**ECT Policy and Procedures**

**Blakehill Primary School**

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**Together We Can**

* http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/school.jpg
* http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/3.jpg

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| **Headteacher** | **Chair of Governors** | **Review Dates** |
|  |  | Last Review: January 2024 |
| Lisa Keighley | Philip Cavalier-Lumley | Next Review: January 2027 |

**1. Policy**

At Blakehill Primary School, we recognise that the appointment of an ECT (early career teacher) strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the school can develop and nurture a promising career.

**2. Purpose**

This policy has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice.

**3. Scope**

This policy has been created in line with the statutory guidance on induction for newly qualified teachers / Early Careers teachers released by the Department for Education (DfE).

**4. Principles**

**The induction period for an NQT will:**

* Enable the ECT to build upon existing knowledge, skills and understanding
* Assist the ECT in becoming a full member of the teaching profession and provide a foundation for continuing professional development (CPD)
* Enable the ECT to meet identified goals and complete their induction year to the required standard
* Be systematic, fair and rigorous in assessment of the ECTs professional practice
* Provide support to ECTs failing to make satisfactory progress.

**5. Responsibilities**

**The ECT should:**

* Provide evidence that they have qualified teacher status (QTS) and are eligible to start induction.
* Meet with their induction tutor to agree on priorities for their programme and review these at regular intervals.
* Discuss and agree on their reduced timetable allowance with their induction tutor.
* Participate in the agreed monitoring and development programmes.
* Provide evidence of their progress against the required standards.
* Raise any concerns they have with their induction tutor.
* Consult the appropriate body if there are difficulties with resolving issues with the tutor/institution.
* Participate in the scheduled classroom observations, progress reviews and formal assessment meetings.
* Agree on the start and end dates of the induction period, including any absences, with their induction tutor.
* Retain copies of all assessment forms.

**The Headteacher should:**

* + - Ensure that the ECT has been awarded QTS.
    - Clarify whether the teacher needs to serve an induction period or is exempt from it.
    - Agree on which body will act as the appropriate body, in advance of the NQT starting the induction programme.
    - Inform the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
    - Meet the requirements of a suitable post for induction.
    - Make sure that the induction tutor has received suitable training and has the time to carry out the role effectively.
    - Ensure that a personalised induction programme is in place.
    - Ensure that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.
    - Make sure that completed reports are sent to the appropriate body for review.
    - Retain accurate records of employment that will count towards the induction period.
    - Inform the governing body about the arrangements which have been put in place to support ECTs who are undergoing induction.
    - Make a recommendation to the appropriate body on whether the ECT’s performance is satisfactory or requires an extension.
    - Participate in the appropriate body’s quality assurance process.
    - Retain all documentation/evidence on file for six years.
    - In addition, there may be circumstances when the following should be undertaken:
    - Obtain interim assessments from the ECT’s previous post.
    - Alert the appropriate body when an ECT may not be completing induction satisfactorily.
    - Ensure that an ECT who may not be performing against relevant standards is observed by a third-party
    - Notify the appropriate body if an ECT is absent for a total of 30 days or more.
    - Regularly inform the governing body about the institution’s induction procedures.
    - Discuss with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT’s induction period.
    - Provide interim assessment reports for staff moving in between formal assessment periods.
    - Inform the appropriate body when an ECT serving induction leaves the institution.

**Induction tutors/mentors should:**

* + - Coordinate, guide and support the ECT’s professional development.
    - Review their progress regularly during the induction period.
    - Undertake the recommended formal assessment meetings over the induction period. Coordinating input from other staff if required.
    - Inform the ECT of the judgements to be recorded in the formal assessment record and invite the ECT to give their comments.
    - Observe the teaching of the ECT and provide feedback.
    - Let ECTs know that they may raise concerns about their induction programme and personal progress both within and outside the institution.
    - Take appropriate action if an ECT is facing difficulties.

**Appropriate bodies have a quality assurance role. They should ensure that:**

* + - The Headteacher/governing bodies are aware of their responsibilities and are capable of meeting their responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and the reduced timetable.
    - Procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
    - They consult with the Headteacher on the nature and extent of the quality assurance procedures.
    - Where an ECT is facing difficulties, action is taken to address areas that require further development/support.
    - Induction tutors are trained to carry out their role effectively.
    - Where an institution is not fulfilling its responsibilities, contact is made to raise concerns.
    - The Headteacher has confirmed that the award of QTS has been made.
    - The school is providing a reduced timetable in addition to Planning, Preparation and Assessment (PPA) time.
    - The ECT is provided with a named contact within the appropriate body to raise concerns if they have any.
    - Further education (FE) institutions are supported in finding schools for ECTs so that they may spend their mandatory 10 days teaching children of compulsory school age in a school.
    - Any agreement entered either with the FE or the independent school’s governing body is withheld.
    - Records and assessment reports of ECTs are maintained.
    - Agreement is reached with the Headteacher and the ECT to determine where a reduced induction period may be appropriate.
    - A final decision is made on whether the ECT’s performance is satisfactory against the relevant standard.
    - They provide the National College for Teaching and Leadership (NCTL), information about ECTs who have started, completed, require an extension, or left partway through an induction period.
    - Respond to requests from schools and colleges for support and guidance with regard to the ECT’s induction programmes.
    - Respond to requests for assistance and advice with training for induction tutors.

**The Governing body:**

* + - Should ensure compliance with this policy.
    - Should be satisfied that the institution has the capacity to support the ECT.
    - Should make sure that that the Headteacher is fulfilling their responsibilities.
    - Must investigate concerns raised by an ECT as part of the institution’s grievance procedures.
    - Can ask for advice from the appropriate body on the institution’s induction -
    - Can request general reports on the progress of an ECT.
* 6. Procedures
* a. Statutory induction
  + Statutory induction of an ECT is the bridge between initial teacher training and a career in teaching. The school will support the ECT in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.
  + The Teacher’s Standards will be used to assess an ECT’s performance at the end of their induction period. The school will consider the standards against what can reasonably be expected of an ECT. All judgements will reflect the expectation that the NQT has effectively consolidated their initial teacher training and demonstrated their ability to meet the relevant standards consistently over a sustained period.
  + A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period or if they meet any of the exemptions listed in [Appendix A](#bookmark=id.1ksv4uv).
  + Before an ECT undertakes an induction, they must have QTS status. The School Business Manager is responsible for ensuring the individual holds QTS status.
  + Teachers who completed their Initial Teacher Training (ITT) between 1 May 2000 and 30 April 2001 are also required to pass the numeracy skills test before completing an induction.
  + Short term supply teaching of less than one term will not count towards an ECT’s induction as the time frame is too short to enable them to demonstrate performance against relevant standards.
  + If a supply term is extended, the school will not backdate the induction but will begin the induction upon extension.
  + ECTs serving induction on a part-time basis are required to serve the full-time equivalent of one full academic year.
* b. Suitable posts
* The Headteacher and governing body will determine suitability of posts for induction, guided by the following considerations. The post must:
  + Have an appropriate body to hold the ECT’s performance to the relevant standards and quality-assure the process.
  + Provide the ECT with the tasks, experience and support needed.
  + Ensure the appointment of an induction tutor with QTS.
  + Provide the ECT with a reduced timetable to enable them to undertake learning activities (no more than 90% of the timetable of the school’s existing teachers on the main pay range, in addition to the timetable reduction in respect of planning preparation and assessment (PPA) time).
  + Not make unreasonable demands upon the ECT.
  + Not present, on a day-to-day basis, the ECT with unreasonably demanding discipline problems.
  + Involve the ECT regularly teaching the same class(es).
  + Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.
  + Not involve non-teaching responsibilities without the provision of appropriate preparation and support.
  + The governing body must be satisfied that the school has the capacity to support the ECT in the role and that the Headteacher is fulfilling their responsibilities.
  + Once an ECT has been appointed to a suitable post, the Headteacher will notify the NCTL in advance of the ECT taking up the post.
  + Upon registration, the ECT will be provided with a named contact to which they may raise any concerns about the induction programme.
* c. Monitoring, support and assessment

The ECT will be provided with an induction tutor who will provide day-to-day monitoring and support, and coordination of assessment. The tutor will be QTS qualified and have all the necessary skills required for the role.

* d. Completing the induction period
* The ECT completes their induction period when they have served:

- The full-time equivalent of the standard school year (usually three terms).

- A reduced period as agreed with the Headteacher and the NCTL based on previous teaching experience.

- An extended period as a result of absences occurring during the period.

- An extension following a decision by the appropriate body or the appeals body.

* Cohort 1 teachers (teachers who completed initial teacher training and gained QTS between 1 May 2000 and 30 April 2001) must additionally pass the numeracy skills test.
* The appropriate body will make the final decision as to whether or not a NQTs performance against the relevant standards has been satisfactory. They will take into account the recommendations of the Headteacher.
* The appropriate body will make a decision within 20 working days of receiving the Executive Headteacher / Head of School’s recommendation. They will then send written notification within 3 working days of reaching the decision to the ECT and the Headteacher.
* If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the Appeals Body (the NCTL). Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.

* Failure to complete the induction period will mean the ECT is no longer eligible to be employed as a teacher in a maintained school. Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the school will dismiss the ECT within ten working days.
* If the appeal is heard but not upheld, the school will dismiss the ECT within ten days of receiving the outcome of the hearing.
* The ECT’s name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the NCTL. These can be viewed through the Employer Access Online service at <https://sa.education.gov.uk/idp/Authn/UserPassword>.
* e. Record keeping
  + Assessment forms will be signed and submitted to the appropriate body in a timely manner.
  + Assessment forms will be completed at the end of each formal assessment period stating the date an ECT’s employment began counting towards induction, how much of the period has been completed, and any changes in work patterns and absences.
  + The NCTL keeps records of all submitted appeals and should be contacted as needed.
  + Assessment reports are retained for six years as recommended by the DfE.
  + ECTs are advised by the school to retain their original copies of assessment reports.
* f. Confidentiality
  + The induction process and assessments should not be shared with others involved in the process and should be treated as confidential.
  + All ECTs to be made aware of who has been granted access to their assessments.
  + The governing body are allowed to request general reports on the progress of an ECT, but cannot automatically have access to this information. The only exception to this is when an ECT has a concern about an assessment, which would require the governing body to access the assessment forms to review the situation.
* g. Special circumstances
* To recognise the experience of teachers who already have significant teaching experience, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term.
* If an ECT is absent for a total of 30 days or more, the induction period must be extended by the aggregate of total days absent.
* ECTs who take statutory maternity leave on their induction period may decide whether their induction should be extended accordingly to meet this purpose.
* The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance. These may include: illness, personal crisis, disability, a lack of support during induction etc.
* If an ECT leaves the institution before completing their extension, an interim assessment form should be filled by the Headteacher and the appropriate body notified.
* In circumstances where an ECT may be unable to or choose not to complete their extension period in the same institution, the minimum period of employment must still be served as the ECT will be working in a new institution.
* In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the appropriate body has the discretion to decide if the teacher can be exempt from induction.
* For ECTs completing induction in more than one institution simultaneously:
* The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria.
* The Headteacher acts as the lead and should fulfil duties and responsibilities as outlined in section 1.
* One appropriate body will also take the lead in making the decision, and is also responsible for gathering evidence from other appropriate bodies who are involved in the process.
* h. Unsatisfactory progress and appeals
* Additional monitoring and support measures must be put in place when an ECT is not making satisfactory progress. The appropriate body and the Headteacher should be satisfied that:
  + Areas of improvement have been correctly identified.
  + Appropriate objectives have been set to guide the ECT to perform against the relevant standards.
* An effective support program is in place to help the ECT improve performance.
* When there are still concerns about the ECT’s progress following intervention, the Headteacher should explain to the ECT the consequences of failure to complete the induction period satisfactorily, and also discuss with them:
  + - * + The identified weaknesses.
        + The agreed objectives set in order to have them satisfactorily complete the induction to the required standards.
        + Details of additional support put in place.
        + Evidence used to inform the judgement.
        + Details of the improvement plan for the next assessment period.
* If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another institution.
* If the ECT has had their induction extended or has failed it, the appropriate body must inform the ECT of their right to appeal and the time limit for doing so.

**7. Monitoring and Review**

This policy and procedure are reviewed every twelve months to ensure that it stays relevant and reflects the needs of the school, ECT staff and legislation.

**8. Distribution**

This policy and procedure will be available on the school website and from the School Business Manager.

**9. Contacts**

Please contact a member of the Governing body or the Headteacher if you require support or guidance on this policy.

**10. Cross Referencing –** this list is not exhaustive

*Appraisal Policy*

*Capability*

*Complaints and Grievance Procedures for Staff*

*Continuing Professional Development (CPD) Policy*

*Disciplinary Policy and Procedures for Staff*

*Pay Policy*

*Staff Attendance Management Policy*

*Staff Leave of Absence & Time Off Work Policy*

*Staff Overtime Guidelines*

*Stress Policy*

*Whistleblowing Policy for Schools*

**11. Appendices**

Appendix A - Exemptions:

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Where a qualified teacher may be employed by the school without having first completed an induction period:

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| **Exemption** | **Explanation** |
| A person who was already a qualified teacher on 7 May 1999. | A teacher who gained QTS on or before  7 May 1999 (even if they did not take up their first post until after September 1999). |
| A person currently undertaking a period of induction. | A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body). |
| A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards. | A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards. |
| A person employed on a short-term supply basis, without undertaking induction. | A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS. |
| A person employed part-time as a supply teacher whilst also undertaking induction. | A teacher who is employed as a short- term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation. |
| A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries. | The countries which qualify are Scotland, Northern Ireland, Wales, Isle of Man, Guernsey, Jersey, Gibraltar, or in a Service Children’s Education (SCE) school in Germany or Cyprus. |
| A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003). | A teacher who gained QTS in England on or after 7 May 1999 but before 1  April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction. |
| A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2007(b)). | A teacher from the EEA who has applied successfully to the National College for Teaching and Leadership, formerly the Teaching Agency, for QTS, or a teacher from the EEA who has declared successfully to the National College for Teaching and Leadership, formerly the Teaching Agency, to work in England on a temporary basis. |
| A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school. | A teacher who has been judged by the  National College for Teaching and  Leadership, formerly the Teaching Agency, as meeting the specified QTS standards, whilst working in an independent school, where the NQT must have:   * Been employed by an independent school before 1989; and * Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and * Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004. |
| A qualified overseas-trained teacher from Australia, Canada, New Zealand,  or the United States of America. | Teachers who have successfully completed a programme of professional  training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions  required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person’s eligibility to teach in that country. |
| An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction. | An overseas-trained teacher (from outside the EEA) with at least two years’ experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction. |
| Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999. | Teachers who trained in Scotland or  Northern Ireland and who were  employed as teachers in England before  7 May 1999. |
| A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in a further education institution or as an instructor in a school. | A teacher who has been judged by the  National College for Teaching and Leadership, formerly the Teaching Agency, as performing satisfactorily against the relevant standards, whilst working in a further education institution or as an instructor in a school where the NQT must have:   * Been employed by an FEI/school before 1989; and * Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and * Been employed in an FEI/school at the time of recommendation, and the recommendation must have taken place prior to September 2004. |
| A person who has been awarded QTLS status by the Institute for Learning (IfL); and holds membership with the IfL. | Teachers who have been awarded Qualified Teacher Learning and Skills (QTLS) status by the Institute for Learning and who are members of the Institute for Learning (IfL). |
| Completed a course of initial teacher training in Wales before September  2003. | A teacher who completed a course of initial teacher training in Wales before September 2003. |