



Bright Futures

EDUCATIONAL TRUST

The best *for* everyone, the best *from* everyone

Early Career Teacher Induction Policy

This is a Trust-Wide Policy

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Development,
Partnerships and
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Hubs

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Bright Futures Educational Trust's (or the Trust) Strategy underpins all aspects of this policy and the way in which it will be applied. These elements are:

- Our vision, the best for everyone and the best from everyone;
- Two of our values; Integrity: We do the right things for the right reasons;
Passion: We take responsibility, work hard and have high aspirations

Six of our commitments: Collaboration and strong relationships; supportive, challenging and fair; strong governance and accountability; effective communication; equality, diversity and inclusion and professional learning.

What is this Policy for?

This document describes the Bright Future's approach to supporting and inducting Early Career Teachers (ECTS) in order to ensure the Best *for* Everyone, the Best *from* Everyone. This policy covers the role of the Appropriate Body (AB) and the Early Career Teachers (ECTS) entitlement to access an ECT programme of professional development and support.

Who is this policy for?

Bright Future's Early Career Teachers, Mentors, Induction Tutors, Senior Leadership Teams, Principals and Governors.

All Trust schools will:

- Run an ECT induction programme that meets all 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
- Contribute to the colleague's sense of job satisfaction, wellbeing, and personal achievement.

Appropriate Body-Overview

Statutory induction is the bridge between initial teacher training 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. The programme should support the early career teacher and provide them with the necessary training to ensure that they can

demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher. For wider context the Golden thread of teacher development is : the new core content framework for Trainee teachers, the Early Career Framework for new teachers and the National Professional Qualifications for experienced teachers. They provide an evidence-based golden thread of professional development, which ultimately, will result in better teaching ensuring children will learn more and be able to do more.

The Early Career Framework-Overview

The Early Career Framework (ECF) underpins an entitlement to a fully funded, two-year package of structured support for early career teachers (ECTs), linked to the best available research evidence. All Bright Futures ECTs access the ECF through our Teaching School, Hubs.

From September 2021, early career teachers are expected to receive support from a dedicated mentor through regular one to one mentoring sessions. ***This role should be separate to that of the induction tutor*** and focus on supporting the early career teacher through the 2-year programme.

- **DfE Full Induction Programme:** Bright Futures Teaching School Hub work in partnership with Teach First to offer the DfE funded programme of support known as Full Induction Programme.

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. In some exceptional circumstances the length of an induction period may be reduced or extended, this decision sits with the Appropriate Body, in this case Bright Futures Teaching School Hub.

1. Supportive documentation

- 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 2021](#)

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

2. Early Career Teacher entitlement

The 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) and usually would be a member of the school's senior leadership team
- 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 normally teach outside the age range and/or subjects they have been employed to teach.

3. Support for the ECT

The school will support the ECTs:

- The ECT will be designated an AB induction tutor, who will provide monitoring and support, and co-ordinate their assessments against the Teachers' Standards
- A designated induction mentor, who will provide regular structured feedback sessions after a formal or progress review point
- 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.

- Ensure the ECT is enrolled onto a (FTE) two-year package of structured support linked to the best available research evidence.
- Weekly mentors meetings to address the key focus of the Early Career Framework (ECF) programme of support.

Please note: the ECF programme is a programme of support and is not an assessment tool by which the ECTs will be assessed against. All assessment of the ECT is undertaken through the role of the Appropriate Body.

4. Statutory Assessment of the ECT (role of the AB)

- There are **two** formal assessment points, the first of which will be at the end of the first year of induction and the final assessment taking place at the end of the second year (FTE). ***Please note assessment points for part-time ECTs should be personalised to meet the FTE two-year statutory induction.***
- Throughout the two-year induction period ‘Progress Reviews’ will take place one per term; this is to make sure the ECT is meeting the Teachers’ Standards, Induction Tutors will report progress through an on line IT platform.
- The Appropriate Body is responsible for deciding whether the ECT has met the Teachers’ Standards (England), based on the head teacher’s recommendation at the end of formal assessment point 2.
- 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 will complete an interim assessment to ensure that the ECT’s progress and performance since the last assessment is captured.
- ECTs will still be subject to the Bright Futures probation period which takes place during month 1,3 and 5 of their employment undertaken by the Line Manager. To support with workload, support the completion of the first AB review point, (term one review), the 3 month progress review/probation review should be carried out in partnership with the Line Manager and Mentor/Induction Tutor. This will support the completion of ECTs progress review and will replace the Appraisal process for which ECTs are exempt. This Line manager engagement also extends to the review point four in the second year of induction which is in lieu of the Appraisal system. This applies to full-time and part-time ECTs.

5. Transitional NQTs (until the September 2023)

ECTs who, on 1 September 2021, had started but not completed their induction, hereafter referred to as ‘the pre-September 2021 cohort’ have until 1 September 2023 to complete induction within three terms.

After 1 September 2023, when the transition period ends, all ECTs will be required to complete a two-year induction period. These ECTs should not restart induction, but rather complete what remains of a two-year induction. It is expected that they will be able to access ECF support and entitlements for the remainder of their induction.

6. ECTs presenting as a cause for concern

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review **record and clearly outline the ECT Development Plan they have put in place to assist the ECT in getting back on track.** (ECT Development Plan in the appendix 1). This ECT Development Plan should run for a minimum of 6 weeks to allow for support and the demonstration of ECT progress. The ECT Development Plan can be extended if the ECT is responding well and making progress against the SMART targets set. ECT Development Plans can be used more than once throughout the induction period.

The Induction Tutor is expected to notify the Appropriate Body of this being implemented and share both the progress review record and ECT Development Plan for the Appropriate Body to review.

If it becomes apparent that an ECT is not making satisfactory progress after an ECT Development Plan has been in place, the Appropriate Body should be informed, and the Head of School /Principal should ensure that additional monitoring and support measures are put in place immediately. A decision will be made as to whether to extend the ECT Development Plan or move the ECTs to a formal support plan. (See appendix 2)

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 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; and
- 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 formal assessment point, or after a period of formal support Induction Tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support/development plan, linking these with the Teachers' Standards and sharing with the ECT, Head of School/Principal and Appropriate Body

In accordance with the Statutory induction guidance in a few serious cases it may be necessary to instigate the Trust's Capability procedure before the end of the statutory induction period which may run in parallel with the induction process whilst the ECT remains at the Trust. In the cases, Tutors should refer to the Head/Principal and the Trust's HR contact for advice before instigating this procedure. Following this advice, the Appropriate Body must be informed.

Please note, induction tutors are encouraged to observe their ECT on a 'regular' basis and concerns around ECT progress might be raised as a concern earlier than the first formal assessment.

This should be read in conjunction with Bright Futures Teaching School Hubs '**ECT Support Guidance**' document this can be made available by requesting a copy by emailing ECF@bright-futures.co.uk

7. Role and Responsibilities

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Prior to appointment satisfactorily meet the safe recruitment checks required by KCSIE (2021) and the Trust's Safer and Fair Recruitment Policy
- 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
- Engage with the ECF programme of support

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- At registration, the Appropriate Body (at the Teaching School Hub) will provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about

satisfactory completion of induction. For Bright Futures Appropriate Body our named contact is Rachel Eppy (Reppy@bright-futures.co.uk)

- Should the ECT remain dissatisfied with their induction or have any other concerns concerning their employment or workplace they may raise these either informally or formally via the Trust's staff grievance policy and procedure

The Head of School /Principal

- 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 3.1 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 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
- Notify the Appropriate Body before commencing any formal capability procedure against the ECT during the statutory induction period

The Induction Tutor

- 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, 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
- 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 Mentor

- 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.
- Engage with the Early Career Mentor programme

Executive Team

The Executive Team provide part of the Governance around the Teaching School Hubs and should therefore maintain an overview of :

- Compliance with the requirements within this policy
- Quality Assurance processes eg checks on general reports on the progress of an ECT
- Should be satisfied that any Bright Future's School has the capacity to support an ECT
- Should ensure the Head/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

- Bright Future's agreed grievance procedures
- Can seek guidance from the Appropriate Body Team on the quality of the Bright Future's School Induction arrangements and the roles and responsibilities of staff involved in
- The integrity of the whole process

The Role of the Appropriate Body

- Every ECT (Early Career Teacher) must be registered with an 'Appropriate Body' (AB).
- The Appropriate Body induction period is a two-year induction as of September 2021.
- Every ECT should have an Induction Tutor, this is usually a senior member of staff.
- There are **two** formal assessment points, the first of which will be at the end of the first year of induction and the final assessment taking place at the end of the second year.
- Throughout the two-year induction period 'Progress Reviews' will take place one per term; this is to make sure the ECT is meeting the Teachers' Standards, Induction Tutors will update the AB through the use of an on-line IT platform.
- The Appropriate Body is responsible for deciding whether the ECT has met the Teachers' Standards (England), based on the Principal/ Head of School recommendations at the end of formal assessment point 2.
- The Appropriate Body informs the TRA (Teaching Regulation Agency) of any ECTs who start an induction period or who have taken up a post in which to continue their induction.
- The Appropriate Body has the main quality assurance role within the induction process.
- The Appropriate Body must be satisfied that the school circumstances will not unfairly compromise the ECTs ability to complete induction successfully.
- The Appropriate Body may perform a QA visit for induction if it is deemed necessary.
- The Appropriate Body will liaise closely with the school to make an informed decision around a reduced or extended induction period.

From September 2021, appropriate bodies will be expected to check that all ECTs have access to an induction programme based on the Early Career Framework (ECF). This check is referred to here as '**ECF fidelity**' checking.

Appendix One: ECT Development Plan

ECT Development Plan in order to meet the standards

School:	xxxxx	Principal	Xxxx
ECT:	Xxxx	ECT induction period:	Xxxx
ECT Induction Tutor:	Xxxx	Date of start of development plan:	Xxxx
Mentor:	xxxx	Target date for review 1:	xxxx

Teacher Standards	Area for development	Action to be taken and support given	Timeline for actions / support	Success criteria	Monitor, evaluate and review – date of the meeting review

Appendix Two: Formal Support plan

Strictly Private and Confidential

Name

School

Date

Dear

Following our conversation on **xxdate**, this letter summarises our discussion. We met because I had continue to some concerns about your standard of work following your development plan , and I explained these concerns using some examples. The concerns are:

1. X
2. X
3. X
4. X

We also discussed the standards that are expected, along with how we will support you in achieving these standards and how we will measure and review your performance over the forthcoming period. The detail of this support plan is attached to this letter.

I have put the support plan in place for a period of **xxx weeks** . This means that during this period you will receive additional support and monitoring to achieve the expected standards.

Once the period of the support plan comes to an end, we will have a final review meeting and the next steps will either be:

- that we are pleased with your progress and the additional support included in the plan will be removed. Your performance will continue to be monitored in the normal way through **ECT induction**. It is expected that your performance standards will be sustained for a period of six months. In the unlikely event that performance levels are not sustained during this six-month period, then I will consider transitioning to the Capability Policy and Procedure.
- Your performance has not reached the required standard so I will transition to the Capability Policy and Procedure

Please refer to the relevant **ECT Induction policy** for full details of the support plan process, read through the plan and sign and return a copy to me by **xxdate**. Thank you.

If you have any questions, please do let me know. I wish you every success in progressing through the support plan and please be assured that we are here to support you and will do our very best to help you to succeed.

Yours sincerely

Xxxx

SUPPORT PLAN

This plan should be read in conjunction with the covering letter which explains the context and the next steps

Name: Job title: Date of commencement of plan: Managers name:
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The below plan has been agreed following a conversation with the above member of staff and the manager.

The specific performance concern	Performance standard expected	Agreed support methods	Agreed timescale for performance to reach the required standard	How performance will be measured and reviewed during the period
		<ul style="list-style-type: none"> • X • X • X • X 	By	e.g. observations, monitoring of work, weekly meetings to discuss progress and/or realign the support
		<ul style="list-style-type: none"> • X • X • X 	By	
		<ul style="list-style-type: none"> • X • X • X 	By	

Signed..... (member of staff).

Date.....

Signed.....(manager).

Date.....