

Conatus Federation

Early Career Teacher (ECT) Induction Policy

Aims

The schools aim to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF)
- 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

Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy, which can be found in the appendix of this document, (Page 7). 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, we 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 don't 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.

Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#)
- 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](#).

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 Head of School 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.

The programme is quality assured by the Royal Borough of Greenwich and UCL Thames South Hub.

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

Support for ECTs

We 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 schools or at another school with effective practice

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 either the Head of Schools or the ECT's 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.

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 Head of Schools 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 Head of Schools, 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 this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Head of Schools should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

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 Head of School will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and responsibilities

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

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

The Head of Schools 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)
- 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 board 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 6 years

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 doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Head of Schools 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
- 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

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 schools 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

The governing board will:

- Make sure the schools comply with statutory guidance on ECT induction
- Be satisfied that the schools have the capacity to support the ECT
- Make sure the Head of Schools are fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the Schools' grievance procedures
- If it has any concerns or questions, 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

Monitoring arrangements

This policy will be reviewed **annually** by the Conatus Executive Headteacher. At every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Grievance
- Pay
- Capability
- Induction Policy for Newly Qualified Teachers (Pre-September 2021)
- Code of Conduct
- Safeguarding and Child Protection

Approved by:
Chair of
Governors
Conatus
Federation

Last reviewed on: September 2022

Next review due: September 2023

Appendix:

Conatus Federation

Induction Policy for Newly Qualified Teachers (Pre-September 2021)

Our Schools recognise that statutory induction is the bridge between initial teacher training and a career in teaching. We therefore combine a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the Teachers Standards relevant standards. Our programme ideally supports the newly qualified teacher (NQT) in demonstrating that their performance against the Teachers Standards is satisfactory by the end of the period and thus equips them with the tools to be an effective and successful teacher.

Roles and responsibilities

For the induction process to be successful we have set out clear roles and responsibilities.

The NQT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;
- provide evidence of their progress against the Teacher Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.

The HOS is expected to:

- check that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- notify RBG when an NQT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to support NQTs serving induction;
- make a recommendation to RBG on whether the NQT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in RBG's quality assurance procedures;

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

There may also be circumstances where the HOS should:

- obtain interim assessments from the NQT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
- notify RBG as soon as absences total 30 days or more;
- periodically inform the governing body about the Schools' induction arrangements;
- provide interim assessment reports for staff moving in between formal assessment periods;
- notify RBG when an NQT serving induction leaves the institution.

Induction tutors

The induction tutor should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with RBG where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term);
- inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- ensure NQTs are aware of how, both within and outside the School, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an NQT appears to be having difficulties.

The governing body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the HOS is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an NQT.

Determining Success

The HOS is responsible for making the decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of induction. This decision will be made considering the NQT's work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers standards consistently over a sustained period in their practice.

Supporting success

To ensure all NQTS are supported effectively by the schools:

- The HOS, uses Royal Borough of Greenwich 'NQT manager' web-based system to ensure all appropriate documentation is in place in order for accreditation to take place.

- The HOS ensures that the NQT will be given the opportunity to attend all NQT courses run by the RBG alongside a bespoke programme determined for each individual based on their current needs and experience to date.
- The HOS will be responsible for ensuring that each NQT has planned support, including support sessions with their induction tutor and mentor, observations of teaching with professional dialogue and feedback, regular professional reviews of progress, and opportunities to observe other experienced, qualified teachers.
- The HOS ensures that mentors and induction tutors deployed to support each NQT have had the relevant training to do so, already hold QTS, continue to meet the Teacher standards in a highly effective way and can reasonably be expected to meet the needs of supporting and NQT in relation to their other duties.
- The NQT will be provided with a reduced timetable (90%) to enable them to undertake activities in their induction programme, exclusive of PPA time.
- Weekly professional progress meetings will be offered during term time to support the collection of evidence to support the meeting of standards and to determine other evidence / support required.
- Regular observations will be conducted with professional feedback given, usually twice each term, in order to build up an evidence base from which to determine support and decisions.
- Formal reviews will take place with the HOS, alongside the mentor / induction tutor.
- The NQT will have an induction period of 3 full time terms regardless of whether they are employed full time. Extensions to this time frame will only be made in exceptional circumstances and will not be made by the schools in isolation.
- Formal assessment reports, including the final report, will be compiled using the NQT manager system. Progress and success would not be a surprise, as reports will draw from the bank of evidence collated. Once assessment forms have been completed, the NQT should add their comments. They should then be signed by the induction tutor, HOS and the NQT. Once signed, the NQT 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 are submitted electronically.
- The HOS may count additional employment in to the period of induction, but only where the employment period was a minimum of a term and that continuous teaching and appropriate induction was provided during that time that can be evidenced to the schools.
- They will be expected to undertake PPA time alongside their year group partner and where appropriate, the phase leader to ensure they are involved in similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts with the schools.
- The schools will not make unreasonable demands upon the NQT, including not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach.
- They will not be awarded additional non-teaching responsibilities without the provision of appropriate preparation and support
- The schools will keep records for each NQT it has registered for induction. It will also monitor the return of assessment forms and contact the institution concerned when assessment forms have not been submitted or signed on time.
- The HOS will notify the Royal Borough of Greenwich if an NQT leaves the school before completing the period. The appropriate body will then notify the Teaching Regulation Agency.

Interim assessments

When an NQT leaves a post after completing one term or more in an institution but before the next formal assessment would be required, the HOS will complete an interim assessment. This should take place before the NQT leaves their post in order to ensure that the NQT'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 form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the NQT leaves during their final term of induction.

Raising concerns

An NQT should normally raise any concerns about their induction programme with their induction tutor. If the matter is not resolved, the NQT may notify the named contact at RBG who should, as soon as possible, investigate the issues raised.

If it becomes apparent that an NQT is not making satisfactory progress, RBG will be informed and the HOS will ensure that additional monitoring and support measures are put in place immediately. Action must not be delayed until a formal assessment meeting has taken place. It is important that the NQT is made aware of where they need to improve their practice, and given every opportunity to raise their performance. The HOS should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the NQT towards satisfactory performance against the relevant standards; and
- an effective support programme is in place to help the NQT improve their performance.

In many cases the additional monitoring and support measures mentioned above will have the desired effect and the NQT will go on to be formally assessed at the end of the period as having performed satisfactorily against the relevant standards. Where there are still concerns about the NQT's progress at the next formal assessment point (and this is not the final assessment), the HOS will explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

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

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 NQT remains at the institution the induction process must continue in parallel with the capability procedure. Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another institution, as all NQTs must complete a full induction period before they can be judged to have failed induction.

Completing induction

Within 20 working days of receiving the HOS recommendation, Royal Borough of Greenwich must decide whether the NQT:

- has performed satisfactorily against the relevant standards and thereby satisfactorily completed their induction period;

- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period. 2.50 In making this decision the appropriate body must consider the HOS recommendation and all available evidence including any written representations from the NQT.

Royal Borough of Greenwich, within three working days of making the decision, make written notification of the decision to: the NQT; the HOS (in whose institution the NQT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the NQT's induction, and via the termly return for other notifications. If it is decided to extend the period of induction or that the NQT has failed to complete their induction period satisfactorily, they must inform the NQT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.

It is determined by the DFE that an NQT has only one chance to complete statutory induction. An NQT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). While such an NQT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work.

An NQT who has failed induction will be dismissed within ten 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 NQT's appeal is heard, and they have been judged as having failed induction, the Schools will dismiss the NQT within ten working days of being told of the outcome of the hearing.

Making an appeal against a decision by the appropriate body

If an NQT fails induction, or has their induction extended, the HOS will advise the NQT 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/newly-qualified-teacher-nqt-induction-appeals>

Data Protection

HOS and induction tutors will ensure that arrangements are in place to facilitate the effective protection and secure transfer of data. The induction process and the assessments generated from it will be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and NQTs must be made aware of who has been granted access to their assessments.

The governing body can request general reports on the progress of an NQT on a termly basis but are not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an NQT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process they can seek guidance from the appropriate body