

**THE EDUCATION VILLAGE ACADEMY  
TRUST**



**EARLY CAREER TEACHER (ECT)  
POLICY AND  
PROCEDURES**

## EVAT Version Control Document

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### Monitoring and Review

This policy is reviewed annually by the Policy Owner: Liam Taylor and Kirsty Caulkin.

The scheduled review date for this policy is February 2024

## Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
  - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
  - putting children and young people first
  - behaving ethically
- **A**mbitious and aspiration for all
  - irrespective of background or barriers – being truly inclusive
- **T**eamwork
  - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

## Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

**This policy, and its associated procedures and protocols, are based on these key principles**

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N.B. Where reference is made to an 'Academy' or a 'School' the intention is that the policy is universal and applies to both. Any reference to Principal may also include Executive Principal, Head of School or another member of ELT or SLT.

## 1. Introduction

From September 2021, statutory induction for new teachers has changed as part of the Early Career Framework (ECF) reforms. Subject to parliamentary procedure, all early career teachers in England undergoing statutory induction will be entitled to 2 years of high-quality professional development support based on the ECF. New teachers are therefore now referred to as Early Career Teachers (ECT's).

The Education Village Academy Trust has adapted its NQT induction practice to meet the statutory two-year induction and development programme. It is committed to ensuring all new teachers receive the support and professional development they deserve to start their career not only developing the right knowledge and skills, but also ensuring their wellbeing is looked after.

The underpinning policy of the ECF is to enhance and extend the support offered to NQTs over a period of two years, rather than one, and to provide schools with additional funding to support this. Further information can be found here: <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

There will be occasions where teachers take longer to complete their first year of induction while still meeting statutory guidance for completion. There may also be teachers who enter the Trust following first year of induction and are entitled to the second year of additional high-quality professional development. Regardless of what stage they are at as an ECT, they will receive the same development opportunities as all other ECT's in the Trust.

The induction period is designed to make sure that all ECTs are supported throughout the first year of teaching after they have been awarded QTS. It also helps to ensure their future professional and career development is built on a firm foundation.

The aim of the induction programme in The Education Village Academy Trust (Trust) is to:

- Support and develop teachers in their first post
- Induct teachers into the organisation, structure, practices and policies of the Trust.

The induction programme in the Education Village Academy Trust:

- Complies with the statutory requirements
- Builds on and integrates with the Durham LA induction programme
- Provides whole school/academy induction
- Provides appropriate ECT induction
- Provides whole school training
- Provides a personalised programme.

There are two main aspects of Induction:

1. A programme of professional development and monitoring

## 2. Assessment against the Teaching Standards

The induction period lasts for three school terms. Although progress during induction will not affect Qualified Teacher Status, ECTs must complete the induction successfully to continue teaching in England.

Following the successful completion of the induction year the Appropriate Body informs the DfE/NCTL that the ECT has completed induction satisfactorily. ECTs receive their certificate from the appropriate body.

The induction programme should help ECTs to:

- establish themselves as swiftly as possible with their class(es), and develop their confidence and effectiveness from the outset of their teaching career
- build effectively on the knowledge and skills that they have developed during their initial training, to meet the needs of pupils and to provide a strong base for career-long professional development

ECTs should play an active part in Induction:

- in planning and reviewing their induction programme in order to make sure that it meets their individual needs and is relevant to the context in which they are teaching
- by attending Durham EDS and in-house training
- by reflecting on and evaluating learning events
- by acting on the advice of mentors, coaches and the Induction Tutor

ECTs have a reduced timetable of 90% of the teaching duties of teachers in their academy/school who do not have points of responsibility:

- The academy/school should protect the release time and allocate it at appropriate intervals
- It is over and above any non-contact time that the school normally allocates and should be used for activities that contribute to the induction programme

ECTs should have an Induction Tutor throughout the induction period. The Induction Tutor has responsibility for:

- Supporting ECT development and implementing the in-house induction programme
- Completing the formal assessments

Overview of the programme:

Each term the ECT will have access to: -

- A minimum of 4 observations with feedback (2 with Induction Tutor and 2 with department mentor), 2 review meetings and one formal assessment
- The Durham EDS ECT programme

- The in-house ECT programme
- A personalised programme of development (with their department mentor)
- Access to the Induction Tutor as required
- The in-house CPD programme.

## 2. Induction Period

<b>INITIAL TEACHER TRAINING</b>			<ul style="list-style-type: none"> <li>• Award of QTS</li> </ul>	Individual support programme such as: observations of experienced teachers; discussions with SENDCO where appropriate; training and advice from outside the school; taking part in external training events; taking part in working groups.	
<b>INDUCTION PERIOD</b>	<b>Career Entry Development Profile</b>	<b>Term 1</b>	<ul style="list-style-type: none"> <li>• Setting of objectives for induction using notes from ITT placements/Programmes, school context and the Induction Standards. Drawing up action plans.</li> <li>• Observation of ECT and follow up discussion.</li> <li>• Meeting to review progress, objectives and action plan.</li> <li>• Complete Module 1 from the ECF</li> </ul>		
			<b>Half term</b>		<ul style="list-style-type: none"> <li>• Observation of ECT and follow up discussion</li> <li>• Meeting to review progress, objectives and action plan.</li> <li>• Assessment meeting 1 with Induction Tutor and/or Principal.</li> <li>• Report sent by Induction Tutor to Appropriate Body.</li> <li>• Complete Module 2 from the ECF</li> </ul>
			<ul style="list-style-type: none"> <li>• Observation of ECT and follow up discussion</li> <li>• Meeting to review progress, objectives and action plan.</li> <li>• Complete Module 3 from the ECF</li> </ul>		
		<b>Term 2</b>	<b>Half Term</b>		<ul style="list-style-type: none"> <li>• Observation of ECT and follow up discussion.</li> <li>• Meeting to review progress, objectives and action plan</li> <li>• Assessment meeting 2 with Induction Tutor and/or Principal.</li> <li>• Report sent by Induction Tutor to Appropriate Body.</li> <li>• Complete Module 4 from the ECF</li> </ul>
			<ul style="list-style-type: none"> <li>• Observation of ECT and follow up discussion</li> <li>• Meeting to review progress, objectives and action plan.</li> <li>• Complete Module 5 from the ECF</li> </ul>		
			<b>Half Term</b>		
		<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Observation of ECT and follow up discussion</li> <li>• Meeting to review progress, objectives and action plan.</li> <li>• Complete Module 5 from the ECF</li> </ul>		
			<b>Half Term</b>		

		<ul style="list-style-type: none"> <li>• Observation of ECT and follow up discussion</li> <li>• Meeting to review progress across the induction period and consider professional development priorities for second year of teaching</li> <li>• Assessment meeting 3 with Induction Tutor and/or Principal.</li> <li>• Induction Tutor sends recommendation to the Appropriate Body which then makes a final decision and informs ECT and ECT's employer.</li> <li>• Complete Module 6 from the ECF</li> </ul>	
BUILDING ON INDUCTION		<ul style="list-style-type: none"> <li>• Participation in appraisal arrangements.</li> <li>• ECT + 1 will also be required to complete the Modules from the ECF on the second year of the Programme.</li> </ul>	

### 3. Supporting Documentation

This document should be read alongside the Statutory Guidance on Induction for Early Career Teachers in England.

All ECTs will receive guidance as to the location of the relevant Trust policies and practices. All policies are available on the intranet and should be read and understanding confirmed to the HR manager within a month of commencement of employment.

### 4. Roles and Responsibilities

#### 4.1. The ECT

Read the statutory guidance on Induction for Early Career Teachers (England). <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

High standards of professionalism are expected of all teachers in all aspects of their work. In particular, ECTs are expected to play an active role in all aspects of the induction programme.

#### 4.1.1: Before ECTs take up their post:

##### An ECT should:

- Read the statutory guidance on Induction for Early Career Teachers (England)



- Be familiar with the Teaching Standards to know what will be expected of an ECT
- Start to think about what they hope to achieve during their induction period, building on their ITT. ECTs have discussed their strengths and the aspects of their practice that they want to develop further with their ITT provider towards the end of their initial training programme.

#### **4.1.2: On starting the induction year:**

##### **An ECT should:**

Discuss their aspirations with the Principal and/or Induction Tutor. Use the Career Entry Development Profile (CEDP) in the context of the new post to begin working together to set objectives for professional development.

#### **4.1.3: During the induction period:**

##### **An ECT should:**

Participate fully in the induction programme by

- Planning and developing a programme of monitoring, support and assessment along with the Induction Tutor
- Participating in planned development activities in school and those provided by the appropriate body
- Reviewing practice and progress towards the Teaching Standards, and taking part in the setting, reviewing and revising of action plans and objectives that will help the ECT to meet the standards  
Gathering evidence towards the assessments
- Taking increasing responsibility for their professional development
- Observing other teachers and reflecting on what they have learned
- Reflecting and evaluating on the learning events that occur across the academic year (e.g. attending parent consultations)
- Raising any concerns that may occur about the content and/or delivery of the induction programme.
- Complete all online learning Modules from the ECF and attend any meetings regarding the ECF programme.

The ECT has an important perspective on their development needs, and should also be aware of their strengths and achievements. Involvement with the induction programme will help to make sure it is as appropriate and effective as possible.

#### **4.1.4: The Career Entry Development Profile (CEDP)**

The Career Entry Development Profile is a reflection tool that is designed to help trainee and newly qualified teachers think about their professional development at key points towards the end of initial teacher training and during induction.

The profile process supports the continued reflection on teaching and professional development that has been established during initial teacher training, structured around three transition points: towards the end of initial teacher training; at the start of induction; and at the end of induction.

Trainee teachers will have discussed transition point one with their tutors and mentors. The profile provides a structure to continue the reflective process with the Induction Tutor to support the planning of the induction period.

#### **4.1.5: Transition Point One (ITT)**

Towards the end of initial training ECTs are supported by their tutors and mentors to reflect on their professional development, strengths and development needs and to look ahead to their aspirations for the induction period.

#### **4.1.6: Transition Point Two (ECT)**

At the beginning of the induction period the ECT will discuss with their Induction Tutor the priorities for induction and how these relate to, build on or differ from the priorities identified at the end of the ITT programme. During the induction period the Induction Tutor will support ECTs to consider these priorities when planning and regularly reviewing the induction support programme.

#### **4.1.7: Transition Point Three (ECT)**

Towards the end of induction, the ECT will look back on the induction period and, with the Induction Tutor, reflect on their progress during induction and think about their aspirations for their continuing professional development.

#### **4.1.8 Successful Induction**

In order to complete the Induction period satisfactorily, an ECT must:

- Meet all the Teaching Standards
- Receive three formal assessments (one at the end of each term) that show they have been able to meet the standards for the satisfactory completion of induction period.

To meet these requirements, ECTs need to:

- Work with **increasing professional competence** in areas where, during initial training it was assumed that they would need the support of an experienced teacher
- Focus on aspects of professional practice which can be better developed during employment as a qualified teacher, and over a longer period of teaching than is available to most trainee teachers during their initial training; and

- Consolidate and build on what they have already achieved in order to be awarded QTS.

The Teaching Standards set out the criteria against which an ECT's progress is assessed. At the same time, they provide an important focus for the professional development of ECTs during the induction period. All teachers should be able to draw on the support and expertise of their colleagues. In particular, the statutory induction arrangements place a responsibility on schools and Appropriate Bodies to provide ECTs with the professional development opportunities they need in order to meet the Teaching Standards and to show that they are doing so.

During the first year as a fully qualified teacher, ECTs are expected to build on and show increasing levels of competence in the Teaching Standards. In planning an induction support programme with the Induction Tutor, an ECT will want to think about how to consolidate the knowledge, understanding and skills gained in meeting the Teaching Standards as a trainee teacher. During the Induction period, ECTs need to show greater ability to use of initiative and be less reliant on the direct help of more experienced colleagues.

#### **4.1.9: Meeting the Teaching Standards**

Of course, ECTs will do more than just strengthen what they have already learned. They are required to develop new skills. These include taking on responsibilities or roles that were not appropriate for a trainee teacher, as well as developing aspects of practice in a particular teaching position over time. ECTs will be facing new opportunities as well as new responsibilities and challenges. There are areas where the Teaching Standards ask ECTs to reflect on their progress and professional development

#### **4.1.10: ECT Portfolio of Evidence**

ECTs will be expected to keep a portfolio in which they keep a record of their professional development. Typical contents might include:

1. Lesson plans
2. Medium term plans
3. Lesson observations
4. Observations of other staff and evaluations
5. Record of CPD (Induction, ECT, departmental, other)
  - a. In-house CPD
  - b. ECT CPD
6. Induction Assessment forms
7. Records of review meetings and action plans
8. Transition points 2 and 3 meetings
9. Departmental evidence
10. Pastoral evidence
11. Evidence of progress against the core standards.

Evidence should be collected that demonstrates development in relation to the Teaching Standards and action plans. It should be stored on Blue Sky in the Reviews Section and a 'fresh' portfolio should begin every assessment period. The portfolio should be reflective in nature; ECTs should not merely acquire evidence but reflect on the learning behind the evidence and comment on how it has affected their practice.

#### **4.1.11: If an ECT has concerns**

If an ECT has concerns about any aspect of their induction programme, there are a number of ways to raise these. Where possible the ECT should always try to raise these issues in school with any of the following people:

- Their line manager
- Any other mentor
- The Induction Tutor
- HR Manager.

If matters are not resolved at this point, or if the ECT does not feel able to raise their concerns within the school, the following people should be contacted: -

- Their named mentor
- The Durham EDS Representative. (Contact details will be shared on commencement of employment).

## **4.2. The Induction Tutor**

Read the statutory guidance on Induction for Early Career Teachers (England).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/458233/Statutory\\_induction\\_guidance\\_for\\_Early\\_Career\\_teachers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458233/Statutory_induction_guidance_for_Early_Career_teachers.pdf)

The Guidance provides all the essential information on the role of the Induction Tutor.

The Induction Tutor is responsible for monitoring, support and assessment. Beyond the statutory minimum the Induction Tutor has the responsibility of ensuring that all those involved in induction are fully aware of their role in promoting the development of the ECT and providing evidence against which the progress of the ECT can be assessed by the Induction Tutor.

### **4.2.2: Record keeping**

Induction Tutors will need to keep records of all ECT events in school:

- Review meetings and action plans
- Observations and feedback meetings
- Assessments
- In-house training programme
- Personalised training.

### **4.2.3: Training Programme**

The Induction Tutor will need to devise an in-house training programme that reflects the training needs of the ECTs in the context of their academy/school, key stage and/or department. This programme may need to be differentiated to meet the different needs of ECTs who have had different ITT experiences.

### **4.2.4: In the event of concerns about the ECT**

The Induction tutor will act promptly if there are concerns about the progress of an ECT, or if the ECT is facing difficulty. The Induction Tutor must:

- Notify the ECT immediately
- Inform the appropriate body's ECT Induction Coordinator immediately. They will offer support and guidance to the ECT and the Induction tutor
- Organise more support and training as it deemed appropriate to meet identified training needs. SMART targets will be set against a short timescale. Any support programme will be reviewed against the ECT's performance.
- Ensure there is good evidence to show:
  - Where the ECT had failed to satisfactorily meet the Induction Standards
  - How the academy/school offered additional support to the ECT.
  - How the ECT is being monitored.

### **4.3. The Head of Department, Key Stage Lead or Pastoral Leader (line manager): (ECT mentor)**

Read the statutory guidance on Induction for Early Career Teachers (England).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/458233/Statutory\\_induction\\_guidance\\_for\\_Early\\_Career\\_teachers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458233/Statutory_induction_guidance_for_Early_Career_teachers.pdf)

All those involved in supporting, developing and assessing the ECT need to be familiar with the following documents:

1. The Teaching Standards
2. The ECT observation form
3. The assessment summary form.

Under the ECF, the role of the mentor is expanded, with the view that: "High-quality mentoring will be a central part of the offer. Mentors will share their expertise with early career teachers to help them to develop and feel prepared for their future careers. Training and resources will be developed by the providers and based on the early career framework." Mentors will be required to attend any mentor sessions provided by the ECF so that they can fully support their ECT with the new ECF programme.

### **4.3.1: The Teaching Standards**

It is important to be familiar with the Teaching Standards for a number of reasons:

- The performance of the ECT is measured against these
- Middle leaders/subject mentors/leaders play a crucial role in inducting ECTs into the department or KS team
- ECTs will need support help and guidance in meeting the standards in relation to their pastoral and subject/year group roles in school.
- Mentors provide information to the Induction tutor about the work of the ECT in departments, phases or year teams
- Mentors observe the ECT and provide feedback on his or her performance in relation to the Teaching Standards
- Mentors provide information to the Induction Tutor on the ECT's wider role in the department or year groups/Key Stage. This information will be referenced against the Teaching Standards.

### **4.3.2. Lesson observations**

#### **4.3.3: Before the observation mentors should:**

- Be familiar with the Teaching Standards
- Be familiar with the layout of the ECT observation sheet
- Have a copy of the ECT observation sheet and ensure that there has been a discussion with the ECT and/or Induction Tutor to decide:
  - On the date and time of the observation and the class to be observed
  - A date and time for the feedback meeting. Ideally this will be the same day as the observation.
- Ensure that there is a balance of observations across the year between the key stages and year groups if appropriate
- Understand that observations are a rich source of information about the ECT that will inform training needs, reviews and action plans and the assessments for training over time

#### **4.3.4: During the observation mentors should:**

- Write comments on the standards where there is evidence. The observation is always about the quality of teaching and learning
- Ensure the ECT has a short immediate verbal feedback about the lesson

#### **4.3.5: Feedback: Mentors should:**

- Understand that observations are enhanced by the evaluation and analysis that takes place in the follow-up meeting
- Use discussion with the ECT which will:
  - Encourage the ECT to be reflective
  - Help the ECT to gain an overview of the lesson, identifying strengths and areas for development.
- Discuss the key points of the lesson in relation to the agreed focus and any other relevant points

- Provide as much practical advice as possible about how to improve practice
- Ensure the ECT is aware of the strengths and weaknesses of the lesson
- Agree the next focus and areas for development
- Agree any necessary action plan
- Sign the observation sheet and invite the ECT to also sign
- Forward a copy to the Induction Tutor for duplication. (Copies to the ECT, subject/KS or pastoral leader, and the Induction Tutor)

**4.3.6: When observing lessons or reflecting on the feedback it might be useful to bear in mind these focus questions:**

HAS THE ECT (A focus on teaching)

1. Appropriate knowledge and understanding of the subject?
2. Prepared the lesson effectively?
3. Set appropriate and high expectations to challenge and inspire the pupils?
4. Effective command and control of the class?
5. Used appropriate and effective teaching methods and tasks which enable all pupils to learn effectively?
6. Ensured appropriate pace and progression?
7. Used support staff and other resources, including ICT effectively?
8. Assessed pupils' work and used the assessment to inform future learning?

DID THE PUPILS? (A focus on learning)

1. Understand what they are doing, how well they have done and how they can improve?
2. Achieve the intended outcomes?
3. Show involvement?
4. Work both independently and/or collaboratively?
5. Show initiative and take responsibility?
6. Maintain concentration and persevere with difficult tasks?
7. Have a positive and co-operative relationship with the teacher and peers?
8. Show pride in their work?

**4.3.7: How many observations?**

- ECTs need to be observed at least four times every term; two with the Induction Tutor and two with their Mentor
- HoDs/Key Stage leads (if not the Mentor) need to observe the ECT at least once a term using the ECT observation form
- Mentors/line managers may wish to observe more frequently as part of the support and development programme they provide
- Records need to be kept of all observations. Copies must be circulated to the HoD, Pastoral leader, KS lead ECT and the Induction Tutor

**4.3.8: Commenting on the wider role of the ECT:**

- Aspects of the work of the ECT cannot be observed in the classroom and are part of a teacher's wider role

- ECTs should build up a picture of the work of the ECT with the department/Key Stage, within a pastoral team, in any wider school role and in relation to their contacts with parents and carers. The information is vital in the writing of formal assessments. This should be included in the portfolio of evidence (as previously described)
- Mentors should hold a discussion with the ECT to examine portfolios ahead of assessment deadlines; mentors will need to be given access to this by the ECT. They may have been involved in more projects or work than you are aware of. The responsibility of completing this information lies with the ECT; it will be checked (along with a reflection journal) on a regular basis by the Induction Tutor

#### **4.3.9: Areas for development.**

#### **4.3.10: Development in relation to the standards:**

- The ECT **must meet all of the Teaching Standards**. It is important that their work in the department, year or pastoral team allows them to show development in all standards.

#### **4.3.11: Identifying developmental focus:**

- ECTs should have three clear targets for development in each term of the assessment period
- Mentors need to identify areas for development that are precise, manageable and appropriate for the professional development needs of the ECT in the context of the department, year or pastoral team. All three targets will be clearly stated in the relevant section of the ECT's assessment and be related to particular aspects of the teaching standards
- Pastoral examples might be:
  - Have a conversation with every member of the form at least once in the first month as a way of building up a relationship with the pupils. ECTs should remember to reflect on this and how it impacts on their development
  - Have a meeting with the Form Tutor/HoY/SENDCO to familiarise themselves with the learning and pastoral needs/issues of the pupils in their care. Again, ECTs should remember to reflect on this and how it impacts on their development.
- Departmental examples might be:
  - Contribute to the planning of the Scheme of Work and the medium-term plan for the autumn term.
  - Contribute to department/subject review of the Scheme of Work.
  - Receive training in moderating, standardising and marking assessments at appropriate key stages.

#### **4.3.12: Areas for development of the ECT by HoD or pastoral leaders**



- The following is a list of areas where training by the subject, year or pastoral leader may be appropriate:
  - Marking
  - Assessment
  - Report writing
  - Keeping pupil progress records
  - Data collection and analysis
  - Department/academy/schoolwork scrutiny
  - Lesson planning (lesson plans will need to be scrutinised)
  - Meeting parents
  - Contacting parents by telephone or e-mail
  - Writing reports
  - Deploying TAs
  - Risk assessment
  - Keeping pastoral records
  - Designing form activities
  - School journey planning
  - Supporting pupils with SEN.

The list is not exhaustive, but indicates the key areas that will be relevant for all ECTs in schools/academies. Departments, year groups or an ECT may have specific training needs that are not covered by this list.

#### **4.3.13. Raising concerns:**

- If a mentor has any concerns about an ECT they must inform the Induction Tutor immediately. The Induction Tutor needs to know about problems as soon as they arise, particularly if there is a possibility that the ECT may not be able to meet the standards and may fail a term. There are important procedures and strict protocols to follow
- It may be necessary to put additional support and an action plan in place
- It is the responsibility of the Induction Tutor to inform the ECT of these concerns. Subject, year or Pastoral Leaders and the ECT will be involved in the process of drawing up, executing and monitoring the action plan

#### **4.4 Responsibilities for Assessment, Recording and Completion of the Induction Year**

- The Induction Tutor will make a formal termly assessment of the ECTs and send this report to the Principal and then the Local Authority. Both the Induction Tutor and the ECT must keep appropriate records to substantiate the judgements made in the assessment. These could include:
  - Observations
  - Records of and evaluations of courses attended
  - Copies of progress review meetings and action plans
  - Lesson plans
  - Copies of resources produced
  - Records of observations
  - Examples of reports to parents

- Examples of assessments
- Evaluations of any observations of expert practitioners
- Records of any after school or extension activities.
- Records of contact with parents
- Records of work done in the role of a form tutor
- Minutes of meetings attended
- Copies of e-mails to and from colleagues.

This is not an exhaustive list.

The department mentor will also complete a significant report which will provide the bulk of the ECT assessment.

- The criteria for the selection of evidence:  
Evidence must:
  - Demonstrate how the ECT has met the Teaching Standards.  
Show how the ECT is achieving his or her targets
  - Show that areas for development have been identified and show how areas of difficulty have been addressed
  - Show how the ECT is progressing in key areas of his or her teaching such as behaviour management, AfL etc.
- At the end of the induction year the head teacher (or the Induction Tutor) will recommend whether the ECT has met the standards consistently and so has completed their ECT year satisfactorily
- Schools/academies need to take early action if the ECT if an ECT is experiencing difficulty and should communicate their concerns to the ECT and the appropriate body
- The appropriate body is responsible for maintaining a record of the assessments and the final completion of the ECT year; they can recommend an extension of the induction period
- There are arrangements for appeal to the Secretary of State and for dismissal

## **5. Relationship with the Local Authority**

Durham EDS is the Appropriate Body (AB) for ECT Induction.

All details about the QTS status and GTCE registration of the ECT must be shared with the AB.

The Trust uses AB-headed Durham Council School Framework DCSF assessment forms, which must be forwarded to the AB within the timelines set by the AB.

The AB will quality assure the induction programme in the school.

## **6. Public Sector Equality Duty (Equality Act 2010)**

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is, they have considered any potential

impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.