



# Diocese of Nottingham Catholic Multi-Academy Trusts

## Early Career Teacher (ECT) Induction Policy



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**Commitment to equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

**This Early Career Teacher (ECT) Induction Policy was approved and adopted by the CMAT as detailed below:**

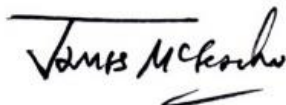
<b>Policy Approved by:</b>	<b>Date of Approval</b>
Board of Directors – Our Lady of Lourdes Catholic Multi Academy Trust	10.2.2022
Board of Directors – St Therese of Lisieux Catholic Multi Academy Trust	
Board of Directors – St Ralph Sherwin Catholic Multi Academy Trust	
Board of Directors – St Thomas Aquinas Catholic Multi Academy Trust	

**It will be reviewed after 12 months.**

**Signed by Chair of CMAT Trust Board:**



**Signed by CEO:**



## DEFINITIONS

In this Early Career Teacher (ECT) Induction Policy, unless the context otherwise requires, the following expressions, where they appear, shall have the following meanings:

- i. 'CMAT' means the Catholic Multi Academy Trust, that is the company responsible for the management of the Central Team and the Academies and, for all purposes, means the employer of staff within the Central Team and the Academies.
- ii. 'Board' means the board of Directors of the CMAT who are responsible for carrying out the employment functions of the CMAT.
- iii. 'Central Team' means all staff employed in the Central Office functions of the CMAT.
- iv. 'Chair' means the Chair of the Board of the CMAT as appointed from time to time.
- v. 'Companion' means a willing work colleague not involved in the subject matter under which the policy is being invoked, a trade union official, an accredited representative of a trade union or other professional association of which the employee is a member.
- vi. 'Diocesan Education Service' means the education service provided by the diocese in which the CMAT is situated, which may also be known, or referred to, as the Diocesan School Commission.
- vii. 'Directors' means directors appointed to the Board of the CMAT from time to time.
- viii. 'Governor' means a member of the Local Governing Body of the School
- ix. 'Headteacher' means the most senior teacher in the School who is responsible for its management and administration. Such teacher may also be referred to as the Head of School or Executive Headteacher.
- x. 'Local Governing Body' means the Governors appointed from time to time to carry out specified functions in relation to the School as delegated by the CMAT.
- xi. 'School' means the Academy named at the beginning of this Policy and Procedure and includes all sites upon which the Academy undertaking is, from time to time, being carried out.
- xii. 'Vice-Chair' means the Vice-Chair of the Board of the CMAT as appointed from time to time.
- xiii. 'Working Day' means any day on which an employee would ordinarily work if they were a full-time employee. In other words, 'Working Day' will apply differently to teaching and non-teaching staff. However, part-time and full-time staff will not be treated differently for the purposes of implementing this Policy and Procedure.

## **I. PURPOSE AND AIMS**

- 1.1 The School/CMAT Early Career Teacher (ECT) Induction Programme will support teachers in the early stages of their professional careers by providing appropriate guidance and training and supporting their professional and personal development. The Programme aims to equip Early Career Teachers with the tools they need to be effective and successful teachers by building on the knowledge and skills gained in achieving the standard required for the award of Qualified Teacher Status (QTS).
- 1.2 The aim of this Policy is to ensure that:
- the School/CMAT runs an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2021;
  - all staff understand their role in the ECT induction programme.
- 1.3 The CMAT recognises that the quality and commitment of all those involved in the Induction process is a crucial factor in its continued success.

## **2. SCOPE**

- 2.1 This policy applies to ECTs who start their induction **on or after 1 September 2021**.
- 2.2 NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow the school NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, the CMAT will also provide them with:
- An ECF-based induction for the remainder of the NQT's 1-year induction
  - An induction mentor for the remainder of the NQT's 1-year induction

If they do not complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

## **3. LEGISLATION AND STATUTORY GUIDANCE**

- 3.1 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](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

## **4. THE ECT INDUCTION PROGRAMME**

### **4.1 The CMAT Programme**

- 4.1.1 The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.
- 4.1.2 Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.
- 4.1.3 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.
- 4.1.4 The ECF programme is delivered by the Leicestershire and Rutland Teaching School Hub in partnership with Nottingham Roman Catholic Diocese of Nottingham is quality assured by Ambition Institute.
- 4.1.5 The Appropriate Body is responsible for monitoring support and assessment. The name of the Appropriate Body is Leicestershire and Rutland Teaching School Hub.
- 4.1.5 The CMAT will support the supplementary ECT programme provided by the Nottingham Roman Catholic Diocesan Education Service in order for the ECTs to successfully fulfil their induction period. This programme provides additional training and formation for teachers around the specific mission and ethos of a Catholic school.

### **4.2 Posts for induction**

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 will have qualified teacher status (QTS);
- have an appointed induction mentor, 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 made upon them;
- not normally teach outside the age range and/or subjects they have been employed to teach;
- not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

### **4.3 Support for ECTs**

The School/CMAT will support ECTs with:

- their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate 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;
- chances to observe experienced teachers, either within the school or at another school within the CMAT with effective practice.
- signposting to the diocesan Supplementary programme for ECTs and circulate to them the associated programme and documentation (including the ECF Handbook which is produced annually).

### **4.4 Assessments of ECT performance**

- 4.4.1 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 either the headteacher or the ECT's induction tutor.
- 4.4.2 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.
- 4.4.3 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.
- 4.4.4 The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

- 4.4.5 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.
- 4.4.6 In the event that the ECT leaves this 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.

## **4.5 At-risk procedures**

- 4.5.1 If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is encountering difficulties in their performance against the Teachers' Standards, 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 by enabling any weaknesses to be addressed.
- 4.5.2 The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.
- 4.5.3 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**

### **5.1.1 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;



- be proactive in their own career development and 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.
- attend the supplementary sessions provided by the Nottingham Roman Catholic Diocesan Education Service in relation to working within a Catholic school

### **5.1.2 When the ECT has any concerns, they will:**

- raise these with their induction tutor as soon as they can;
- consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

## **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;
- 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);
- ensure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure 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 CMAT aware of the support arrangements that are in place for the ECT, including supporting the ECT's attendance at diocesan supplementary programme sessions
- 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 6 years.

*Note - the Headteacher may not delegate any of the responsibilities listed above, but the CMAT recognises that many of the associated tasks may be carried out by an ECT Mentor or other suitably experienced colleagues.*

### **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 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate;
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and relevant 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;
- ensure 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 CMAT**

### **The CMAT will:**

- make sure the School complies with statutory guidance on ECT induction;
- make sure the School engages with the diocesan supplementary programme
- be satisfied that the School has the capacity to support the ECT;
- ensure that the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post;
- investigate concerns raised by the ECT as part of the School's grievance procedures.
- If the CMAT has any concerns or questions, it will seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

## **6. MONITORING**

The policy will be monitored to ensure consistency of application and adherence to Equalities legislation.