

INDUCTION OF EARLY CAREER TEACHERS POLICY

Part 1: Regulations

The Education (Induction Arrangements for School Teachers) (England) Regulations came into force on 1 September 2012. There have been some amendments, but these are still the essential Regulations. Statutory guidance to accompany the regulations was last published in April 2018. This guidance remains in place until 31 August 2021, after which it is replaced by Induction for Early Career Teachers (England) March 2021.

From 1 September 2021, newly qualified teachers (NQTs) will be known as early career teachers (ECTs).

In summary, the regulations specify the following:

- No qualified teacher may be employed in a relevant school unless they are participating in or have satisfactorily completed an induction period in accordance with regulation 5, subject to specified exemptions (see annex A to the March 2021 guidance).
- Regulation 6 defines those institutions (so-called relevant schools) in which an induction period may be served and the conditions which render an institution ineligible to deliver the induction of early career teachers (ECTs).
- The normal length of an induction period until 31 August 2021 is the equivalent to three school terms of the institution in which induction began (regulation 7). From 1 September 2021, induction will normally take place over two years or the equivalent of six school terms. The appropriate body may, with the consent of the teacher concerned, reduce the induction period which the teacher is required to serve, if they are satisfied that the teacher has met the Teachers' Standards 2012.
- Regulation 7 also makes it clear that no period of engagement as a supply teacher counts towards an induction period, unless the headteacher of the institution concerned agrees otherwise in advance of the start of the induction period.
- An induction period may also be extended before its completion because of absence of more than 30 days. This does not apply to maternity leave (regulation 8).
- No person may serve more than one induction period (regulation 9).
- The supervision, training and assessment of an ECT when serving induction are described in regulation 10.
- Also under regulation 10, it states that a person serving induction in a relevant school must not teach for more than 90% of the time that a teacher at the school would be expected to teach in their first year as an ECT and not more than 95% in the second year of induction.
- The Education Secretary sets the standards which must be met in order for a person to complete the induction period satisfactorily. (These are the DfE Teachers' Standards September 2012.)
- Regulation 11 states that on completion of an induction period, the headteacher/principal of the institution where induction is completed must make a recommendation to the appropriate body as to whether the standards have been met.

- Schedule 1 appended to the regulations explains in detail cases in which a person may be employed as a qualified teacher in a relevant school without having satisfactorily completed an induction period under the regulations.
- Schedule 2 – the numeracy skills test referred to in this schedule was discontinued in 2020.
- A person who has failed to complete induction satisfactorily, or whose induction period has been extended, may appeal that decision to the Education Secretary. The procedure for these appeals is set out in schedule 3 appended to the regulations.
- Under the Education Act 2011, the Education Secretary must keep a list of persons who have begun but who have failed to complete satisfactorily an induction period in prescribed circumstances. A person's name should not be added to that list until the time for appeal has expired or, if there is an appeal process under way, unless and until that appeal has failed.
- The 2012 regulations do not apply to academies or free schools; their arrangements for the induction of ECTs will depend upon their specific establishment arrangements, usually contained in the funding agreement. They may choose to employ ECTs and not require them to complete a statutory induction period if they are satisfied that such a decision is in the best interests of their pupils. However, if academies or free schools do choose to require their ECTs to complete an induction period, they must abide by the statutory regulations and guidance.
- There is no legal requirement to satisfactorily complete an induction period if an ECT intends to work solely in the independent sector, a British school overseas, an independent nursery school or an FE institution.

Part 2: Teachers' Standards

The Teachers' Standards published by the Education Secretary came into force on 1 September 2012. The standards are required to be used by all teachers in maintained schools and non-maintained special schools.

The Teachers' Standards will apply equally to:

- Trainees working towards QTS.
- Teachers completing their induction period.
- All qualified teachers. Teachers' performance is assessed against the standards as part of the appraisal arrangements in schools.

Application of the standards to the induction period

- Headteachers/principals will assess qualified teachers against the standards to a level that is consistent with what should be reasonably expected of the ECT at this stage of their career. The professional judgment of headteachers and appraisers will therefore be central to appraisal against these standards.
- The decision about whether an ECT has met the standards to a satisfactory level at the end of their second year of employment should reflect the expectation that ECTs have effectively consolidated their training and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.

Contents of the standards document

The standards are divided into two parts:

- Teaching.
- Personal and professional conduct.

Teaching

A teacher must:

- 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 that are expected of pupils.
- 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.
- Demonstrate good curriculum and subject 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 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.
- 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).
- 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 SEN; 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.
- 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.
- 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.
- 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.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of and always act within the statutory frameworks which set out their professional duties and responsibilities.

Part 3: Statutory guidance

The government issued a statutory guidance document to accompany the regulations as from 1 September 2021 entitled Induction for Early Career Teachers (England) March 2021. This document replaces any former guidance that accompanied the 2012 regulations. This is very detailed and any school undertaking induction of ECTs should read the full guidance very carefully.

The document is in five sections:

- Introduction.
- The induction process.
- Special circumstances.
- Unsatisfactory progress and appeals.
- Roles and responsibilities.

Annex A to the statutory guidance document provides information on those categories of qualified teachers who may be employed in a relevant school in England without having satisfactorily completed an induction period. This includes teachers who have completed qualification requirements in certain other countries which are specified in the annex.

The summary below contains the major points of the statutory guidance 2021.

The induction process

Institutions where induction can be served

The nursery, primary and secondary institutions in which induction may be served are:

- All maintained schools and nursery schools, non-maintained special schools, any local authority (LA) maintained children's centre and all PRUs.
- Independent schools (including academies, free schools, 16–19 academies, alternative provision academies, CTCs and independent nursery schools).
- Sixth form colleges and some FE colleges (as defined in the guidance).

- Independent British schools overseas.
- Schools or FE institutions in Wales in which an induction period may be served under Welsh regulations.

Institutions where induction cannot be served

These are:

- A secure training centre.
- A secure children's home.
- A school under special measures, unless Ofsted deems a particular school suitable to carry out induction. If an ECT had started an induction period before the special measures were introduced then that induction may continue.
- An FE institution judged inadequate by Ofsted (some exceptions are listed in the guidance).

Checking a teacher is eligible to start an induction period

Before the ECT takes up a post, the headteacher/principal of an institution must undertake some checks, which in turn must be verified by the appropriate body upon registration.

- Any teacher who is not exempt from serving induction is only legally able to embark upon the induction period once they have been awarded QTS and registered with the Teaching Regulation Agency (TRA).
- The requirement to hold QTS before starting induction applies to all permitted settings.
- The start date for induction will be determined by the appropriate body and should be agreed in advance by the headteacher/principal.
- The start date for induction should be the date when the ECT's induction programme formally starts – this may be a different date from when the ECT's contract starts.
- A qualified teacher who gained QTS 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 five years from the point of award of QTS. If the contract is extended for longer than one term, an induction programme must be put in place immediately.
- An ECT can work part-time as a short term supply teacher while concurrently serving induction in another part-time post after the five year limit has expired. However, the short term supply post will not count towards induction.

A suitable post for induction

- The headteacher/principal and appropriate body must first agree that a post is suitable for the purpose of ECT induction. 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. The characteristics of a suitable post are listed on pages 14–15 of the statutory guidance.
- In addition, the governing board must be satisfied that the institution has the capacity to support the ECT and that the headteacher/principal is fulfilling his/her responsibilities.

Other conditions

In all types of school, an ECT must be given a reduced timetable in the first year of no more than 90% of the timetable of other main-scale teachers in the school in order to enable them to undertake activities in their

induction programme. In the second year of induction this is 95%. This must be in addition to PPA time that all teachers receive.

Determining the appropriate body

Independent quality assurance of statutory induction through the role of the appropriate body is important both for ensuring that schools provide adequate support for their ECTs and that their assessment is fair and consistent across all institutions

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

Organisations that can act as an appropriate body are:

- A local authority with which the school reaches an agreement.
- A teaching school hub.
- National Teacher Accreditation.
- The Independent School Teacher Induction Panel.
- The local authority in which the school is situated.

Teaching school hubs acting as the appropriate body are subject to conditions which mean that:

- The school that awarded an ECT his/her QTS cannot be the appropriate body.
- A school cannot be the appropriate body for an ECT that it employs/has employed or at which the ECT has served any part of his/her induction.

The appropriate body may make reasonable charges agreed in advance not exceeding the cost of the service to most schools and other institutions with ECTs training there.

The ECT must be registered with the appropriate body. This is the responsibility of the school appointing the ECT. The appropriate body should give the ECT a named contact with which s/he can raise concerns. That person must not be directly involved in monitoring or supporting the ECT.

The appropriate body should inform the TRA of ECT appointments.

The appropriate body agrees with the host school:

- The length of the induction period.
- The minimum period of continuous employment that can count towards induction – usually one term.
- The length of an induction period for an ECT who works part-time.

Monitoring, support and assessment during induction

A suitable programme must be put in place for the ECT structured to meet their professional development needs. This should include:

- A programme that supports the ECT to understand the requirements of the Early Career Framework (ECF). This can be delivered using one of three approaches, to be decided by the headteacher.
 - A DfE funded provider-led programme.

- Schools deliver their own training using DfE accredited materials and resources.
- Schools design and deliver their own two-year induction programme for ECTs based on the ECF.
- 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. Page 20 contains details of the appointment and role of a mentor.
- Support and guidance from a designated induction tutor who has QTS and the time and ability to carry out the role effectively. Details of the appointment of an induction tutor can be found on page 20 of the guidance.
- Observation for the ECT's teaching with written feedback provided including indications of where any development needs have been identified. Observation may be undertaken by the induction tutor or another suitable person from inside or outside the institution. Suggested pro-forma for this process are included at the end of this document.
- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards.
- ECTs enabled to observe experienced teachers either in the ECT's setting or another suitable institution.

Progress reviews and assessment

- ECTs should be kept up-to-date on their progress There should be nothing unexpected.
- The induction tutor should review the ECT's progress at frequent intervals – at least once per term. Objectives should be reviewed and revised in relation to the relevant standards and the needs and strengths of the ECT. Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. A written record of each progress review is expected to be retained and provided to the ECT after each meeting. The induction tutor should inform the appropriate body if progress is satisfactory and where it is not, there should be a plan to put the ECT back on track.
- The ECT should have formal assessments carried out either by the headteacher/principal or the induction tutor. There should be one formal assessment per year. Normally, the assessment dates should be fixed as near to the end of the final term as possible each year (term 3 and term 6). Formal assessment reports should be completed for both formal assessments.
- Evidence used in assessments must not be burdensome. It should be mainly gathered during progress reviews and assessment periods leading up to the formal assessment, and drawn from the ECT's work as a teacher during their induction.
- The second and final assessment meeting is at the end of the two year induction period. It will form the basis of the headteacher/principal's recommendation to the appropriate body as to whether, having completed his/her induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory or whether an extension period is needed. This recommendation should be recorded on the final assessment report.
- Once the assessment forms are completed, the ECT should add his/her comments. The forms should then be signed by the induction tutor, headteacher/principal and the ECT. Once signed, the original should be given to the ECT and a copy sent to the appropriate body within 10 days of the final assessment meeting (this can be done electronically).
- An interim assessment should be produced when an ECT leaves a post mid-way between formal assessments. This information will ensure that induction can be continued effectively in any subsequent post.

- If an ECT has any concerns about the induction monitoring and support programme, these should be raised with the induction tutor within the school in the first instance. If the matter is not resolved, the ECT may notify the appropriate body, which should investigate the issues raised as soon as possible.

Completing the induction period

An ECT completes their induction period when they have served:

- The full time equivalent of two standard school years.
- A reduced period of a minimum of one term as agreed with the appropriate body based on previous teaching experience.
- A reduced period of induction for part-time teachers covering but not equivalent to two years as agreed with the appropriate body.
- An extension to that period as a consequence of absences occurring during that period.
- An extension approved by the appropriate body or the appeals body.

The headteacher makes a recommendation as to whether the ECT has satisfactorily completed the induction at the end of the induction period to the appropriate body. Within 20 working days of the receipt of the recommendation, the appropriate body, drawing on the recommendation of the headteacher/principal and any other available evidence including any written representations from the ECT, must decide whether the ECT:

- Has performed satisfactorily against the Teachers' Standards.
- Requires an extension of the induction period.
- Has failed satisfactorily to complete the induction period.

Within three working days of the decision being made and recorded, the appropriate body must write to the ECT, the headteacher, the employer and the Teaching Regulation Agency (TRA).

- If the appropriate body decides to extend the period of induction or the ECT has failed to complete the induction period satisfactorily, they must inform the ECT of the right to appeal against this decision with details of the TRA and the deadline for submitting an appeal. The appeal deadline is 20 working days, after which the right of appeal expires, except in exceptional circumstances.

Failure to complete the induction period

Failure to complete the induction period means that the ECT is not eligible to teach in any school where statutory induction is mandatory.

- An ECT working in a relevant school must be dismissed within 10 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 are judged as having failed induction, the employer must dismiss the ECT within 10 working days of being told of the outcome of the appeal.
- The TRA must ensure that the name of the person who has failed induction is included on a list of persons who have failed satisfactorily to complete an induction period and notify them of their inclusion.

Record keeping/retention

- The appropriate body is responsible for keeping a record of each ECT it has registered for induction. It should also monitor returns of progress review outcomes and assessment reports and contact the institution concerned if these have not been submitted on time. The headteacher/principal should notify the appropriate body if an ECT leaves the institution before completing the period. The appropriate body will then notify the TRA.
- Where an ECT has completed part of their induction in another institution, copies of all documentation should be obtained from that institution so that the headteacher and any new appropriate body knows what has been completed and how much induction time remains. The receiving institution should also be told if any aspect of the previous induction period was not satisfactory.
- Assessment reports should be retained by the institution, the ECT and the appropriate body for at least six years.

Confidentiality and data protection

- Headteachers, induction tutors, appropriate bodies and the TRA should ensure that arrangements are in place to ensure the effective protection and secure transfer of data.
- The induction process and the assessment generated from it should be treated with confidentiality at all times.
- The governing board can request general reports on the progress of an ECT but are not automatically entitled to have access to an individual's assessment forms. This can be allowed in the case of the ECT having a grievance against the institution connected to the assessment process.

Special circumstances

Reduction of the induction period

- Teachers who may have significant teaching experience outside the maintained sector must nevertheless serve an induction period if they take up employment in that sector. Appropriate bodies have discretion in these circumstances to reduce the length of the induction period to a minimum of one term.
- Reductions should only be considered where an ECT has extensive prior experience of teaching whole classes to the Teachers' Standards.
- Only the final assessment meeting and report in such cases plus the headteacher/principal's report will be required for the appropriate body to decide as to whether the teacher's performance has been satisfactory or whether an extension is required.
- If an ECT working part-time has met the Teachers' Standards, they may be able to have their induction period reduced after two calendar years even if they have not worked the equivalent of six full terms of teaching. This will be decided between the headteacher/principal and the appropriate body in consultation with the teacher concerned.

Extension of induction before completion

- Where the ECT is absent for 30 school days or more in the induction period, the period is extended by the total of the absences except where the ECT is on maternity, paternity, adoption, shared parental or parental bereavement leave. See also page 1 of this document for temporary changes to the rules concerning absence related to COVID-19.
- ECTs who takes statutory leave while serving 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.

- An ECT may complete an extension or further extension to their induction in another institution if they find another post in which to do so.

Unsatisfactory progress and appeals

Where the ECT is not making satisfactory progress against the Teachers' Standards the 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. The ECT must be kept fully aware of these concerns.

If it is clear in the first formal assessment that the ECT is not making satisfactory progress, the appropriate body should be informed and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. The ECT should be fully aware of where they need to improve their practice and given every opportunity to improve their performance.

If the ECT's progress continues to be unsatisfactory, induction tutors should continue to deliver progress reports as set out above sharing the information with the ECT, headteacher and appropriate body.

In a few 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. This does not prevent the ECT from completing induction at another institution, because all ECTs must complete a full induction period before they can be judged to have failed induction.

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.

Roles and responsibilities

The guidance has a detailed section about the roles and responsibilities of the key players in the induction process. This should be studied carefully, but the following are the main points.

Headteacher/principal

The headteacher/principal should:

- Complete all the necessary pre-induction checks as to whether the ECT has been awarded QTS, and check whether that person may be exempt from the induction process (see above).
- Agree who will be the appropriate body (see above and below).
- Notify the appropriate body that s/he has appointed an ECT on to the staff of the institution and register the ECT with that appropriate body.
- Ensure that the requirements for a suitable post for induction are met.
- Ensure that a mentor and trained and qualified induction tutor, both with the ability and sufficient time to carry out their roles effectively, are provided.
- Ensure that an appropriate ECF-based induction programme is set up for the ECT.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way and that accurate records are maintained.
- Keep the governing board informed about the progress of the induction.
- Make progress reports of the ECT's teaching based on a termly meeting between the induction tutor and/or the headteacher/principal and the ECT.

- Conduct a formal assessment of the ECT's progress and performance at the end of the first year (third term) and second year (sixth term) of the induction period.
- Report the outcomes of these meetings to the appropriate body, and make a recommendation at the end of the ECT's induction period about whether or not the ECT has met the Teachers' Standards.
- Make a recommendation if an extension or further extension is needed.
- Send in a report if for any reason the induction period is interrupted, if a teacher leaves before induction is completed or if the school has appointed an ECT who is part-way through an induction period at another institution.

The governing board

The governing board should ensure that all those involved in the induction process comply with the regulations and statutory guidance. They should also ascertain that:

- The school has the capacity to support the ECT.
- The headteacher/principal is fulfilling his/her responsibility to meet the requirements for a suitable post for induction.
- They investigate concerns raised by any individual ECT as part of the institution's grievance procedure.
- They seek guidance when necessary from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- They can view general reports on the progress of any ECT.

The appropriate body

Along with the headteacher/principal, the appropriate body is responsible for an ECT's training and supervision during induction and for quality assurance of the induction programme.

- For maintained schools, either the LA in which the school is situated or an LA in another area can be the appropriate body.
- A teaching school hub can be an appropriate body, provided it is not the body that recommended that the award of QTS should be made to a particular trainee teacher, or is a school where the ECT is employed or has served any part of their induction.
- The National Teacher Accreditation (NTA) will act as the appropriate body for ECT induction in both maintained schools and academies.
- The appropriate body should provide every ECT with a named contact to whom they may refer any concerns with their induction programme. That contact must not themselves be involved in the induction programme.
- The appropriate body should monitor whether:
 - Headteachers/principals have provided a suitable teaching post for an ECT.
 - The monitoring, support etc for the ECT in place is fair and appropriate.
 - The ECT gets a reduced timetable and his/her records and assessment reports are maintained.
 - Action is taken where an ECT is experiencing difficulties or a school is not fulfilling its responsibilities.

- Mentors are fully qualified and properly trained and have sufficient time to carry out the role.
- Induction tutors are fully qualified and properly trained and have sufficient time to carry out the role.
- Headteachers/principals are consulted on the nature and extent of the quality assurance procedures the appropriate body operates.
- The final decision is made on whether the ECT's performance against the relevant standards is satisfactory and that the induction period has been completed.
- An extension is required; or the ECT has left a school partway through induction; or a reduced induction period is appropriate.
- The appropriate body can also, at the request of schools, provide guidance, support and assistance to schools and training for teachers on their role of providing induction training, supervision and assessment.
- Appropriate bodies are required to inform the TRA of the outcome of induction.

The Teaching Regulation Agency (TRA)

The TRA will carry out specific duties on behalf of the Education Secretary including:

- Hearing appeals.
- Ensuring that a list is kept of ECTs who have failed/not completed induction.
- Recording progress of ECTs through their induction process.
- Providing details of teachers who have passed or failed induction to employers through their employer access online service.

The induction tutor

- The headteacher/principal must identify a person to act as the ECT's induction tutor, to provide day-to-day monitoring and support, and co-ordination of assessment.
- The induction tutor must hold QTS and also have the necessary skills, knowledge and time to work effectively in this role.
- Carries out termly progress reports, normally in terms 1,2,4 and 5 or equivalent of the induction period.
- Undertakes two formal assessments during the induction period at the end of term 3 and term 6.
- The induction tutor should also be able to make rigorous and fair judgments about the ECT's progress in relation to the core standards and to recognise when early action may need to be taken in the case of an ECT who is experiencing difficulties. The ECT must be kept informed at all times.
- Take prompt, appropriate action if an ECT appears to having difficulties and ensure that the ECT raises any concerns they might have.
- It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor.
- A suitable monitoring and support programme must be put in place for the ECT, personalised to meet their professional development needs.

The mentor

The mentor should:

- Meet regularly with the ECT for structured mentor sessions to provide effective targeted feedback.
- Work collaboratively with colleagues involved with the ECT to ensure they receive 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 early career teacher

- The ECT is expected to provide evidence of QTS and their eligibility to start induction.
- They must agree with the induction tutor priorities and timings of their induction and how best to use their reduced timetable, take part in scheduled classroom observations and participate fully in the agreed monitoring and development programme.
- They must participate in progress reviews and formal assessments.
- If there are problems or concerns, these must be raised as soon as practicable with the induction tutor. If there is an issue with the induction tutor the matter must be reported to the ECT's named contact at the appropriate body.
- They must provide evidence of their progress against the Teachers' Standards.

An ECT should not be given a job description that makes unreasonable demands.

ECTs should expect to receive advice on the following:

- Timetabling of lessons and support arrangements, names and contacts of induction tutors and a schedule for formal assessment and meetings.
- Reporting arrangements and entitlements to pay during sickness absences, contacts for other absences, eg maternity leave.
- Arrangements for salary payments, provisions for pensions and any other entitlements.
- Health and safety and equal opportunity policies.
- Other relevant policies including arrangements for cover, child protection etc.
- The nature of the contract of employment, a list of duties and management arrangements.

The ECT should participate fully in the programme of monitoring, support and assessment that is agreed with the induction tutor.

MODEL (non-statutory) DOCUMENTATION FOR USE IN THE PROCESS OF INDUCTION OF AN ECT

The documentation that follows is not statutory but is recommended as good practice for use by both the induction tutor and the ECT.

An induction programme log

It is the ECT’s responsibility to keep this log up-to-date, but the induction tutor has overall responsibility to ensure that this is being done. This log enables the induction tutor and the ECT to record a basic outline of all activities and events included within the planned induction programme. Each activity’s purpose and learning objectives should be recorded more fully on the professional development plan.

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| Name of ECT | | Name of induction tutor | |
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| Date | Nature of development activity | CPD code |
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Signed: ECT.....

Induction tutor.....

Preliminary meeting checklist

Tick items to indicate that they were covered and record any details.

| | | | | | |
|-------------|--|-------------------------|--|------|--|
| Name of ECT | | Name of induction tutor | | Date | |
|-------------|--|-------------------------|--|------|--|

| Agenda Item | Tick | Details |
|---|------|---------|
| Diary | | |
| Dates of terms and major school events | | |
| Staff handbook and/or a school induction handbook | | |
| The LA ECT handbook | | |
| Timetable of lessons and groups to be taught | | |
| Curriculum documents | | |
| The 'named contact' | | |
| Names and contact details of personnel (see index) | | |
| How the school will manage the induction/assessment arrangements | | |
| Career entry and development profile – transition point 1 checked and discussed | | |
| Date of next meeting to discuss CEDP transition point 2 | | |

Professional development plan – objectives and activities to be undertaken

When each activity has been undertaken, evaluate it on the professional development objectives and activities evaluation sheet overleaf.

| Objective/learning aims based on ECF statements ('learn that') | Target date | Success criteria (as measurable as possible with the sources of evidence identified) | Action to be taken, by whom and resources needed based on ECF practice statement ('learn how to') | CPD code | Review date |
|---|-------------|--|---|----------|-------------|
| | | | | | |

Professional development objectives and activities evaluation

| |
|--|
| Activity |
| What impact did the activity have on your feelings/attitudes towards the focus? |
| What gains did you make in your knowledge, understanding or skills? |
| What changes have you made to your classroom practice as a result? |
| What impact did the activity have on processes within the school? |
| What impact did the activity have on other teachers? |
| What was the impact on the quality of pupil learning? |
| Did the activity represent good value for money? Yes/No |

Lesson observation record

To be completed by the induction tutor (or other observer) during the lesson.

| | |
|--|---------|
| ECT | Date |
| Observer | Subject |
| Focus for observation (from professional development plan) | |

| | Evidence (i.e. what is said, heard or noticed) | Thoughts/questions |
|--|--|--------------------|
| 1st part | | |
| Middle | | |
| Final part | | |
| Overall assessment of lesson | | |
| Record strengths and development points on the summary of lesson observation and carry forward areas for development to the professional development plan. | | |
| Signed: ECT Induction tutor..... | | |

Summary of lesson observation

To be completed by the induction tutor (or other observer) and used for feedback to the ECT.

| | |
|---|---------|
| ECT | Date |
| Observer | Subject |
| Length of observation | |
| Comment on the quality of the ECT's teaching in relation to the induction standards. Refer to the guidance criteria shown for the induction standards in section 5. Ensure that generic advice is given that can be applied to other lessons, as well as specific advice relevant to this lesson. | |

| | Strengths | Development points – in order to improve you need to... |
|--|-----------|---|
| Professional values and practice | | |
| Knowledge and understanding | | |
| Teaching: planning, expectations and targets | | |

| | Strengths | Development points – in order to improve you need to... |
|--|-----------|---|
| Teaching: monitoring and assessment | | |
| Teaching: teaching and class management | | |
| Carry forward development points to the professional development plan. | | |
| Signed: ECT Induction tutor..... | | |

ECT's self-evaluation of lesson observation

To be completed by the ECT immediately after the observation with reference to the induction standards and brought to the feedback session with the induction tutor.

| | | |
|--|------|---------|
| ECT | Date | Subject |
| Comment on your lesson in relation to the induction standards, using the following headings: | | |

| | Strengths | Development points – to improve I will need to.... |
|---|-----------|--|
| Professional values and practice | | |
| Knowledge and understanding | | |
| Teaching: planning, expectations and targets | | |
| Teaching: monitoring and assessment | | |
| Teaching: teaching and class management | | |
| Areas with which I am particularly pleased or with which I have concerns I would like to discuss further: | | |

Professional progress meeting: record of discussion

Review of progress and achievement since the last meeting.

| ECT | Date | Date of previous meeting |
|---|------|--------------------------|
| <p>General comments</p> <p>Note any issues relevant to the progress of induction which have arisen since the last review meeting, e.g. lesson observations, parents' evenings, assessment/marking, development activity. State:</p> <ul style="list-style-type: none"> • Areas of strength (achievements and the specific aspects of the Teachers' Standards demonstrated by them). • Areas for development (related to the Teachers' Standards). • An outline of the areas to be carried forward as objectives in the professional development plan. | | |
| <p>Signed: ECT..... Induction tutor.....</p> | | |
| <p>Date of next review meeting</p> | | |