a new organisation. The original school will need to complete the first formal assessment in the summer of year 1 and pass this on to the new organisation. The original school will then not be eligible for any further ECT funding once the ECT has left the organisation.

SECTION 2

Before the ECT undertakes employment with Christ the King Catholic Collegiate.

Checking a teacher is eligible to start an induction period

Before an ECT takes up post the headteacher must undertake pre-employment checks, which must be verified by the appropriate body upon registration.

An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers and appropriate bodies must check with the Teaching Regulations Agency that the individual holds QTS.

Annex A provides information on those categories of qualified teachers who are exempt from the requirement to satisfactorily complete a statutory induction period in order to be employed as a teacher in a relevant school.

Special provisions applying to teachers who gained QTS between 1 May 2000 and 30 April 2001 (Cohort 1)

Teachers who gained QTS in England between 1 May 2000 and 30 April 2001 are known as Cohort 1 teachers. Previously these teachers had to additionally pass the numeracy skills test before they could complete induction satisfactorily and be employed as a teacher in a relevant school. This requirement was removed on 25 June 2020.

Cohort 1 teachers who have completed induction but did not pass a numeracy skills test before 25 June 2020 may contact the appropriate body, with any written representations or other evidence, who will decide if they have satisfactorily completed other elements of their induction. If they have not completed all other elements of the induction, they can continue with their induction without the need to pass a numeracy skills test.

Start date for induction

The start date for induction will be determined by the appropriate body, and must be agreed in advance with the headteacher and ECT. The start date for induction must be the date the Induction Programme formally starts and this can be a different date from the official ECT contract start date.

Once an ECT has been appointed, the headteacher must notify the appropriate body in advance of the ECT taking up post. Failure to do so may delay the start of the induction period.

Appropriate bodies should inform the Teaching Regulation Agency of any ECTs who start an induction period or who have taken up a post in which to continue their induction.

Ensure the ECT has a suitable post for induction

In order for the ECT to serve induction the headteacher and appropriate body must first agree that the post is suitable for this purpose. The headteacher of the school in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs and that the ECT is afforded their full training and induction programme as laid out in the ECF. Dependent on what

Programme Option a school wishes to undertake will also determine the level of fidelity checks that the appropriate body will make on the school to ensure that the ECT is having the full ECF they are entitled to.

The duties assigned to the ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the relevant standards. In particular a suitable post must:

- have the capacity to support the ECT in their understanding of their role in a Catholic school.
- have a headteacher to make the recommendation about whether the ECTs performance against the relevant standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- ensure the appointment of a School ECF Induction Tutor who is expected to hold QTS;
- ensure the appointment of a designated ECT mentor who will act as a day to day mentor for the ECT and will also receive fully funded government training and CPD. This person is also expected to hold QTS;
- the headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition, the LGB must be satisfied that the institution has the capacity to support the ECT and the ECT mentor and that the headteacher is fulfilling their responsibilities and ensuring that the ECT is in receipt of a full ECF Induction Programme.

Determining the appropriate body

An ECT cannot start their induction until their appropriate body has been agreed by the

headteacher. Once an ECT has been appointed, the headteacher must notify the appropriate body in advance of the ECT taking up post. Independent quality assurance of statutory induction, through the role of the appropriate body, is important both for ensuring that the schools provide adequate support for their ECT's, and that their assessment is fair and consistent across all institutions.

The organisations that can act as the appropriate body for Christ the King Catholic Collegiate include:

- A local authority with which the school reaches agreement.
- A Teaching School Hub which replaces Teaching Schools with effect from September 2021.
- National Teacher Accreditation (NTA).
- The Independent Schools Teacher Induction Panel (ISTip) (for their members and associate or additional members only).
- The local authority in which the school is situated (if agreement cannot be reached between the school and one of the above)

It has become increasingly common for CtKCC MAC schools to use a Teaching School as their AB. These will be replaced by Teacher School Hubs. Our MAC falls under the area of The Golden Thread Teaching Hub (formally known as Painsley Catholic College Teaching School).

This continues to carry the extra condition that where an ECT has trained under an AB for their ITT and been awarded QTS, that they cannot take their Assessment Induction with them. It will fall to the Headteacher to ensure that this ECT is registered with another AB to be oversee their Assessment Induction.

However, the ECT is able to be registered under this AB for purposes of the ECF who will ensure that the Induction programme offered to the ECT meets ECF requirements.

At registration the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

Where induction may be served or continued in a school in special measures which has been judged inadequate.

CtKCC MAC can continue to host induction where a teacher was employed on an employment-based initial teacher training scheme in the school prior to gaining QTS, or has already started an induction period, before it entered special measures. Generally, once a school has entered special measures it is not permitted to recruit any new ECTs. However an Ofsted Inspector may make a judgement on whether the school is suitable for the purposes of induction.

In all cases, the appropriate body should be satisfied that such circumstances will not unfairly compromise the ECT's ability to complete induction successfully

ECT may only serve one induction period

When employing an ECT, headteachers need to be aware that an ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the relevant teaching standards at the end of their 2 year induction period, is not permitted to repeat induction. An overall judgement of pass or fail can only be made at the end of the 2 year Induction Programme. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher by CtKCC or any relevant school. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

SECTION 3

Once an ECT begins employment at Christ the King Catholic Collegiate

Induction Meeting

All ECTs within the Collegiate will receive an induction meeting with their school's ECF Induction Tutor. This person should ideally be the Headteacher or another member of SLT. The Induction tutor is not the same role as the ECT mentor and if one person is carrying out both roles, the distinct nature of the roles must be explained and adhered to.

This meeting will take place at the start of their induction period and it is expected that the new teachers ECTs mentor is there also.

If there is more than one ECT starting employment at the same time this meeting can take place together to begin the process of ECTs establishing their network of support.

It is hoped that the MAC ECF Coordinator attends this meeting also to welcome the ECTs to CtKCC and to offer additional support and guidance to both the ECT, the ECT mentor and the Schools ECF Induction Tutor.

The purpose of the meeting is to:

- Make ECTs familiar with key colleagues. If they have not already met them they will meet key individuals including their school ECF induction tutor and their ECT mentor.
- Make them aware of the 2 year induction process and how this is a 2 year training programme following the ECF as well as 2 year assessment Induction.
- Make them aware that the Teachers' Standards are the only assessment tool that will be used to assess an ECTs performance throughout and at the end of their 2 year induction period.
- Make ECTs familiar with key school policies and where to find them. For example, safeguarding and prevent policy; school behaviour for learning policy; assessment and feedback policy and others considered relevant for that time.
- Make them aware that three times a year the MAC ECF Coordinator will contact them and their mentor for a report on their progress and thoughts. This will generate a report to the directors.
- Make ECTs aware of school lesson observation sheets and the structure that will happen as part of their ECT 2 year induction programme.
- Make the ECTs aware they will be observed regularly either by their ECT mentor, the schools ECF Induction Tutor or the MAC ECF Coordinator to quality assure the process.

Teaching Standards

The Teachers' Standards which can be found in [Appendix 2](#) will be used to assess an ECTs performance at the end of their 2 year induction period. As mentioned on p7 the decision about whether an ECTs performance against the relevant standards is satisfactory upon completion of induction should take into account the ECTs work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their 2 year induction period within the framework set out by the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

Determining the length of the induction period

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms. The appropriate body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector.

Part time ECT

ECTs serving induction on a part-time basis at any point will need to serve the full time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced. When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the headteacher and must gain the agreement of the teacher concerned. A reduction should only be made on the basis that the ECT has met the Teachers' Standards.

Minimum period of continuous employment that can count towards induction

The minimum period that can be counted towards completion of the induction period (for both full-time and part-time ECTs) is continuous employment equivalent to one term (based on an institution that operates three terms in a school year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to be able to receive sufficient monitoring and feedback and prepare for a fair and reasonable assessment of their performance. It would be very difficult to do this against all of the Teachers' Standards over a period of less than one term.

Reducing the induction period

In some exceptional circumstances the length of an induction period may be reduced. Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on an academic year of three terms) to recognise this experience. In making such a decision they must take account of advice from the headteacher and gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they

must be permitted to do so. Reductions should only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards. In such cases, only the final assessment meeting and report will be required with the headteacher's recommendation on whether the teacher's performance against the relevant standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way.

Extending an induction period to account for ad hoc absences

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave). In these circumstances the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

Extension of the induction period prior to completion due to statutory maternity leave

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice from their appropriate body, Unions and other stakeholders, before making such a decision.

Extension of the induction period after induction has been completed

The appropriate body has the option, when making its decision at the end of the induction period, to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include: a personal crisis, illness, disability, issues around the support during induction or where there is insufficient evidence within induction documentation for a decision to be made about whether the ECTs performance against the standards is satisfactory.

Moving to another institution for an extension

An ECT may be unable to, or choose not to, serve an extension in the same school in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment, of one term, must still be served as the ECT will be working in a new institution. If an ECT leaves an institution having started but before completing their extension, the headteacher should complete an interim assessment report and notify the appropriate body.

ECTs completing induction in more than one institution simultaneously

In all cases where induction is served in more than one institution simultaneously, one headteacher acts as the lead headteacher. The lead headteacher:

- must ensure that they are satisfied that all posts are suitable for induction and provide a fair opportunity for the ECT to demonstrate that they have performed satisfactorily against all of the relevant standards by the end of the induction period;
- is responsible for consulting with and gathering evidence from the other headteachers; and
- having coordinated the evidence, make the recommendation to the appropriate body on whether the ECT has performed satisfactorily against all of the Teachers' Standards. Methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments should be clear to all those involved in the process, including the ECT.

For ECTs serving induction in more than one institution simultaneously, the separate contracts are added together to calculate the number of days in which induction must be served, and recorded by the lead headteacher. Each separate contract of employment must meet the minimum period criteria

Eligibility to carry out short-term (less than one term) supply teaching

A qualified teacher who gained QTS on or after 1 September 2007 and who has not completed an induction period, can undertake short-term supply work of less than one term in a relevant school for a maximum period of 5 years from the point of award of QTS. This is a fixed time limit with no discretion to extend. Short-term supply placements of less than one term, or equivalent, cannot count towards induction, as such posts will not provide an ECT with the breadth of experience, support, and assessment necessary to enable them to demonstrate that their performance against the Teachers' Standards is satisfactory.

The headteacher or supply agency is responsible for ensuring that a teacher who has not satisfactorily completed an induction period is eligible to carry out short-term supply work.

It is not possible to backdate the start of an induction period if a short-term supply contract is extended beyond one term. However, an induction programme must be put in place immediately it becomes clear that the extended contract will continue for a further term or more. Monitoring, support and assessment during induction

A suitable monitoring and support programme must be put in place for the ECT, personalised to meet their professional development needs (including the development needs of part-time ECTs). This must include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- regular one to one mentoring sessions from a designated ECT mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated school ECF induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;

- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the school ECF induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

Early Career Framework Based Training.

The overall aim of the government and the intention of the ECF is to ensure that ECT receive additional support and training. In order to fulfil this the government, through the ECF are committing to:

- Funding and guaranteeing 5% off-timetable in the second year of teaching for all early career teachers; early career teachers will continue to have a 10% timetable reduction in their first year of induction.
- Creating high quality, freely available ECF curricula and training materials;
- Establishing full, high quality ECF training programmes;
- Funding time for mentors to support early career teachers; and
- Fully funded mentor training

The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and ECT mentors. The three approaches are:

- 1. A funded provider led programme** - Schools can choose to work with providers accredited by the Department for Education. In opting to work with The Golden Thread Teaching Hub schools will be working with Best Practice as the Lead Provider.

This approach will ensure that the programme delivered satisfies all ECF requirements and no further fidelity checks are necessary. The appropriate body will be ofsted inspected and will ensure the programme delivered is fit for requirements. (As of May 2021, Ofsted have not published details on what criteria they will use to evaluate the impact of the teaching hub and the delivery partners) This Ofsted inspection means that the Headteacher can be secure in their knowledge that the programme being delivered to the ECT and the ECT mentor is meeting all requirements.

Only in this approach is there additional backfill money available for additional ECT mentor training. Current DfE guidance states that backfill funding will be paid directly to schools. Funding for time between mentors and ECTs is allocated for both years.

This programme is fully funded and Teaching Hubs are paid direct by the government. There is no invoicing of a school by the Teaching Hub for delivering this provider led programme.

- 2. Core Induction Programme** is where schools deliver their own training using DfE accredited materials and resources. Schools can use the freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and ECT mentor support. These materials have been accredited by the Department for Education and quality assured by the Education

Endowment Foundation. In this approach it is the Headteachers responsibility to ensure that the ECT and the ECT mentor are meeting all requirements and the cost of additional training must be met by the school. Materials available at: <https://www.early-career-framework.education.gov.uk>

- 3. School designed ECF Programme** - where schools design and deliver their own two-year induction programme for ECTs based on the ECF. In this approach it is the Headteachers responsibility to ensure that the ECTs induction programme and the ECT mentor programme are meeting all ECF requirements and the cost of additional training must be met by the school. These must be completed before ECT induction begins.

In way 2 and 3 the AB will be completing fidelity checks for quality assurance. These will be necessary in order to safeguard ECTs' entitlement to an ECF-based induction. These fidelity checks must be completed before an ECT begins their induction.

Further details regarding fidelity checks can be found at Appropriate Bodies Guidance: Induction and the Early Career Framework section 4. A summary table is provided below.

Induction type	Induction checks required?	ECF fidelity checking required?
Full Induction Programme	Yes	No
Core Induction Programme	Yes	Yes
School based programme	Yes	Yes

Appointment of a ECF School Induction Tutor

The headteacher should identify and appoint a school ECF induction tutor. This person must provide regular monitoring and support to the ECT and the ECT mentor as well as coordinating assessments.

The school ECF induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECTs progress against the Teachers' Standards. This person is critical to the development and the success of the ECF programme and will act as Quality Assurance ensuring regular observations are performed both with and without the ECT mentor and ensuring that detailed evidence is kept of all meetings.

This is a very important element of the induction process and the school ECF induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The school ECF induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards as well as the ECF mentor in their support. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties and be able to work with the ECT and the ECT mentor to resolve these.

It is advised that this position be held by the Headteacher or another member of SLT.

The ECT mentor and the school ECF 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 themselves. Where this is the case the headteacher should ensure that the person 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. This one person can be supported further by the MAC ECF Coordinator.

Appointment of a ECT Mentor (sometimes referred to as a day-to-day-mentor)

The headteacher should identify a person to act as the ECTs mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the ECT mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

It is likely, but not compulsory, that this role be undertaken by a teacher who works most closely with the ECT, for example a parallel year group teacher, a teacher in the same department or Key Stage. This is so that they can support the ECT in the day-to-day operations of the school systems and procedures. The ECT mentor will work closely with the school's ECF Induction tutor and the MAC ECF Coordinator to ensure best practice is realised.

Ensuring a reduced timetable and funding

In a relevant school, the headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

The 5% reduction in teaching timetable is fully funded. Fully will be paid directly to the school by the Government. There is no additional funding allocated for the 10% reduction in year 1 as this is a continuation of existing arrangements. The funding (outside of London) is a maximum of £2,100 and that consists of £1200 for the ECT and £900 for the ECT mentor.

Observation of the ECT's teaching practice

An ECT teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the schools ECF induction tutor, the ECT Mentor, the MAC ECF Coordinator or another suitable person from inside or outside the institution.

It remains CtKCC policy that a minimum of one observation will take place each half term.

Further observations may take place, if for example, an ECT is in need of further development. Observations will also cover a range of subjects or year groups where appropriate as well as a range of focuses throughout the induction period.

The ECT and the observer will meet to review any teaching that has been observed promptly after the observation. Written feedback will be given within 3 days. Feedback will be constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

The ECF training and Continuing Professional Development Opportunities

The ECF, as previously stated, is a two year training programme and is not to be seen as an assessment framework. The ECF runs for the entire two years of Induction and provides fully funded materials and training to the ECT and their ECT Mentor.

The ECF focuses on 5 main themes that are connected and so develop all 8 of the teacher standards, which can be cross referenced in Appendix 2. The core areas are developed both with a “learn that” and a “learn how to” strand. The core areas developed will be:

ECF strand of training	Teacher standard that this is linked to.
<ul style="list-style-type: none">Behaviour management	S1- having high expectations S7- managing behaviours
<ul style="list-style-type: none">Pedagogy	S2- knowing how pupils learn and focusing on outcomes S4- developing effective classroom practice S5- adaptive teaching
<ul style="list-style-type: none">Curriculum development	S3- Curriculum
<ul style="list-style-type: none">Assessment for learning	S6 - Assessment
<ul style="list-style-type: none">Professional behaviours.	S8- Professional Behaviours.

Professional progress reviews of the ECT

The school ECF induction tutor is expected to review the ECT progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. In effect this means that an ECT will have 4 progress reviews and 2 formal assessment reviews. Formal assessments must be in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). These must not be done by the ECF mentor but by the school ECF induction tutor.

Progress reviews are expected to be informed by existing evidence of the ECTs teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their upcoming formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage

with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the schools ECF induction tutor and stating the agreed development targets. Minutes of all mentor meetings and observations must be recorded and stored in compliance with GDPR regulations. It is recommended that all records are kept for a minimum of 6 years regardless of overall outcome. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the schools ECF induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECTs progress after each progress review.

It is expected that the schools ECF induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress.

Where the school ECF induction tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECTs progress and providing copies of progress reviews if requested.

At the end of each term in line with progress reviews and formal progress reviews the MAC ECF Coordinator will contact and discuss progress with both the ECT and the ECF mentor. Findings will then be reported to the MAC board of directors.

Formal assessments

ECTs should have formal assessments carried out by either the headteacher or the school ECF induction tutor. ECT Mentors should not carry out formal assessments unless they are also acting as the school ECF induction tutor.

ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for assessments must be drawn from the ECT 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. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme.

Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF as the ECF is not an assessment criteria but an Induction Programme. An ECT passes induction only on satisfactory meeting of the Teacher Standards.

Formal assessment reports should be completed for both formal assessments periods. These reports should clearly show assessment of the ECT 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 recommendation to the appropriate body as to whether, having completed their induction period, the ECT 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.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the schools ECF induction tutor, headteacher and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

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 schools ECF induction tutor or headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECTs 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.

Raising concerns

An ECT is normally expected to raise any concerns about their induction programme with their ECT mentor who must discuss this with the school's ECF Induction Tutor. If the matter is not resolved the ECT may raise their concerns with the named contact at the appropriate body who should, as soon as possible, investigate the issues raised. The schools ECF Induction tutor must at this point notify the MAC ECF Coordinator as well.

Completing the induction period

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms);
- or, a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience;
- or, a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body);
- or, an extension to that period, as a consequence of absences occurring during the period; or
- or, an extension following a decision by the appropriate body or the Appeals Body,

The appropriate body makes the final decision as to whether or not an ECT's performance against the teachers' standards is satisfactory, drawing on the recommendation of the headteacher.

Within 20 working days of receiving the headteacher's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the teachers' standards and thereby satisfactorily completed their induction period; or
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the headteacher's recommendation and all available evidence including any written representations from the ECT.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher (in whose school the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher within CtkCC.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Record keeping/retention

The appropriate body is responsible for keeping a record of each ECT it has registered for induction. It should also monitor the return of progress review outcomes and assessment reports and contact the institution concerned when these documents have not been submitted or signed on time. Records should state the date an ECT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted when submitting progress review records and on assessment reports at the end of each formal assessment period

The headteacher should notify the appropriate body if an ECT leaves the school before completing the period. The appropriate body will then notify the Teaching Regulation Agency.

Where an ECT has already completed part of their period in another institution, the headteacher should contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports (including any interim assessments). They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the ECT's progress by previous employers.

It is recommended that assessment reports are retained by both the school and the appropriate body for a minimum of six years. ECTs are advised to retain the original copies of their own assessment reports. All records must be kept in accordance with GDPR regulations.

Confidentiality and data protection

Headteachers, school ECF Induction tutor, MAC ECF Coordinator and ECT mentors, appropriate bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.

The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and ECTs must be made aware of who has been granted access to their assessments.

All ECTs and their ECT mentors will be included in three yearly reviews of the overall process and progress of the ECT and the mentor. All reports will be shared with the directors for further discussion and approval.

The LGB can request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the CtKCC grievance procedures, which would in many cases require the LGB to investigate the situation. If at any stage the LGB has questions or concerns about the quality of the CtKCC MAC's ECF induction arrangements and the roles and responsibilities of staff involved in the process they can seek guidance from the appropriate body.

SECTION 4

Unsatisfactory progress and appeals

Putting in place additional monitoring and support

Where the school ECF induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, the appropriate body should be informed and the headteacher must ensure that additional monitoring and support measures are put in place immediately. The school's ECF Induction tutor should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track.

It is advised that the CtKCC Improving Teacher Performance Policy is then put in place to offer additional support and guidance to the ECT in order that they meet the teacher standards. This offers

a clear, structured measurable target(s) to be reviewed within one half term.

Action must not be delayed until a formal assessment meeting has taken place. It is important that the ECT is made aware of where they need to improve their practice, and given every opportunity to raise their performance. The ECT must be advised of the consequences of not meeting the teachers' standards by the end of their ECT Induction programme. The headteacher and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the teachers' standards; and
- an effective support programme is in place to help the ECT improve their performance. (It is advised that the CtkCC Improving Teacher Performance Policy is used to support this).

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Action if performance is still unsatisfactory at the next assessment point

In many cases the additional monitoring and support measures mentioned above will have the desired effect and the ECT will go on to be formally assessed at the end of the Induction programme as having performed satisfactorily against the teachers' standards.

Where there are still concerns about the ECTs progress between formal assessment one and formal assessment two or where concerns remain after 6 weeks on the Improving Teacher Performance Policy, the headteacher or the school ECF induction tutor or the MAC ECF Coordinator should now go through and explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

The completion of the assessment report at this second stage will reflect the current rate of progress and brief details of the issues discussed. As with all progress reviews, the progress review record should capture the ECTs unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan. It may be appropriate at this time or after completion of one half term.

Action in the event of serious capability problems

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period. This procedure will not commence until at least one-half term has been completed on the Improving Teacher Performance Policy.

If this is the case, for as long as the ECT remains at the school the induction process must

continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another school, as all ECTs must complete a full induction period before they can be judged to have failed induction.

Making an appeal against a decision by the appropriate body

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England the Appeals Body is the Teaching Regulation Agency which acts on behalf of the Secretary of State.

Further guidance about the appeals process is available at:

[Induction appeals procedures - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/induction-appeals-procedures)

and the Teaching Regulation Authority “Induction Appeals Procedure” May 2018.

SECTION 5

Roles and responsibilities

This section summarises the roles and responsibilities of those involved in the induction process.

The ECT

The ECT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their ECT mentor as well as their school ECF Induction tutor where appropriate, to discuss and agree priorities for their induction programme and keep these under review;
- agree with their ECT mentor and school ECF Induction Tutor as how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the teachers’ standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their ECT mentor as well as the school’s ECF Induction coordinator as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the school;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their schools ECF induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.

Headteachers

The headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction. It is desired that the headteacher acts as the schools ECF Induction Tutor but it is acceptable for this responsibility to be delegated to another member of SLT. The headteacher should:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the ECT mentor as well as the school's ECT Induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the induction programme will also support the ECTs understanding of their role within a Catholic school;
- ensure the ECTs progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that progress and formal assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the LGB aware of the arrangements that have been put in place to support ECTs serving induction;
- allow the MAC ECF coordinator to contact the ECT and the ECT mentor and the schools ECF Induction Tutor (if different) to review progress for the Board of Directors.
- make a recommendation to the appropriate body on whether the ECT performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher should:

- obtain interim assessments from the ECTs previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the LGB about the school's induction arrangements and how it satisfies the ECF;
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving between formal assessment

- periods; and
- notify the appropriate body when an ECT serving induction leaves the school.

School ECF Induction Tutors

The school's ECT Induction Tutor should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the ECTs professional development (with the appropriate body where necessary);
- carry out regular progress 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 staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- 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 ECTs teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an ECT appears to be having difficulties.
- 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

ECT Mentors

In smaller schools in CtKCC MAC or where there are small numbers of ECTs, it may be appropriate for the school's ECT Induction Tutor to also serve as the ECT Mentor. However it must be noted that is not advised as the two roles are very distinct.

The ECT mentor may be the person who works most closely with the ECT so that they can support the ECT in the day-to-day operations of the school systems and procedures. The mentor may support with:

- shared planning;
- sharing good practice for parents' evenings and/or open evenings;
- sharing of effective teaching and learning strategies;
- sharing of effective behaviour management strategies;
- supporting data entry and/or report writing;

However in addition to this daily activity they must also

- 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 ECTs 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.

Appropriate Bodies

The appropriate body has the main quality assurance role within the induction process.

Through quality assurance, the appropriate body should assure itself that:

- headteachers and LGB are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction

The appropriate body should, on a regular basis, consult with headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body must ensure that:

- headteachers have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF;
- headteachers and LGB are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- school ECF induction tutors have the ability and sufficient time to carry out their role effectively;
- ECT mentors have the ability and sufficient time to carry out their role effectively;;
- headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- the headteacher has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- ECTs records and assessment reports are maintained;
- agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- a final decision is made on whether the ECTs performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- provide information to the headteacher on the types of induction available; and
- respond to requests for assistance and advice with training for induction tutors.

The LGB

The LGB:

- should ensure compliance with this policy;
- should be satisfied that the school has the capacity to support the ECT;
- should ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the CtKCC MAC's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the CtKCC MAC's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

Teaching Regulation Agency

Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- hearing appeals; and
- ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- recording the progress of ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

Appendix 1 – Exceptions

Where a qualified teacher may be employed in a relevant school in England without having satisfactorily completed an induction period.

References in Schedule 1* *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.	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 USA 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 School Teachers' Qualifications Regulations 2003.
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 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 – (i) on or before 31st October 2014, by the Institute for Learning; or (ii) on or after 1st November 2014, by the Education and Training Foundation.	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 before September 2003.
Para 24	A person – (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 (b) who has satisfactorily completed an induction period but is unable to produce verifying data.	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.

Appendix 2

Department for Education Teachers' Standards

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect.
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge.

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.