

We are an **ambitious** and **inclusive** Trust of schools  
strengthening communities through excellent education.



# Early Career Teacher Entitlement Policy

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## Policy Statement

*We are an ambitious and inclusive Trust of schools strengthening our communities through excellent education. One of the ways we will succeed in our mission to transform lives and strengthen communities to make the world a better place is through our commitment to growing, welcoming and retaining great people, including supporting and growing our early career teachers. The Ted Wragg Multi Academy Trust is committed to ensuring that the best teachers are delivering high quality lessons that support all children to achieve their best.*

## Definition

For the purpose of this document:

- a. The Ted Wragg Multi Academy Trust is referred to as **The Trust of Schools**;

## Legal Framework

This Policy will be published on the Trust's website and as a statutory policy will be included in the Trust's Policy Monitoring Schedule.

## 1. Context

- 1.1. This policy applies to Early Career Teachers (ECTs) who started their induction on or after 1 September 2021.
- 1.2. This policy is based on:
  - 1.2.1. the Department for Education's (DfE) statutory guidance Induction for early career teachers (England),
  - 1.2.2. the Early Career Teacher Entitlement reforms and,
  - 1.2.3. the Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- 1.3. The 'relevant standards' referred to below are the Teachers' Standards.
- 1.4. This policy complies with our funding agreement and articles of association.

## 2. Aims

- 2.1. The Ted Wragg Multi Academy Trust is committed to ensuring that the best teachers are delivering high quality lessons that support all children to achieve their best. To do this, we support all new entrants to the profession to ensure they make an excellent start to their careers, fitting fully into our communities and achieving their full potential.
- 2.2 The Trust approach to the induction of Early Career Teachers is an important part of the professional learning journey to which all our staff have access. Staff can join the Trust in a variety of pre-teaching roles, they can train to teach with the Trust on a school-centered route and they can progress their careers with the Trust by continuing on our professional development pathways. Teachers at all levels are encouraged to be ambitious and look outwards, in order to continue to deliver the best teaching for our young people.
- 2.3 This policy aims to ensure all staff understand their role in the induction programme; and lays out the roles and responsibilities of this very important part of our Trust People Strategy.

## 3. The ECT Induction Programme

- 3.1. The ECT induction programme in our schools is underpinned by the ECTE, enabling ECTs to understand and apply the knowledge and skills set out in the ECTE.
- 3.2. Prior to the ECT serving their induction, the Headteacher and appropriate body must agree that the post is suitable and will enable the ECT to evidence that they meet the Teachers' Standards.
- 3.3. 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.
- 3.4. The programme is quality assured by our commissioned Appropriate Body, SWIFT Colyton, our Teaching School Hub.

## 4. Roles to Support ECTE

- 4.1. Each ECT will:
  - 4.1.1. 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,
  - 4.1.2. have an appointed induction tutor in each school, who will have Qualified Teacher Status (QTS),
  - 4.1.3. have an appointed induction mentor, who will have QTS,
  - 4.1.4. 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,
  - 4.1.5. receive regular instructional coaching as part of our in-school professional learning, and as part of our ECTE training provision. This coaching will be weekly for ECT1s and fortnightly for ECT2s.

- 4.1.6. take part in similar planning, teaching and assessment processes to other teachers working in similar posts,
- 4.1.7. not be given additional non-teaching responsibilities without appropriate preparation and support,
- 4.1.8. not have unreasonable demands made upon them and,
- 4.1.9. will not normally teach outside the age range and/or subjects they have been employed to teach

## 5. Support for ECTs

- 5.1. The Trust support ECTs by providing:
  - 5.1.1. a designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments,
  - 5.1.2. their designated induction mentor or coach, who will provide regular structured mentoring sessions and targeted, instructional feedback,
  - 5.1.3. observations of their teaching at regular intervals, both regular coaching drop-ins and more formal extended observations. These will be followed up with prompt and constructive feedback conversations,
  - 5.1.4. regular professional reviews of their progress, to take place termly at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths,
  - 5.1.5. chances to observe experienced teachers, either within the school or at another school with effective practice,
  - 5.1.6. a professional community of ECTs and training
  - 5.1.7. access to additional online learning materials via our partnership with our Trust's chosen ECET provider, the National Institute of Teaching in partnership with the SWIFT Teaching School Hub.

## 6. Assessment of ECT Performance

- 6.1. In addition to their Termly Progress Reviews, ECTs will receive formal assessment meetings in the final term of the ECT's first year (term 3) and the final term of their second year (term 6) and will be carried out by the Headteacher or Induction Tutor of each school, as required by our Appropriate Body.
- 6.2. 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.
- 6.3. 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 or Induction Tutor 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.
- 6.4. The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher, induction tutor and the ECT.
- 6.5. 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.
- 6.6. 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.

## 7. At-risk Procedures

- 7.1. 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 and the Appropriate Body will be informed. A support plan will be put in place that identifies:
- 7.1.1. Areas in which improvement is needed;
  - 7.1.2. Appropriate objectives to guide the ECT towards satisfactory performance against the relevant standards;
  - 7.1.3. An effective support programme is to help the ECT improve their performance. The support plan will be discussed at a meeting between the ECT and the Induction Tutor. The ECT will be informed that they are currently identified as 'not on track' to meet the Teachers' Standards and that support will be put in place for a period of six weeks.
- 7.2. The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review. The support plan will be reviewed by the employing school regularly throughout the six weeks.
- 7.3. 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.
- 7.4 During this time the Appropriate Body will perform a Quality Assurance visit to the school to ensure that the ECT is receiving their full ECTE based induction entitlement and to provide support for all involved in the process.

## 8. Roles & Responsibilities of the ECT

- 8.1. The ECT will:
- 8.1.1. provide evidence that they have QTS and are eligible to start induction,
  - 8.1.2. meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review,
  - 8.1.3. agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECTE-based induction,
  - 8.1.4. provide evidence of their progress against the relevant standards,
  - 8.1.5. participate fully in the monitoring and development programme,
  - 8.1.6. participate in scheduled classroom observations, coaching programme, progress reviews and formal assessment meetings,
  - 8.1.7. 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 and,
  - 8.1.8. keep copies of all assessment reports
- 8.2. When the ECT has any concerns, they must:
- 8.2.1. raise these with their Induction Mentor in the first instance as soon as they can. The Mentor and Induction Tutor will discuss the concern and agree a way forward,
  - 8.2.2. raise these with the Induction Tutor if there remains disagreement between them and the induction Mentor; and then
  - 8.2.3. if an ECT is not satisfied that the matter has been resolved internally and they feel they are not receiving the support they require to effectively complete their two-year induction period, they may approach the Appropriate Body for support

## 9. Workload

- 9.1 The Trust takes its responsibility to minimise unnecessary workload seriously. To this end, our ECTs:
- 9.1.1 will not be asked to collect additional evidence towards their ECT Induction Years beyond that required by the Appropriate Body's structures and systems,
  - 9.1.2 will participate in ECTE training as structured by the Trust's chosen ECTE provider
  - 9.1.3 are expected to attend ECTE online training but are provided with suitable catch-up materials in the event that they miss any sessions and,
  - 9.1.4 have access to additional online materials to further their own learning,
- 9.2 Trust ECTs work in an environment of relentlessly positive collaboration that ensures they have access to centralised planning and resources, timely instructional coaching and support to manage feedback and marking through our Assessment Cycle approach.
- 9.2.2 Trust ECTs benefit from the work of the Ted Wragg Institute which ensures all training events are calendared clearly at the start of the year, allowing teachers to manage their commitments.

## 10. Role & Responsibilities of the Headteacher

- 10.1. The Headteacher of each Trust school will:
- 10.1.1. check that the ECT has been awarded QTS and whether they need to serve an induction period,
  - 10.1.2. agree, in advance of the ECT starting, who will act as the appropriate body,
  - 10.1.3. follow the appropriate body's processes for confirming that an ECT is taking up a post and undertaking induction
  - 10.1.4. make sure the ECT's post is suitable according to statutory guidance,
  - 10.1.5. make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively,
  - 10.1.6. make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively,'
  - 10.1.7. make sure an appropriate ECTE-based induction programme is in place and followed with fidelity,
  - 10.1.8. make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching,
  - 10.1.9. make sure that formal assessments are carried out and reports completed and sent to the appropriate body,
  - 10.1.10. maintain and keep accurate records of employment that will count towards the induction period,
  - 10.1.11. make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way,
  - 10.1.12. make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory,
  - 10.1.13. participate in the appropriate body's quality assurance procedures of the induction programmes and,
  - 10.1.14. keep all relevant documentation, evidence and forms on file for 6 years
- 10.2. Where an ECT serves induction at more than one school in the Trust, ensure appropriate communication between settings.
- 10.3. They will take on overall responsibility for ensuring the above is in place, working with individual Headteachers, as necessary. In addition, the Headteacher will:
- 10.3.1. provide a fair opportunity for the ECT to demonstrate that they have performed against all of the relevant standards by the end of the induction period,
  - 10.3.2. consult with, and gather evidence from, the other Headteachers,
  - 10.3.3. co-ordinate the evidence to make the recommendation to the appropriate body on whether the ECT's performance is satisfactory against all of the relevant standards,
  - 10.3.4. make clear the methods of sharing information and gathering evidence for progress reviews,

classroom observation and formal assessments to the other Headteachers and to the ECT.

## **11. Role & Responsibilities of the Induction Tutor**

11.1. The induction tutor will:

- 11.1.1. provide guidance and effective support to the ECT (with the appropriate body where necessary),
- 11.1.2. carry out regular progress reviews throughout the induction period,
- 11.1.3. undertake 2 formal assessment meetings during the induction period, co-ordinating input from other colleagues as appropriate,
- 11.1.4. carry out progress reviews in terms where a formal assessment doesn't occur,
- 11.1.5. inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and relevant body,
- 11.1.6. 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,
- 11.1.7. make sure that the ECT's teaching is observed and feedback is provided,
- 11.1.8. 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,
- 11.1.9. take prompt, appropriate action if the ECT appears to be having difficulties,
- 11.1.10. ensure that ECTs and mentors complete a minimum of 75% of their ECT training programme
- 11.1.11. 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 and,
- 11.1.10. ensure smooth communication between the ECTE training provider, the Appropriate Body, Induction Mentors and ECTs

## **12. Role & Responsibilities of the induction mentor**

12.1. The induction mentor will also be the ECT's coach. They will:

- 12.1.1. regularly meet with the ECT for structured mentor sessions to provide targeted feedback,
- 12.1.2. 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 ECTE-based programme,
- 12.1.3. provide, or arrange, effective support – including subject specific, phase-specific, coaching and/or mentoring,
- 12.1.4. act promptly and appropriately if the ECT appears to be having difficulties and,
- 12.1.5. engage with training to ensure they are equipped with the skills to undertake this important role

## **13. Role & Responsibilities of the Trust**

13.1. The Trust Governance, in line with the dispersed authority in the scheme of delegation, will:

- 13.1.1. ensure all schools comply with statutory guidance on ECT induction,
- 13.1.2. be satisfied that each school has the capacity to support the ECTs employed there,
- 13.1.3. make sure the Headteachers are fulfilling their responsibility to meet the requirements of a suitable induction post,
- 13.1.4. oversee the investigation of any concerns raised by the ECT as part of the Trust grievance procedures,
- 13.1.5. seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process, where necessary and,
- 13.1.6. request general reports on the progress of ECTs, as and when required,
- 13.1.7. Ensure that policies are in place which mirror the statutory guidance for ECTs,
- 13.1.8. Challenge leaders to provide adequate support plans when an ECT is underperforming alongside the appropriate support and HR processes where necessary



## 14. Links with other policies

14.1. This policy should be applied in conjunction with the following MAT policies:

14.1.1. Appraisal and capability;

14.1.2. Code of conduct;

14.1.3. Confidential Reporting (Whistleblowing);

14.1.4. Grievance;

14.1.5. Pay;

14.1.6. People Strategy.