Wembley Multi-Academy Trust

ACHIEVEMENT FOR ALL

EARLY CAREER TEACHER (ECT) INDUCTION POLICY

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1. THE PURPOSE OF INDUCTION

All qualified teachers employed in a state school in England must, by law, complete an induction period of two school years satisfactorily. This induction period 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 initial teacher training and early career framework (ITTECF), with monitoring and an assessment of performance against the Teachers' Standards (Teachers' standards - GOV.UK (www.gov.uk)).

The programme should support an Early Career Teacher in meeting the Teachers' Standards by the end of the induction period and equip them with the tools to be an effective and successful teacher. The Teachers' Standards apply to all ECTs; they form part of the framework of professional standards for teachers and are the standards which underpin all the subsequent standards.

2. COMMITMENT

WMAT schools will:

- Run an ECT programme that meets all of the statutory requirements underpinned by the initial teacher training and early career framework (ITTECF).
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure staff understand their role in the ECTE programme.

3. EARLY CAREER TEACHER (FORMALLY NQT) INDUCTION TRANSITIONAL ARRANGEMENTS

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

4. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on:

- The DfE's statutory guidance: Induction for early career teachers (England)
- The ITTECF Framework (April 2025): Initial Teacher Training and Early Career Framework
- Funding and eligibility for ECF-based training:Eligibility and funding for the early career teacher entitlement - GOV.UKThe Early career framework reforms

The 'relevant standards' referred to below are the Teachers' Standards.
This policy complies with our funding agreement and articles of association.

5. THE ECT INDUCTION PROGRAMME

The induction programme will be underpinned by an ECT programme, enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable. For a full-time ECT, the induction period will 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.

In line with the DfE's 'Appropriate Bodies Guidance' (May 2025), each school within the Trust must register its ECTs with an Appropriate Body Service (AB) to ensure statutory induction requirements are met and quality assured. East Lane Primary School and North Brent School register and receive quality assurance through the North West London Teaching School Hub (NWLTSH) ABS. Wembley High Technology College, as the designated AB school for NWLTSH AB, registers and is quality assured by London District East TSH Appropriate Body. This ensures that the monitoring, support, and assessment of ECT induction at Wembley High Technology College are carried about in-line with national statutory guidance.

5.1 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 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.

5.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide 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
- A carefully sequenced and evidence-based professional learning ECTE programme using instructional coaching as its key delivery method
- Regular professional reviews of their progress within the framework which take place termly (except in terms where formal assessment is held), at which their induction tutor will review induction targets and revise these in relation to the relevant standards and ECTs' current needs and strengths
- Regular opportunities to observe experienced teachers.

5.3 Assessments of ECT performance

The induction tutors will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal review is not scheduled. These will be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor including evidence of their engagement with the ITTECF programme. Monitoring of ITTECF engagement will form part of the review to ensure the ECT is accessing, participating in, and implementing the professional development entitlement.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that induction targets are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

The induction tutor will notify the appropriate body and ECT after each progress review, stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress they will outline the plan they have put in place to assist the ECT in getting back on track.

Wembley Multi-Academy Trust (WMAT) schools will keep in regular contact with the relevant appropriate body throughout induction, keeping them apprised of the ECT's progress,

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 the induction tutor. Judgements will reflect the expectation that ECTs 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.

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. There is no need for the ECT to create anything new for the formal assessment; they should draw from their work as a teacher and from their induction programme. Judgements made in the formal assessment reports should relate directly to Teachers' Standards and not the ECTE 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 headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards. Each ECT should be kept up to date about their progress and there should be nothing unexpected.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body for them to make the final decision on whether the ECT has passed their induction period based on the headteacher's recommendation

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, and provide a copy to the ECT and appropriate body, to ensure that the ECT's progress and performance since the last assessment is captured.

5.4 Extending an induction period

The induction period will automatically be extended when an ECT's absences exceed 30 days. In these circumstances the induction period will be extended by the total number of days absent since the ECT started.

5.5 Special circumstances

Extensions to the induction period can be made by the appropriate body if there is evidence that there are extenuating circumstances as to why the ECT has not made progress. Action to improve performance must not be delayed until a formal assessment point is reached. Extenuating circumstances could include:

- personal crises;
- illness;
- issues around the support during induction; or
- where there is insufficient evidence within the induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory.

5.6 Raising concerns

An ECT who has concerns about any aspect of the content or delivery of their induction programme should act on these as quickly as possible. They should raise initial concerns internally with the induction tutor. Where the tutor does not resolve them, the ECT should raise concerns with the named contact for the appropriate body.

5.7 At-risk procedures

An ECT has one chance to successfully complete induction; if they complete the induction period but fail to meet the Teachers' Standards, the ECT will not be permitted to repeat their induction and therefore cannot be employed lawfully as a teacher in a state school.

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they will state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor will notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body will be informed, and additional monitoring and support measures will be put in place immediately. The ECT will be made aware of where they need to improve their practice and given every opportunity to raise their performance. The Headteacher 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 assessment point, the induction tutor will continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Headteacher and appropriate body.

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor will explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- 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.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan. 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 ECT remains at WMAT, the induction process must continue in parallel with the capability procedure. The appropriate body will be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

If an ECT fails induction, or has their induction extended, the appropriate body will advise the ECT of their right to appeal, whom 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.

5.8 The Appeal Body

The Teaching Regulation Agency for England is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal;
- dismiss the appeal; or
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the appropriate body).

6. ROLES AND RESPONSIBILITIES

6.1 Role of the ECT

The ECT is responsible for both monitoring and evidencing their progress against the Teachers' Standards and participating fully in the agreed development programme provided by the ECTE Programme Provider. Each ECT is given a reduced timetable by 10% in their first year of induction, and 5% in their second. They should agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECTE Programme.

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 ECTE programme
- 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.

6.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately selected, trained, and has sufficient time to carry out their role effectively
- Make sure an appropriate ECTE 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 Board of Trustees 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.

6.3 Role of the induction tutor

The induction tutor has overall responsibility for ensuring ECTs successfully complete the statutory two school year period of induction. The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out formal lesson observations half-termly (first year ECT) or termly (second year ECT) followed by verbal and written feedback
- 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.

6.4 Role of the induction mentor

The mentor monitors the progress of and provides day-to-day support for an ECT. They are expected to make rigorous and fair judgements about an ECT's progress in relation to the Teachers' Standards and provide effective coaching and mentoring throughout the induction period. The mentor is to work closely with the induction tutor to create a holistic team around the ECT. The mentor will:

- Ensure all relevant training materials provided by the ECTE Programme Provider have been read, understood and can to be confidently discussed with ECTs so as to provide expert support
- 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 ECTE 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.

Meetings between mentors and their ECTs will focus on developing knowledge and skills relating to the Teachers' Standards, namely but not exclusively:

- Subject knowledge development (including external examination processes)
- Teaching and learning strategies and being judicious about what to implement when in order to target the needs of different groups of learners and allow them to make progress
- Classroom and behaviour management
- Effective lesson planning for both sequences of lessons and individual lessons
- Summative and formative assessment
- Personalising provision to meet the needs of various cohorts of learners
- Effective use of the learning environment
- Targeting individual professional development needs
- Support with data collection and inputting into the system

In addition, the mentor will observe the ECT regularly for low-stakes observations. Observations should focus on aspects of the ECT's teaching, which are agreed in advance and informed by theIECT's personal and professional needs. Feedback should be prompt and constructive with specific steps provided for how to address areas of development. All written records will indicate where any developmental needs have been identified. Additional informal drop-ins can take place, if appropriate or required, to further support the needs of the ECT.

6.5 Role of the Board of Trustees

The Board of Trustees will:

- Make sure the school complies with statutory guidance on ECT induction & ECTE programme
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If 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.

7. MONITORING ARRANGEMENTS

This policy will be reviewed **annually** by the Director of the Teaching School Hub. Annually, it will be approved by the Board of Trustees.

8. PROVISIONS

i. From 1 September 2023, only teaching school hubs and other organisations determined by the Secretary of State will be listed as being able to act as appropriate bodies.

ii. Teachers from outside the United Kingdom who are awarded QTS, having made an application to do so after 1 February 2023, are required to complete induction if they have less than two years' full-time experience when they are awarded QTS. The DfE have also updated the exemptions for teachers who complete an induction or probation period in the other parts of the United Kingdom and certain overseas territories and Crown Dependencies (see Annex A).

iii. Schools are expected to provide appropriate bodies with copies of all progress reviews (see paras 2.54 and 5.3). Where necessary the appropriate body is expected to ensure that the headteacher/principal has contacted the ECT's previous appropriate body and has obtained the necessary reports to ensure induction can be continued effectively. Where agreed with the headteacher/principal the appropriate body may contact the ITTECT's previous appropriate body to obtain the necessary reports (see paras 2.75 and 5.11-5.12).

iv. Pre-September 2021 cohort ECTs (see paras 1.4-1.5) that on 1 September 2023 are serving an extension of their induction period decided by the appropriate body, will only need to complete the agreed extension period (see para 1.6).

v. ECT and mentor sessions are expected to be timetabled during teaching hours. Where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time (see para 2.44).

vi. When scheduling or requesting progress reviews, induction tutors and appropriate bodies are expected to consider when in the term an ECT started their induction, if there are overlaps with a formal assessment for part-time ECTs and if an ECT is absent at the point of a progress review (see paras 2.48 and 2.49).

vii. In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher/principal is still expected to complete an interim assessment report and provide a copy to the ECT and appropriate body (see para 2.63).