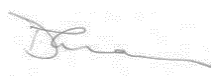


Sheepscombe Primary School



Induction for Newly Qualified Teachers (ECT's) Policy

This policy was adopted at a meeting of:	FGB
Held on:	17 th September 2024
Date to be reviewed	September 2026
Signed on behalf of the Governors:	
Name of signatory:	Debby Thacker
Signed by Head teacher	
Name of signatory:	Vicky Dangerfield

Sheepscombe Primary School and Little Lambs Nursery fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) - Vicky Dangerfield (Headteacher)

Deputy DSL - James Dangerfield (School Business Manager) Richard Crocker, Rob Gardner

Safeguarding Governor - Tessa Lentel

Gloucestershire Children's Safeguarding Board (GSCB) [Gloucestershire Safeguarding Children](#)

[Partnership - Gloucestershire Safeguarding Children Partnership](#)

Gloucestershire Working Together procedures

https://www.gscb.org.uk/media/2090561/gcc_2544-working-together-2018-publication-document_final-30052019-v14.pdf

This policy should be read in conjunction with:

Low Level Concerns Policy

Code of Conduct/Safer Working Practices Policy

[Sheepscombe Primary School - Policies \(sheepscombeschool.co.uk\)](#)

Links to the ECF - <https://www.gov.uk/government/publications/early-career-framework>

Link to AB guidance - <https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework>

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Appendix 1 Early Career Framework

ECT Induction Policy

1. Rationale

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

The induction programme at Sheepscombe School utilises the Balcarras Teaching School Hub ECF Induction Programme (Appendix 1) as well as appointing it as the Appropriate Body (AB). Sheepscombe School staff and the Balcarras Hub supports early career teachers (ECTs) to demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

2. Addressing ECT Concerns

If an ECT has any concerns about their ECT induction, these should be raised within the school in the first instance. Where the school is not able to resolve them, the ECT should raise concerns with the named contact at the appropriate body.

Person responsible for policy: Vicky Dangerfield

Induction Tutor- Vicky Dangerfield

School Based Mentor- Richard Crocker

Links to the ECF - <https://www.gov.uk/government/publications/early-career-framework>

Link to AB guidance - <https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework>

3. Aims

The aim of the policy is to support and guide ECTs in their first two years of teaching by making a significant contribution to both the professional and personal development of individual ECTs. The programme aims to:

- be flexible and appropriate to the needs of individual ECTs.
- help ECTs to become fully integrated into the school as a whole.
- help ECTs to understand their responsibilities as part of the teaching profession.
- provide ECTs with the opportunity to observe good practice and to reflect on their own teaching practice with their ECT induction tutor.
- allow opportunities for them to identify areas for development.
- enable ECTs to perform satisfactorily against the Teachers' Standards.
- provide a foundation for ECTs to develop professionally in the long-term.

4. 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 induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.
- provide evidence of their progress against the Teachers' Standards.
- participate fully in the agreed monitoring and development programme.
- raise any concerns with their induction tutor 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 institution.
- keep track of and participate effectively in all the scheduled classroom observations, progress reviews and formal assessment meetings.
- agree with their induction tutor the start and end dates of the induction period and the dates of any absences from work;
- retain copies of all assessment forms.

The Induction Tutor

The induction tutor should:

- provide, or coordinate, guidance for the ECT's 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 following 'progress review' meetings of the determination of their progress against the Teachers' Standards and share review records with the ECT, head teacher and appropriate body.
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- ensure that the ECT's teaching is observed, and feedback provided.
- ensure ECTs are aware of how, both within and outside the 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, wherever possible, do not require new documentation but draw on existing working documents.

Mentors

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
- provide, or broker, effective support, including phase or subject specific mentoring and coaching;
- take prompt, appropriate action if an ECT appears to be having difficulties.

The Head teacher

The Head teacher is, along with the Appropriate Body, jointly responsible for the monitoring, support, and assessment of the ECT during induction, and 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.
- ensure that the requirements for a suitable post for induction are met.
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- ensure the mentor has the ability and sufficient time to carry out their role effectively.
- ensure an appropriate ECF-based induction programme is in place.
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- ensure that 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.
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction.
- make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension.
- participate appropriately in the appropriate body's quality assurance procedures.
- retain all relevant documentation, evidence, and forms on file for six years.

There may also be circumstances where the Head teacher should:

- obtain interim assessments from the ECT's 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 Teachers' Standards.
- notify the appropriate body as soon as absences total 30 days or more.
- periodically inform the governing body about the school's induction arrangements.

- 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.
- provide interim assessment reports for staff moving in between formal assessment periods;
- notify the appropriate body when an ECT serving induction leaves the institution.

The Governing Body

The governing body:

- should ensure compliance with the Statutory Guidance for ECT Induction.
- should be satisfied that the institution 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 school's agreed grievance procedures.
- can seek guidance from the appropriate body on the quality of the school'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.

5. Statutory Requirements

This policy is informed and underpinned by the *Induction for early career teachers (England) Statutory Guidance for appropriate bodies, head teachers, school staff and governing bodies (Department for Education March 2021)*.

In line with the statutory guidance the school will:

- identify a person, with QTS, to act as the ECT's induction tutor and another person to act as the ECT's mentor, giving those people sufficient time to carry out the role effectively and meet the needs of the ECT.
- ensure that ECTs have a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range in year one and no more than 95% of the timetable of the school's existing teachers on the main pay range in year two to enable them to undertake activities in their ECF-based induction programme. This is in addition to the planning, preparation, and assessment time (PPA) that all teachers receive.
- facilitate ECT's observation of experienced teachers either in this school or another school where good practice has been identified.
- keep ECTs up to date on their progress - to avoid unexpected issues.

6. ECTs at Risk of Failing ECT Induction

If an ECT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- inform the ECT of the concern and identify where they need to improve their practice.
- ensure that additional monitoring and support measures are put in place immediately.
- set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards.
- put an effective support programme in place to help the ECT improve their performance.
- give the ECT every opportunity to improve their performance.
- inform the appropriate body that there is a concern.

7. Reducing Induction

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.

Appropriate Bodies have the ability to reduce the induction period for ECTs who are completing induction on a part-time basis. For example, an ECT starting induction in September 2021 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2025 but can be considered for a reduction in summer term 2023

. The Appropriate Body will only consider reducing induction to a period covering two full school years and bringing forward the final assessment point to the end of the two-year period on the following conditions:

- The ECT is considered to be meeting the Teachers' Standards. Evidence from Progress Reviews and Formal Assessments completed must indicate the ECT is (or has made progress to be) on track to meeting the Teachers' Standards
- The headteacher and ECT are in agreement in requesting a reduction - The request is made no earlier than the beginning of the Summer Term in Year 2

For a school to request the Appropriate Body to consider a reduction they must email Liz Cullis ts-hub@balcarras.gloucs.sch.uk no earlier than the beginning of the Summer Term in Year 2.

Once the request has been received, the Appropriate Body will review existing Progress Reviews and Formal Assessments on record for the ECT and seek confirmation from both the headteacher and ECT that this is a mutual request in order to make a decision.

The Early Career Framework (ECF) sets out what early career teachers (ECTs) are entitled to learn about and learn how to do when they start their careers. It underpins a new entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits.

Balcarras Teaching School Hub, have partnered with UCL (Institute of Education) as our main delivery partner for the ECF and have designed a programme for ECT's. The Local Authority, Adfecto, Odyssey and Balcarras are working together to ensure that ECT's (Early Career Teachers) across Gloucestershire are provided with full training to meet all of the requirements of the ECF framework. This will be the FIP (Full Induction Programme).

The ECF entitles Early Career Teachers to two years of support including:

- 2 years of new, funded, high-quality training for all ECTs
- Funding for 5% time away from the classroom for teachers in their second year
- A dedicated mentor and support for these mentors including access to funded high-quality training and resources

Schools receive:

- Funding to cover mentors' time with the mentee in the second year of teaching
- Further funding for schools opting for the Full Induction Programme (FIP) to backfill for Mentors to take part in training (36 hours over 2 years)

Schools will be able to choose from three options of the ECF programme:

- Full Induction Programme (FIP) - A funded provider led programme using UCL as the delivery partner
- Core Induction Programme (CIP) - Schools delivering their own training using DfE accredited resources
- School-based Programme - Schools designing and delivering their own ECF induction programme

Sheepscombe School has chosen the FIP for its ECT's.