



STAMFORD  
PARK TRUST

Stamford Park Trust

Early Career Teacher (ECT) Induction Policy

(for ECTs starting their induction on or after 1 September 2021)

July 2023

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| <b>Legal Framework/Statutory Guidance:</b> | <p>The Department for Education’s (DfE’s) statutory guidance <a href="#">Induction for early career teachers (England)</a> from September 2021<br/>                     The <a href="#">Early career framework reforms</a>.<br/>                     The <a href="#">The Education (Induction Arrangements for School Teachers) (England) Regulations 2012</a>.<br/>                     The <a href="#">Teachers’ Standards</a>.</p> |

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## Introduction

Stamford Park Trust consists of several institutions including 11-16 schools and post 16 institutions. At Ashton Sixth Form, early career teachers arrive either with or without QTS. As a consequence, there are two early career teacher routes provided, and the policy reflects the differing needs of early career teachers without QTS to those who have obtained it.

## 1 Aims

The organisation aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.

## 2 Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from September 2021
- The [Early career framework reforms](#).
- The [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).
- The 'relevant standards' referred to below as the [Teachers' Standards](#). For ECTs without QTS, these are referred to as Professional Standards.

The ECT provision will follow the guidelines set by the East Manchester Teaching Hub and assessment of the ECTs will follow the guidelines of them as our Appropriate Body. Please see appendix for provision for ECTs who do not hold QTS as provided by Ashton Sixth Form College.

## 3 The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher/principal and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period (or part time equivalent).

The programme is quality assured by our 'appropriate body' – East Manchester Teaching Hub. <https://www.eastmanchesterteachinghub.com/early-career-framework/>

Statutory induction is the bridge between initial teacher education 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/Professional Standards.

The Teachers' Standards/Professional 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 education (ITE) and demonstrated their ability to meet the Teachers' Standards/Professional Standards consistently over a sustained period in their practice.

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.

Those ECTs who hold QTS have 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. ECTs who have obtained QTS, do not lose it, however, they cannot be employed lawfully as a teacher in a relevant setting, 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.

Within school settings, an ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Within post 16 settings, QTS is not a requirement for teachers, although some may hold QTS. Headteachers/principals and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS where appropriate.

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.

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

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

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

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

- personal crises
- illness
- disability
- issues around the support during induction

where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory

For post 16 institutions, ECTs who do not hold QTS will also complete a period of induction. This will be for a period of two years as per statutory guidance. This can be extended should the college determine this is appropriate.

### 3.1 Posts for induction

A suitable post is expected to:

- Have a headteacher/principal in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards/Professional Standards is satisfactory.
- Have prior agreement with an appropriate body (where necessary) 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/Professional Standards throughout and by the end of the induction period.
- Include the appointment of an induction tutor who is expected to hold QTS, usually the AHT for teaching and learning/CPD or an appointed member of staff.
- Include the appointment of a designated mentor who is expected to hold QTS (where appropriate), normally a TLR holder or experienced teacher in their subject area within a school setting or an appointed mentor (please see appendix) within a post 16 setting.
- 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.

### 3.1.1 Support for ECTs

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). 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. This applies to all ECTs.
- Regular timetabled 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 (as appropriate to the setting).
- 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/Professional Standards.
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

### 3.2 Professional Progress Review of ECT performance

| ECT YEAR 1                |                           |                         | ECT YEAR 2                |                           |                         |
|---------------------------|---------------------------|-------------------------|---------------------------|---------------------------|-------------------------|
| Autumn Term               | Spring Term               | Summer Term             | Autumn Term               | Spring Term               | Summer Term             |
| Progress assessment point | Progress assessment point | Formal assessment point | Progress assessment point | Progress assessment point | Formal assessment point |

The induction tutor is expected to review the ECT's progress against the Teachers' Standards/Professional 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. All 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/Professional Standards and the needs and strengths of the individual ECT.

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

It is expected that the induction tutor notifies the appropriate body (as required) 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 institutions 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.

ECTs who hold QTS should have formal assessments carried out by either the headteacher/principal or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs who hold QTS 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). For those ECTs who do not hold QTS, there will be further reviews of progress at these points. It is for institutions and ECTs to agree exactly when the assessment dates are set. For those ECT's who hold QTS, evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body (where required).

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.

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

Reports should be completed for both formal assessment points. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment. The final assessment meeting for those ECTs who hold QTS is at the end of the induction period, and will form the basis of the headteacher's/principal'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. For ECTs who do not hold QTS, final recommendations will be made to the principal by the induction lead.

Once assessment reports have been completed for those who hold QTS, the ECT should add their comments. They should then be signed by the induction tutor, headteacher/principal 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.

When an ECT with QTS 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/principal 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 with QTS leaves during their final term of induction. This is not a requirement for those ECTs who do not hold QTS.

### 3.3 Unsatisfactory Progress and Appeals

#### **Putting in place additional monitoring and support**

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards/Professional 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 (as appropriate) 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 (as required), and the headteacher/principal 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/principal and the appropriate body (where required) 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/Professional 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/Professional Standards and sharing with the ECT, headteacher/principal and appropriate body (as required).

#### **Action if performance is still unsatisfactory**

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/ Professional Standards and be shared with the appropriate body (as required) 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.

#### **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.

#### **Making an appeal against a decision by the Appropriate Body (For ECTs with QTS only)**

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.

Further guidance about the appeals process is available at:

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

## 4 Roles and responsibilities

### 4.1 Role of the ECT

The ECT is expected to:

- Provide evidence that they have QTS (as required by the institutions) 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/Professional 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 (as appropriate) 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.

### 4.2 Role of Induction 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.
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same institution to help ensure the ECT receives a high-quality ECF-based induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- Take prompt, appropriate action if an ECT appears to be having difficulties.

### 4.3 Role of the Induction Tutor

The induction tutor (or the headteacher/principal 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/Professional Standards and share progress review records with the ECT, headteacher/principal and appropriate body (as required).
- 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.

#### 4.4 Role of the Head of Institution

The headteacher/principal 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 (as required).
- 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 (as required).
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction (as required).
- 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 (as required).
- 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 Board of Trustees aware of the arrangements that have been put in place to support ECTs serving induction.
- Make a recommendation to the appropriate body (as required) on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension.
- Participate in the appropriate body's quality assurance procedures (as required).
- Retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal 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/Professional Standards.
- Notify the appropriate body as soon as absences total 30 days or more (as required).
- Periodically inform the Board of Trustees 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 (as required).
- Consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two academic years and has met the necessary requirements to reduce induction (as required).
- 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 (as required).

#### 4.5 Role of the Board of Trustees

The Board of Trustees:

- 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/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures.
- Can seek guidance from the appropriate body (as required) on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- Can request general reports on the progress of an ECT.

#### 4.6 Appropriate Bodies (For ECTs who hold QTS only)

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

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

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

The appropriate body is expected to take steps to ensure that:

- Headteachers/principals have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF.
- Headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction.
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.

- Where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns.
- Induction tutors have the ability and sufficient time to carry out their role effectively.
- Mentors have the ability and sufficient time to carry out their role effectively.
- Headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce.
- Any agreement entered into with either an FE institution or an independent school's governing body is upheld.
- The headteacher/principal has verified that the award of QTS has been made.
- The institution is providing a reduced timetable in addition to PPA time.
- The ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.
- FE institutions (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of compulsory school age in a school.
- ECTs' records and assessment reports are maintained.
- 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.
- Agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed.
- Agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two academic years and has met the necessary requirements to reduce induction.
- A final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified.
- They provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing.

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

- Respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes.
- Provide information to the headteacher/principal on the types of induction available.
- Respond to requests for assistance and advice with training for induction tutors and mentors.

## 5 Monitoring arrangements

This policy will be reviewed annually by the Executive Principal (Secondary)/Centre Principal and approved by the Board of Trustees.

## 6 Appendix: Information for ECT provision at Ashton Sixth Form College

Ashton Sixth Form College is a post 16 provider of education. As a post 16 provider our staff consists of a mixture of ECTs with QTS and those ECTs without QTS. The provision for both is laid out below and is designed to meet the needs of those working within a sixth form setting.

### 6.1 ECT's with QTS – Statutory provision

ECTs who come to us with QTS are required to complete a 2 year programme following the ECF. This brings with it a reduction in teaching hours of 2 periods in year 1 and 1 period in year 2.

ECTs require a mentor and follow at this stage the programme delivered by the EMTSH and UCL. This programme is pre written and delivered by mentors. This involves a weekly meeting in year one with their mentor and following materials provided by UCL. This meeting should take place in college hours. Mentors are to be allocated on a cross college basis and are not subject specific as they already receive a departmental mentor as part of being a new member of staff. These mentors are appointed and we have a bank of practitioners.

ECTs are expected to attend half termly meetings with the teaching hub – these are a mix of face to face events and OLCs.

ECTs who hold QTS will complete assessments with the AB as outlined in the above policy. These assessments are completed termly by the Induction lead and then returned to the AB. This is a separate process to the ECF which is not an assessment process. This includes observations by the induction lead, and this has led to these ECTs being left out of the learning walk quality cycle.

ECTs with QTS also follow a professional studies programme in the first term which introduces them to other staff and looks at key aspects of college life and pedagogy. This is updated annually. There is the provision of refresher sessions for year 2 ECTs.

ECTs with QTS at the end of their two-year programme will be expected to attend a 10-day placement in an alternative setting including time in a secondary setting.

Where there are concerns around an ECTs progress the AB will be used alongside college processes to support improvement.

### 6.2 ECT's without QTS – non statutory

There is no statutory obligation to provide additional support for these ECTs and they follow the professional standards of the ETF rather than the statutory teaching standards, however, it is our belief that all new teachers to the profession should be supported in these formative stages of their career.

ECTs without QTS still follow a two-year programme with us and still receive the same remission as those with QTS.

They will work alongside ECTs with QTS and all will follow the same programme. ECTs without QTS will not have to attend the external meetings required by the ECF, and the quality cycles will be managed by the induction lead at college with observations and meetings around progress towards meeting the professional standards.

The induction lead will arrange to meet with these ECTs in a mentor capacity.

When there are no ECTs with QTS, an initial programme will be undertaken that looks at the foundations of teaching and learning and pedagogy. There will still be a professional studies programme. The second half of the academic year will be tailored to meet the needs of the ECTs and will be altered annually based upon an audit of need, with meetings every two weeks.

Where there are concerns around an ECT's progress, college quality cycles will be used to support improvement.