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Kingsley Learning Foundation Trust

Early Career Teacher Induction Policy

Approved by Working Group: **26 February 2025**
Policy Review Date: **Spring 2026**
Review Cycle: **1 year**

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1. Rationale

An ECT (**Early Career Teacher**) is a newly qualified teacher in their first or second year of teaching. 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 (ECF)**, with monitoring and an assessment of performance against the Teachers' Standards. The ECT induction process at KLF Academies ensures that the appropriate guidance, support, and training to include the development of skills, knowledge, expectations, and observations are provided through a structured but flexible individual programme. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built. The Early Career Framework (ECF) based training will be embedded as a central aspect of induction.

2. Purpose

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the ECTs
- To provide appropriate counselling and support through the role of an ECT Mentor
- To provide ECTs with varied examples of good practice
- To help ECTs form good relationships with all members of the school community
- To help ECTs 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 ECTs to develop an overview of a teacher's roles and responsibilities

- To provide a foundation for longer-term professional development
- To help ECTs perform satisfactorily against the current Teachers' Standards.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

3. Early Career framework based training

This is designed to support ECTs to understand and apply the 'learn that' and 'learn how to' statements from the framework by either:

- a) A funded provider leading the programme
- b) School delivering its own training using DfE accredited materials and resources
- c) School designing and delivering its own two year induction programme based on ECF.

KLF Academies will register their chosen route with the DfE annually.

4. Roles and responsibilities of the Governing Body

The Governing Body will be fully aware of the contents of the DfE Statutory Guidance on Induction for ECTs (England) *Induction for Early Careers Teachers (Statutory Guidance) March 2021* which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs from September 2021. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all of its obligations. The Governing Body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings. The Governing Body must investigate concerns raised by an individual ECT as part of the institutions agreed grievance procedures.

5. Roles and responsibilities of the ECT

The ECT is expected to:

- 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, including completion of course tasks and modules
- 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 the scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their 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
- Retain copies of all assessment reports.

6. Roles and responsibilities of the Headteacher

The Headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- 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 has the ability and sufficient time to carry out their role effectively
- Ensure that 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 of and feedback on 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 Teachers' Standards is satisfactory or requires an extension
- Participate appropriately in the appropriate body's quality assurance procedures
- Retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Headteacher is expected to:

- 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 institution's induction arrangements
- Advise and agree with the appropriate body where, in exceptional cases, 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 school in between formal assessment periods
- Notify the appropriate body when an ECT serving induction leaves the institution.

In addition to the above, the Headteacher (as the leader of an academy) should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

7. Role of the Induction Tutor

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

- 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 progress review records with the ECT, Headteacher and appropriate body
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- Ensure that the ECT's teaching is observed and feedback provided
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- 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.

8. Roles and responsibilities of the Mentor

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 (weekly meetings of an hour are suggested for year 1, and fortnightly for year 2)
- 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 department or subject specific mentoring and coaching
- Take prompt, appropriate action if an ECT appears to be having difficulties.

9. Roles and responsibilities of 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:

- The Headteacher (and Governing Body where appropriate) 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.
- The monitoring, support, assessment, and guidance procedures in place are fair and appropriate.
- The ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.

10. Entitlement

The ECT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs are as follows:

- A supportive induction programme lasting two years (or FTE) based on the ECF
- In the first year a reduction of 10%, and in the second a reduction of 5% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers
- Help and guidance from an ECT mentor who is adequately prepared for the role
- Help and guidance from ECT tutor who will coordinate the programme
- Regular meetings with the ECT mentor and other key staff as appropriate
- Time and regular opportunities to meet with other ECTs and teachers
- Observe experienced colleagues teaching
- Have teaching observed by experienced colleagues on a regular basis
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting
- Opportunities for further professional development based on agreed targets.

11. Lesson observation, review and target setting

These will be followed and completed in accordance with the DfE guidelines on ECT induction. An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards.

Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.

It is also expected that:

- The observer holds QTS
- The ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance
- Feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion
- Any written record will indicate where any development needs have been identified.

12. Assessment and quality assurance

The assessment of ECTs will be rigorous but also objective:

- The induction tutor or Headteacher is expected to complete **formal assessments** at the end of term 3 and term 6. Mentors should not carry out formal assessments unless they are also acting as the induction tutor.
- Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body. The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with **progress reviews** taking place in each term where a formal assessment is not scheduled.
- Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their 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 induction tutor and stating the agreed development targets. 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.
- The final assessment meeting is at the end of the induction period, and will form the basis of the Headteachers' recommendation to the appropriate body as to whether, having completed their induction period, the ECT's 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.

13. At risk procedures

- Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they 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. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.
- If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the Headteacher should ensure that additional monitoring and support measures are put in place immediately. 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 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

- An effective support programme is in place to help the ECT improve their performance.
- 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.
- Where there are still concerns about the ECT's progress between formal assessment one and two, the induction tutor should 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
 - Details of the improvement plan for the next assessment period.
- As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.
- The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

14. 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, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution 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 institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

15. Addressing ECT concerns

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.