

Early Career Teachers (ECT) Induction Policy

This policy is effective in all Academies within the Learning without Limits Academy Trust

Associated Policies:	
Child Protection and Safeguarding Policy	Leave of Absence Policy
Complaints Policy	Social Media Policy
Disciplinary Procedure	Recruitment Policy
Equality, Diversity and Inclusion (EDI) Policy	Sickness Absence Policy
GDPR Policies and Regulations	Staff Behaviour (Code of Conduct) Policy
Grievance Procedure	Staff Expectations
Online Safety Policy	Whistleblowing Policy

Version: 1.2	Status: LIVE
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			Changes
V1.0	January 2022	AE	New Trust-wide policy created in consultation with the JCNC.
V1.1	January 2023	AE	Policy review against Browne Jacobson’s model policy and in consultation with the JCNC. New format front page. Addition of point 6.3.6, addition to point 8.1.1 and addition of Section 12 - Completion of probation period.
V1.2	April 2024	AE	Policy review in consultation with JCNC. Policy approved at Trust Board meeting 26th April 2024. Policy name changed from ECT Policy to ECT Induction Policy. List of Associated policies updated.

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1. Aims of this policy

- 1.1. LwLAT academies offer induction to early career teachers (ECTs). This policy sets out how we aim to manage this personalised programme to support an early career teacher during their induction, to satisfactorily meet the Teachers’ Standards by the end of this period. This induction will be underpinned by the provisions of the Early Career Framework (ECF).

2. Scope of this policy

- 2.1. The policy applies to all Early Careers Teachers (ECTs) in all of our academies.

3. Purpose of this policy

- 3.1. This policy has been developed to comply with current relevant legislation and the statutory guidance ‘Induction for early career teachers (England)’.
- 3.2. This policy has been agreed following consultation with staff and the recognised trade unions.
- 3.3. This policy does not form part of any employee’s contract of employment and may be amended at any time.

4. Who is responsible for carrying out this policy?

- 4.1. The implementation of this policy will be monitored by the Principal of each Academy with support from the Trust’s Directors of Education.

5. Legislation and statutory guidance

- 5.1. This policy is based on:

The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1st September 2021

The [Early career framework reforms](#)

[The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

- 5.2. The 'relevant standards' referred to below are the [Teachers' Standards](#).
- 5.3. This policy complies with our funding agreement and articles of association.

6. Prior to starting induction

- 6.1. We will follow our Recruitment Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded QTS. The ECT should provide evidence that they have QTS and are eligible to start induction.
- 6.2. We will identify and agree an organisation to act as the appropriate body in accordance with the guidance and will notify them of the appointment of the ECT. The appropriate body, who has the main quality assurance role within the induction process, will determine a start date for induction which will be agreed with us and the ECT in advance. The appropriate body will provide the ECT with a named contact with whom to raise concerns that they are unable to resolve via their induction tutor (see 6.5, below), and will also

allowance. This is in addition to the timetable reduction received for planning, preparation and assessment (PPA) time.

- 6.5. The Principal will appoint an induction tutor for the ECT who is expected to hold QTS, and who has the necessary skills and knowledge to provide regular support and guidance and assess the ECT's progress against the Teachers' Standards, and will ensure that they are appropriately trained and have sufficient time to carry out the role effectively. This role may be carried out by the Principal. The induction tutor will meet with the ECT at the start of the programme to discuss and agree priorities for their induction and will be responsible for day to day monitoring and support, and coordinating of assessment. If the ECT has any concerns about their induction programme, they should be raised with the induction tutor who will seek to resolve them.
- 6.6. In addition the Principal will appoint a designated mentor who is expected to hold QTS and have the necessary skills and experience to support the ECT. The mentor will be responsible for day to day monitoring and support, and coordinating of assessment. If the ECT has any concerns about their induction programme, they should be raised with the designated mentor who will seek to resolve them.

- 8.2. Performance will be assessed against the Teachers' Standards throughout and at the end of the induction period, based on what can reasonably be expected of an ECT at that stage of their induction and taking in to account the work context, within that framework. Evidence for assessments will be drawn from the ECT's work as a teacher during their

11. Where there are concerns

- 11.1. If it becomes apparent during progress reviews, that the ECT is not making satisfactory progress against the Teachers' Standards, the induction tutor should state this clearly within the progress review record and outline the support plan to be put in place to assist

- 11.4.7. 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
- 11.5. If the concerns about the ECT's progress are very serious, we may instigate formal capability proceedings in line with our Capability Policy, which may lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the appropriate body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body whether or not the ECT has failed to satisfactorily complete induction.
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