



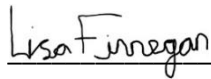
Prepared by:

Signature:

Date:

Lisa Finnegan

Deputy Chief Executive
Officer



12th February 2024

Approved by:

Tony Lacey

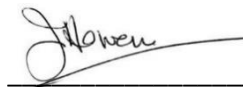
Chief Executive Officer



12th February 2024

Jane Owen

Chair of Trustees



12th February 2024

Contents

1. Aims.....	Page 3
2. Legislation and Guidance	Page 3
3. Standards and Principles of Assessment	Page 3
4. Posts for Induction	Page 4
5. Roles and Responsibilities	Page 6
6. Links with other policies	Page 9
7. Implementation	Page 9

1. Aims

This policy aims to:

- Provide clear guidelines on our approach for our Early Careers Teachers induction
- Ensure that each school within the OTMAT runs an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF)
- Establish a supportive environment that not only develops our ECTs, but also equips them with the skills and knowledge to become effective and successful teachers.
- Clearly detail the different roles and responsibilities of staff members working within the ECT induction programme to ensure a clear and consistent approach throughout all schools.

2. Legislation and Guidance

This policy is based on:

[The Department for Education's \(DfE's\) statutory guidance Induction for early career teachers \(England\) from 1 September 2021](#)

[The Early career framework reforms](#)

[The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

[Early career teacher induction: COVID-19 absence exemption](#)

3. Standards Principles of Assessment

3.1. Key principles of the ECT programme at Oak Trees Multi Academy Trust

- Every ECT has the right to a broad and balanced knowledge and skill set development program. This induction program will be underpinned by the ECF, enabling ECTs to understand and apply knowledge and skills set out in the ECF
- ECTs within the MAT are using UCL as an external provider for the ECF program and this is facilitated by Stephanie Merry (Egremont Primary) and Linda Small (Stanton Road)
- ECTs are given opportunities to further develop their skills and are given experience not only in their own setting but in other schools within Oak Trees MAT.

3.2. 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 and appropriate body must agree that the post to which the ECT has been appointed is suitable.
- For a full-time ECT, the induction period will typically last for two academic years. Part-time ECTs will serve a full-time equivalent over an extended period of time. Up to one term of continuous employment may count towards completion of the induction period.

- The programme is quality assured by the ECT Manager (covering Cheshire East, Knowsley, Liverpool & Wirral), our 'appropriate body'. For any ECT starting their induction before September 2023, the Local Authority will continue to act as the appropriate body throughout the remainder of their induction.
- Inspire Learning Teaching School Hub will act as the appropriate body for any ECTs starting their induction from September 2023.
- This transitional period will come to an end in August 2024. From September 2024, Inspire Learning Teaching Hub will act as the appropriate body for all ECTs.
- The programme is quality assured by Inspire learning teaching school Hub.

4. Posts for Induction

4.1. Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed Induction Tutor who has qualified teacher status (QTS).
- Have an appointed Induction Mentor from within their subject area, who will have QTS.
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands placed upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding student discipline problems on a day-to-day basis.

4.2. Support for ECTs

We support ECTs with:

- Their designated Induction Tutor, who will provide day-to-day monitoring and support, and coordinate their assessments.
- Their designated Induction Mentor, who will provide regular structured mentoring sessions and targeted feedback.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their Induction Tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Opportunities to observe experienced teachers, either within the school or at another school, with effective practice.

4.3. Assessments of ECT performance

- Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECTs Induction Tutor.
- These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body upon request.
- After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- The ECT will add their own comments and the formal assessment report will be signed by the Headteacher, Induction Tutor and the ECT.
- A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.
- In the event that the ECT leaves post after completing one term or more but before the next formal assessment would take place, the Induction Tutor or Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured

4.4. At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified.
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
- An effective support programme is put in place to help the ECT improve their performance.
- The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the Induction Tutor or Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period

5. Roles and Responsibilities

5.1. Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their Induction Tutor at the start of the programme to discuss and agree priorities, 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.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports.
- Collate evidence, specifically lesson observation notes, in order to inform progress reviews and formal assessments.

When the ECT has any concerns, they will:

- Raise these with their Induction Mentor or Induction Tutor as soon as they can.
- Consult with their contact at the appropriate body at an early

5.2. Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the appropriate body. This will be the ECT Manager.
- Notify the appropriate body when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above).
- Make sure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure the Induction Mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECF-based induction programme is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the Governing Body aware of the support arrangements in place for the ECT.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the appropriate body's quality assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence and forms on file for six years.

5.3. Role of the Induction Tutor

The Induction Tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment doesn't occur.
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and appropriate body.
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Make sure that the ECT's teaching is observed and feedback is provided.
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

5.4. Role of the Induction Mentor

The Induction Mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme.
- Provide or arrange effective support, including subject-specific, phase-specific, coaching and/or mentoring.
- Act promptly and appropriately if the ECT appears to be having difficulties

5.5. Role of the Governing Body

The Governing Body will:

- Make sure the school complies with statutory guidance on ECT induction.

- Be satisfied that the school has the capacity to support the ECT.
- Make sure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post.

6. Links with other policies

This ECT policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay

7. Implementation

This Policy was formulated by the ECT Leads (Stephanie Merry and Linda Small). A copy of this Policy is available on school websites. This policy is updated (at least) annually based on school self-evaluation, the latest research and updates to government documents.