1. **Introduction**

Statutory induction 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 Early Career Framework, with

monitoring and an assessment of performance against the Teachers’ Standards

The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers’ Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

Head teachers, induction tutors and mentors are strongly recommended to read the

['Statutory Guidance on Induction for Early Career Teachers in England' (March 2021)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final__002_____1___1_.pdf) as this expands the guidance contained in this document.

This is a summary document of the ‘Statutory induction guidance’ and illustrates how Coventry AB fulfils its statutory duties.

**2. Key Principles**

**A suitable post for induction**

In order for the ECT to serve induction the headteacher/principal and appropriate

body must first agree that the post is suitable for this purpose. The

headteacher/principal of the institution in which an ECT is serving an induction

period, and the appropriate body, are jointly responsible for ensuring that the

supervision and training of the ECT meets their development needs. The duties

assigned to the ECT, and the conditions under which they work, should be such

as to facilitate a fair and effective assessment of the ECT’s conduct and efficiency

as a teacher against the Teachers’ Standards. A suitable post is expected to:

* have a headteacher/principal in post who is able to make a recommendation about whether the ECT’s performance against the Teachers’ Standards is satisfactory;
* have prior agreement with an appropriate body to act in this role to quality assure the induction process;
* provide the ECT with an ECF-based induction programme;
* provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers’ Standards throughout and by the end of the induction period;
* include the appointment of an induction tutor who is expected to hold QTS; include the appointment of a designated mentor who is expected to hold QTS;
* provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme
* •not make unreasonable demands upon the ECT;
* not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
* not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting; involve the ECT regularly teaching the same class(es);
* involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

In addition, the governing body must be satisfied that the institution has the

capacity to support the ECT and that the headteacher/principal is fulfilling their responsibilities.

**Ensuring a reduced timetable**

The headteacher/principal must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school’s existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

**Registering the ECT with the appropriate body**

Once an ECT has been appointed, the headteacher/principal must notify the

appropriate body in advance of the ECT taking up post. Failure to do so may

delay the start of the induction period. Induction cannot be back dated.

**Named contact at the appropriate body**

At registration, the appropriate body should provide the ECT with a named contact (details on the website) with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

**Monitoring, support and assessment during induction**

A suitable monitoring and support programme must be put in place for the ECT,

structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:

* a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework’s evidence (‘learn that’) statements and practice (‘learn how to’) statements;
* regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
* support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
* observation of the ECT’s teaching with written feedback provided;
* professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers’ Standards; and
* ECT’s observation of experienced teachers either in the ECT’s own institution or in another institution where effective practice has been identified.

**Early Career Framework based training**

The headteacher is expected to ensure that ECTs receive a programme of

training that enables the ECT to understand and apply the knowledge and skills

set out in each of the ECF evidence (‘learn that’) statements and practice

(‘learn how to’) statements. Early Career Framework-based training is expected

to be embedded as a central aspect of induction; it is not an additional training

programme.

There are three approaches schools can choose from to enable the delivery of

**Appointment of an induction tutor**

The headteacher/principal should identify a person to act as the ECT’s induction

tutor, to provide regular monitoring and support, and coordination of assessment.

The induction tutor is expected to hold QTS and have the necessary skills and

knowledge to work successfully in this role and be able to assess the ECT’s

progress against the Teachers’ Standards. This is a very important element of the

induction process and the induction tutor must be given sufficient time to carry out

the role effectively and to meet the needs of the ECT. The induction tutor will need

to be able to make rigorous and fair judgements about the ECT’s progress in

relation to the Teachers’ Standards. They will need to be able to recognise when

early action is needed in the case of an ECT who is experiencing difficulties. It

may, in some circumstances, be appropriate for the headteacher/principal to be

the induction tutor. The induction tutor is a separate role to that of mentor.

**Appointment of a mentor**

The headteacher/principal should identify a person to act as the ECT’s mentor, to

provide regular mentoring. The mentor is expected to hold QTS and have the

necessary skills and knowledge to work successfully in this role. Mentoring is a

very important element of the induction process and the mentor is expected to be

given adequate time to carry out the role effectively and to meet the needs of the

ECT. This includes attending regular mentoring sessions and mentor training

where appropriate.

The mentor and the induction tutor are two discrete roles with differing

responsibilities and it is expected that these roles should be held by different

individuals. In exceptional circumstances it may be necessary for the headteacher

to designate a single teacher to fulfil both roles, which may be the headteacher/principal themselves. Where this is the case the headteacher should

ensure that the induction tutor understands that they are fulfilling two discrete

roles and those adequate safeguards are put in place to ensure that the mentoring

support offered to the ECT is not conflated with assessment of the ECT against

the Teachers’ Standards.

**Observation of the ECT’s teaching practice**

An ECT’s teaching is expected to be observed at regular intervals throughout

their induction period to facilitate a fair and effective assessment of the ECT’s

teaching practice, conduct and efficiency against the Teachers’ Standards.

Observations of the ECT may be undertaken by the induction tutor or another

suitable person from inside or outside the institution.

It is also expected that:

* the observer holds QTS;
* the ECT and the observer meet to review any teaching that has been

observed, with arrangements for post-observation review meetings made in

advance;

* feedback from the observation is provided in a prompt manner and is

constructive, with a brief written record made on each occasion; and

* any written record will indicate where any development needs have been

identified.

**Professional progress reviews of the ECT – uploaded onto ECT manager for terms 1,2,4 and 5. (**Suggested completion dates for progress reviews on the webpage)

The induction tutor is expected to review the ECT’s progress against the

Teachers’ Standards throughout the induction period, with progress reviews

taking place in each term where a formal assessment is not scheduled.

Progress reviews are expected to 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.

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 objectives are reviewed and revised in relation to the

Teachers’ Standards and the needs and strengths of the individual ECT.

Where the induction tutor is not the headteacher, it is expected that they also

update the headteacher on the ECT’s progress after each progress review.

It is expected that the induction tutor notifies 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

it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT’s progress and providing copies of progress reviews if requested.

**Formal assessments** (dates of formal assessments on webpage**)**

ECTs should have formal assessments carried out by either the

headteacher/principal or the induction tutor. Mentors should not carry out formal

assessments unless they are also acting as the induction tutor (see Section 5 for

further information about roles and responsibilities). ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the

second year of induction (term 6). It is for institutions and ECTs to agree exactly

when the assessment dates are set. Evidence used in assessments should be

clear and transparent and copies provided to the ECT and appropriate body.

Evidence for assessments must be drawn from the ECT’s work as a teacher

during their induction. To ensure evidence gathering is not burdensome for the

ECT, formal assessment meetings should be informed by evidence gathered

during progress reviews and assessment periods leading up to the formal

assessment. This will consist of existing documents and working documents.

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 during the induction period should relate directly

to the Teachers’ Standards and should not be made against the ECF

ECTs should be kept up to date on their progress. There should be nothing

unexpected.

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT’s performance against the Teachers’ Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form

the basis of the headteacher’s/principal’s recommendation to the appropriate body

as to whether, having completed their induction period, the ECT’s performance

against the Teachers’ Standards is satisfactory, unsatisfactory, or whether or not

an extension should be considered. This recommendation should be recorded on

the final assessment reports.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher/principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically

**Raising concerns**

An ECT is normally expected to raise any concerns about their induction

programme with their induction tutor in the first instance. If the matter is not

resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

**Unsatisfactory progress**

Putting in place additional monitoring and support

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers’ Standards, they should 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 is expected to 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 should be informed, and the

headteacher/principal should ensure that additional monitoring and support

measures are put in place immediately. It is important that the ECT is made

aware of where they need to improve their practice and given every opportunity

to raise their performance.

The headteacher/principal 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, induction tutors should 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.

**Action if performance is still unsatisfactory**

Where there are still concerns about the ECT’s progress between formal

assessment one and two the induction tutor should 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.

**The Appropriate Body**

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| The appropriate body is expected to take steps to ensure that: | actions |
| headteachers/principals have put in place an ECF-based induction programme  for the ECT and that their programme of support is clearly based on the ECF; | Information recorded on registration on ECT manager and fidelity checks carried out for CIP and SBIP |
| headteachers/principals (and governing bodies where appropriate) are meeting  their responsibilities in respect of providing a suitable post for induction; | Monitor random selection of progress reviews to ensure that ECT’S are receiving their full entitlements  QA visits in agreement with schools |
| the monitoring, support, assessment and guidance procedures in place are fair  and appropriate; | The AB makes the final decision as to whether the support and assessment procedures are fair |
| where an ECT may be experiencing difficulties, action is taken to address  areas of performance that require further development and support; | The induction tutor must inform the AB if an ECTs progress is not satisfactory.  The induction tutor is expected to share the progress review record and the support plan for the AB to review |
| where an institution is not fulfilling its responsibilities, contact is made with the  institution to raise its concerns; | These concerns will be raised with the institution consulting with other bodies as appropriate -School Improvement service or Professional associations |
| induction tutors have the ability and sufficient time to carry out their role  effectively;  mentors have the ability and sufficient time to carry out their role effectively; | AB quality assurance and monitoring procedures |
| headteachers/principals are consulted on the nature and extent of the quality  assurance procedures it operates, or wishes to introduce; | Shared with head teachers at partnership meetings and shared on website |
| the headteacher/principal has verified that the award of QTS has been made;  the school is providing a reduced timetable in addition to PPA time; | Pre induction checks carried out on registration and random checks carried out throughout induction |
| the ECT is provided with a named contact (or contacts) within the appropriate  body with whom to raise concerns; | Cathy Openshaw - Induction lead  Helen Masefield- LA officer |
| ECTs’ records and assessment reports are maintained; | Records stored on ECT Manager |
| all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents; | ECT Manager use the DfE templates for progress reviews and assessment reports  Schools use own action plans for ECTs requiring improvement |
| agreement is reached with the ECT and the headteacher/principal is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed; | Schools and AB follow the statutory guidance in Section 4 of the Statutory guidance |
| agreement is reached with the ECT and the headteacher/principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction; | It is for the school and the AB to decide on an individual case the length of the induction period required which is fair and takes account of the ECTs working pattern |
| a final decision is made on whether the ECT’s performance against the Teachers’ Standards is satisfactory or an extension is required and the relevant parties are notified; and | The AB makes the final decision as to whether or not the ECT’s performance against Teachers’ Standards is satisfactory drawing on the recommendation of the head teacher |
| they provide the Teaching Regulation Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing. | The AB will carry out checks on ECT registration and which ECF training programme the ECT will be following |
| The appropriate body should also (as local capacity, resources and agreements respond to requests from schools for guidance and support with ECT’s induction programmes | The AB will provide information about the local training programmes and providers on their website. The AB will respond to requests for assistance and advice on an individual basis, regarding supporting tutors and mentors |

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