



The Island Learning Trust

EARLY CAREER TEACHER INDUCTION POLICY (STATUTORY)

January 2025

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” – Dylan William

Policy Intent

The first years for Early Career Teachers (ECTs) are incredibly important for grasping the initial expectations of being a teacher, making sure that the teaching and learning provided enables children to meet their potential, becoming life-long learners. Across the Island Learning Trust (TILT), ECTs will be supported using the same framework accessing Ambition Institute materials and ultimately working towards the same over-arching targets linked to the Teachers’ Standards. We recognise that every teacher is different and therefore, each individual will be supported to develop their teaching journey in different areas at the appropriate time for them.

At The Island Learning Trust, we aim to:

- ❖ Run an ECT induction programme that meets all of the statutory requirements of our nominated ‘appropriate body’, Kent Teaching School Hub alongside specific ECT training provided by the Ambition Institute.
- ❖ 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
- ❖ Follow current legislation and statutory guidance including the Department for Education’s (DfE’s) statutory guidance Induction for early career teachers (England) from 1 September 2021, the Early Career Framework (ECF) reforms and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- ❖ Reference the Teachers’ Standards at all times.

Implementation

ECTs are defined as those teachers who have started their induction **on or after 1 September 2021**. The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF; prior to the ECT serving their induction, the Head of School and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period. The programme is quality assured by Kent.

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 and/or mentor, who will have qualified teacher status (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, working cohesively with their year teams
- ❖ Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- ❖ Not be given additional non-teaching responsibilities without appropriate preparation and support
- ❖ Not have unreasonable demands made upon them
- ❖ Not normally teach outside the age range and/or subjects they have been employed to teach
- ❖ Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis
- ❖ Complete the self-study modules provided by the Ambition Institute
- ❖ Arrange at least one observation of another teacher in the school based on their targets or reflections
- ❖ Raise any concerns that they may have with their tutor and/or mentor or with their year leader

We support ECTs with:

- ❖ Their designated induction tutor and/or mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments and provide regular structured mentoring sessions and targeted feedback
- ❖ Safeguarding induction and updates throughout the year
- ❖ 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) to review objectives and revise them in relation to the relevant standards and their current needs and strengths
- ❖ Chances to observe experienced teachers, either within the school or at another school with effective practice
- ❖ Access to the Ambition Institute materials
- ❖ Sharing their records with the Head of School and relevant body
- ❖ Raising concerns about their induction programme or their personal progress, both within and outside of the school if they need it
- ❖ Additional support if the ECT appears to be having difficulties
- ❖ Networking with other ECTs across the Trust to promote professional dialogue

The Head of School 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
- ❖ Make sure the induction tutor and/or 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 and keep accurate records of employment
- ❖ Make the governing board aware of the support arrangements in place for the ECT
- ❖ Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- ❖ Participate in the appropriate body's quality assurance procedures of the induction programmes
- ❖ Keep all relevant documentation, evidence and forms on file for 6 years

The governing board will:

- ❖ Make sure the school complies with statutory guidance on ECT induction
- ❖ Be satisfied that the school has the capacity to support the ECT
- ❖ Make sure the Head of School 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

At-risk procedures:

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately. The areas in which improvement is needed will

be identified, appropriate objectives will be set to guide the ECT towards satisfactory performance against the relevant standards and an effective support programme will be put in place to help the ECT rapidly improve their performance. The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or Head of School will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period. The ECT would need to 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.

Ambition Institute Materials

Our Lead provider is the Ambition Institute and our delivery partner and appropriate body is the Kent Teaching School Hub.

The programme is online and can be accessed by individual log-ins.

An overview of the programme can be seen at:

https://manage-training-for-early-career-teachers.education.gov.uk/cip-materials/Ambition-EarlyCareerTeachers_2020_ProgrammeHandbook.pdf

It is composed of three **strands**; a strand is the sequenced content that an ECT will work through over the period of roughly a term. Each strand has a core focus: mainly **Behaviour**, **Instruction**, or **Subject**.

Each strand is composed of 12 **modules**: one overview module and eleven core modules. These are designed to be worked through on a weekly rhythm. Each module has three associated **development areas**. Teacher improvement works best when it is focused on changing one aspect of practice at a time — participants work on a maximum of one development area per week as part of the coaching process. To ensure lasting changes in practice, teachers remain on a strand for the duration of the term. This programme provides resources to help you work through Early Career Framework (ECF) content independently. This aspect of the programme is called 'study'.

This includes:

- 10 minutes to **watch** a video that zooms into an aspect of the ECF, unpacks some of the key ideas around it, and shows you what it looks like in practice.
- 15 minutes to **read** and think about a summary of the evidence around the same area of the ECF.
- 15 minutes to **check** your understanding using a quiz and reflect on your current practice.

Impact

At The Island Learning Trust, we believe that watching videos is an effective way to see what 'good' looks like in practice and consider how one might apply the ideas from the module to their own teaching. Alongside this resource, further reading is an effective way to dig deeper into the evidence and think about what this might mean for their practice.

After reading, it is important for ECTs to check their understanding and reflect on their learning with quizzes intended to help check if they have understood key ideas and clarify misconceptions.

For more guidance on using these materials, see the [ECF Teacher Handbook \(PDF\)](#).

At The Island Learning Trust, formal assessment meetings will take place in the final term of the ECT's first year (Year 1, Term 6) and the final term of their second year (Year 2, Term 6), and will be carried out by the ECT's induction tutor (and mentor if the role is separate).

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body. After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Head of School and 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.

The ECT will add their own comments, and the formal assessment report will be signed by the Head of School, induction tutor and the ECT. A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period. In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Head of School should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

Review

Policy Reviewed:	January 2025
Next Review:	January 2028
Signature of Chair of the Trust Board:	Signature of CEO: