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School

Safe, Happy and learning Together

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2023/2024

ECT Policy

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	21/03/24
Signed by Chair of Governors:	<i>P.A. Evans</i>
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About this policy

This policy is based on statutory guidance from the Department for Education. This means that those involved in managing statutory induction arrangements must have regard to it when

carrying out their relevant duties. The term 'early career teacher' refers to a newly qualified teacher in their first or second year of induction.

What legislation does this guidance refer to?

- Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.

Key points

- 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 Annex A).
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that the headteacher has put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.
- The standard length of induction is two years
- 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
- Each ECT will have a mentor and a separate Induction Tutor. The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor.

Section 1: Introduction

Purpose of induction

1.1. 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 programme should support the early career teacher and provide them with the necessary training to ensure that they can 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.

The statutory framework

1.2. The statutory provisions which underpin this policy are sections 135A-C and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, (hereafter referred to as 'the Regulations').

1.3. This policy explains the provisions and helps individuals to comply with the 2012 Regulations, which came into effect on 1 September 2012, and which have been amended on a number of occasions since. The policy is not a complete and authoritative statement of the law, but anyone exercising any function under the Regulations must have regard to the policy.

The relevant standards

1.8. 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.

Requirement to complete an induction period

1.9. Subject to the exemptions listed in Annex A (see Schedule 1 of the Regulations), a qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and this guidance. 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.

Exemptions to the requirement to serve an induction period

1.11. 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.

Early career teachers may only serve one induction period

1.12. 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 Teachers' Standards at the end of their induction period, is not permitted to repeat induction although they may appeal against the decision. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. 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 2: The induction process

Qualified teacher status

2.10 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 Regulation Agency that the individual holds QTS.

Start date for induction

2.11 The start date for induction will be determined by the appropriate body and should be agreed in advance with the headteacher and ECT.

2.12 The start date for induction should be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts.

A suitable post for induction

2.17 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 institution 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. 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 Teachers' Standards. A suitable post is expected to:

- have a headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' 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;
- include the appointment of an induction tutor who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;

The Westminster School

- provide the ECT with a reduced timetable to enable them 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 in;
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

2.18 In addition, the governing body must be satisfied that the institution has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities.

Ensuring a reduced timetable

2.19 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.

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

Informing the Teaching Regulation Agency of ECT appointments

2.28 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.

Determining the length of the induction period

2.29 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.

Monitoring, support and assessment during induction

2.38 A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs.

- This is expected to 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 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 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 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.

Appointment of an induction tutor

2.41 The headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The 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 ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

Appointment of a mentor

2.42 The headteacher should identify a person to act as the ECT's 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 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.

2.43 The mentor and the 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 induction tutor 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.

Observation of the ECT's teaching practice

2.44 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.

2.45 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; and
- any written record will indicate where any development needs have been identified.

Professional progress reviews of the ECT

2.46 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.

2.47 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.

2.48 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.

2.49 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.

2.50 Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.

2.51 It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the 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 ECT's progress and providing copies of progress reviews if requested.

Formal assessments

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

2.53 Evidence for assessments must be drawn from the ECT's 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.

2.54 ECTs should be kept up to date on their progress. There should be nothing unexpected.

2.55 Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

2.56 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'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.

2.57 Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the 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

2.58 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 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 ECT's 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

2.59 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.

Completing the induction period

2.60 An ECT completes their induction period when they have served:

The Westminster School

- 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
- an extension following a decision by the appropriate body or the Appeals Body.

2.61 The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher.

Record keeping/retention

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

2.72 It is recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years. If there are reasons for the institution and the appropriate body to retain records for longer than six years, they may do so as long as they comply with the Data Protection Act. ECTs are advised to retain the original copies of their own assessment reports.

Confidentiality and data protection

2.73 Headteachers, induction tutors, appropriate bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.

2.74 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.

2.75 The governing body 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 reports. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the appropriate body.

Section 3: Special circumstances

3.1 Some regulations may apply on a less regular basis. This covers:

- reducing an induction period in recognition of previous teaching experience and exceptional circumstances;
- extending an induction period;
- short-term supply teaching and ECTs;
- ECTs employed simultaneously in two or more institutions;
- determining completion of induction in the event of loss of data/incorrect data;
- special provisions applying to a qualified teacher who has not passed the numeracy skills test on completion of the induction period (Cohort 1).

Detailed guidance around special circumstances can be found at <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

Section 4: Unsatisfactory progress and appeals

Putting in place additional monitoring and support

4.1 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.

4.2 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; and
- an effective support programme is in place to help the ECT improve their performance.

4.3 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

4.4 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; and
- details of the improvement plan for the next assessment period.

4.5 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.

4.6 The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

Action in the event of serious capability problems

4.7 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.

4.8 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.

Making an appeal against a decision by the appropriate body

4.9 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. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

4.10 Further guidance about the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appealsprocedures>

Section 5: Roles and responsibilities

The ECT

5.2 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;
- 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; and
- retain copies of all assessment reports.

Headteachers

5.3 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; and
- retain all relevant documentation/evidence/forms on file for six years.

5.4 There may also be circumstances where the headteacher is expected to:

- obtain interim assessments from the ECT's previous post;

The Westminster School

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

Induction tutors

5.6 The induction tutor is expected to:

- provide, or coordinate, guidance for the ECT's professional development;
- 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.

Mentors

5.7 The mentor 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 governing body

5.13 The governing body:

- should ensure compliance with the requirement to have regard to this guidance;
- 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;

The Westminster School

- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution'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.

Further sources of information

General enquiries:

Tel.: 0370 000 2288

Website: <http://www.education.gov.uk/help/contactus>

Teaching Regulation Agency

Tel.: 020 7593 5392

Email enquiries: teacher.induction@education.gov.uk