

# The GLC

## Early Career Framework [ECF] Induction Policy

This Policy was ratified by the Board of Directors on:	Summer 2024
This Policy will be reviewed by the GLC Board on:	Summer 2025

### GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

### Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

## The GLC Early Career Framework Induction Policy:

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#### 1. Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework [ECF];
- 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.

#### 3. Legislation and statutory guidance

This policy is based on:

- 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 2012](#);
- The 'relevant standards' referred to below are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

#### 4. The ECT induction programme

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

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 Saffron Teaching School [2024-2025] as our 'appropriate body'.

##### 4.1 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 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.

#### **4.2 Support for ECTs**

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day 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;
- 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;
- Chances to observe experienced teachers, either within the school or at another school with effective practice.

#### **4.3 Assessments of ECT performance**

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 ECT's induction tutor, overseen by the Head of School. 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 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.

#### **4.4 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, meaning:

- Areas in which improvement is needed are identified;
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards;
- An effective support programme is put in place to help the ECT 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.

In a few particularly serious cases it may be necessary to instigate capability procedures before the end of the induction period, which may lead to dismissal. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel and separate to the capability procedure. The AB should be informed at all stages of the process.

### **5. Roles and responsibilities**

#### **5.1 Role of the ECT**

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 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 that would result in an extension to the Early Career Teacher induction 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.

#### **5.2 Role of the Head of School**

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 [see section 4.1 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 sure that all monitoring and record keeping is done in the least burdensome and most streamlined way;
- 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.

### **5.3 Role of the induction tutor**

The induction tutor will:

- 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, Head of School 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.

### **5.4 Role of the induction mentor**

The induction mentor will:

- Meet with the ECT for structured mentor sessions to provide targeted feedback [Year 1: 1 hour per week/ Year 2: 1 hour per fortnight];
- 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.

### **5.5 Role of the governing board**

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;
- If it wishes, request general reports on the progress of the ECT on a termly basis.

### **6. Monitoring arrangements**

This policy will be reviewed **annually** by Dan George [Primary Trust Teaching & Learning Lead]. At every review, it will be approved by the full governing board.

### **7. Links with other policies**

This policy links to the following policies and procedures:

Performance management and probation

Staff code of conduct and whistle blowing

Pay

Teaching and learning

Curriculum

Subject policies