



Worcester Sixth Form College
Early Career Framework Handbook

Guidance for Early Career Teachers and Subject Mentors
2021-2022

Context

In line with statutory guidance from the DfE Worcester Sixth Form College will offer a 2-year induction programme for Early Career Teachers (formerly NQTs). Whilst Statutory induction is not a legal requirement to teach in FE it may be served in a Sixth Form College setting. The Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction and is not an additional training programme. An appropriate body (Prince Henry's High School as the school hub lead for - Herefordshire, County of, Malvern Hills, Worcester, Wychavon, Wyre Forest) has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.

Early Career Framework - What has changed?

From September 2021 statutory induction arrangements are changing. These new arrangements will replace current induction requirements.

	Current Arrangement	From September 2021
Length of support	One year	Two years
Timetable reduction	10% reduced timetable for one year	10% reduced timetable in Year One 5% reduced timetable in Year Two.
Content	No defined content	Induction should be based on the Early Career Framework
Role of the mentor	No designated mentor	Access to two years of support from a designated mentor
Assessment	Marked against Teacher Standards Three formal assessment points	Marked against Teacher Standards Two formal assessments – supported by regular progress reviews Early Career Framework is not an assessment tool
Funding		Schools will receive additional funding to deliver ECF based induction
ECT Pay	Following first year, teachers can progress up the pay scale	Still be able to progress on the pay scale as current arrangements allow, both during and after induction
Role of the Appropriate Body	Checking new teachers receive statutory entitlements and are fairly and consistently assessed	Checking new teachers receive statutory entitlements, are fairly and consistently assessed, and receive a programme of support and training based on the ECF

Statutory Induction Guidance

This section of the handbook is designed to give everyone involved in the induction process an overview of what to expect.

The Induction Process

At WSFC we believe that the ECT induction is the responsibility of the whole college. The programme will be coordinated by the induction tutor (SJJ), but a variety of people will contribute to mentoring, demonstrating, encouraging, assessing and reporting.

The following section is taken from the statutory guidance for ECT Induction and further clarification can be found at the following website:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

What is the purpose of the ECT Induction?

- **All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions** (see Annex A of statutory Guidance in link above).
- Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

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 (see para 1.8 in above link).

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.

The relevant standards

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards.

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

Requirement to complete an induction period.

A qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and this guidance. While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), **there is no set time limit for starting or completing an induction period.**

Early career teachers may only serve one induction period.

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction, although they may appeal against the decision: see paras 4.9–4.10 statutory Guidance in link:

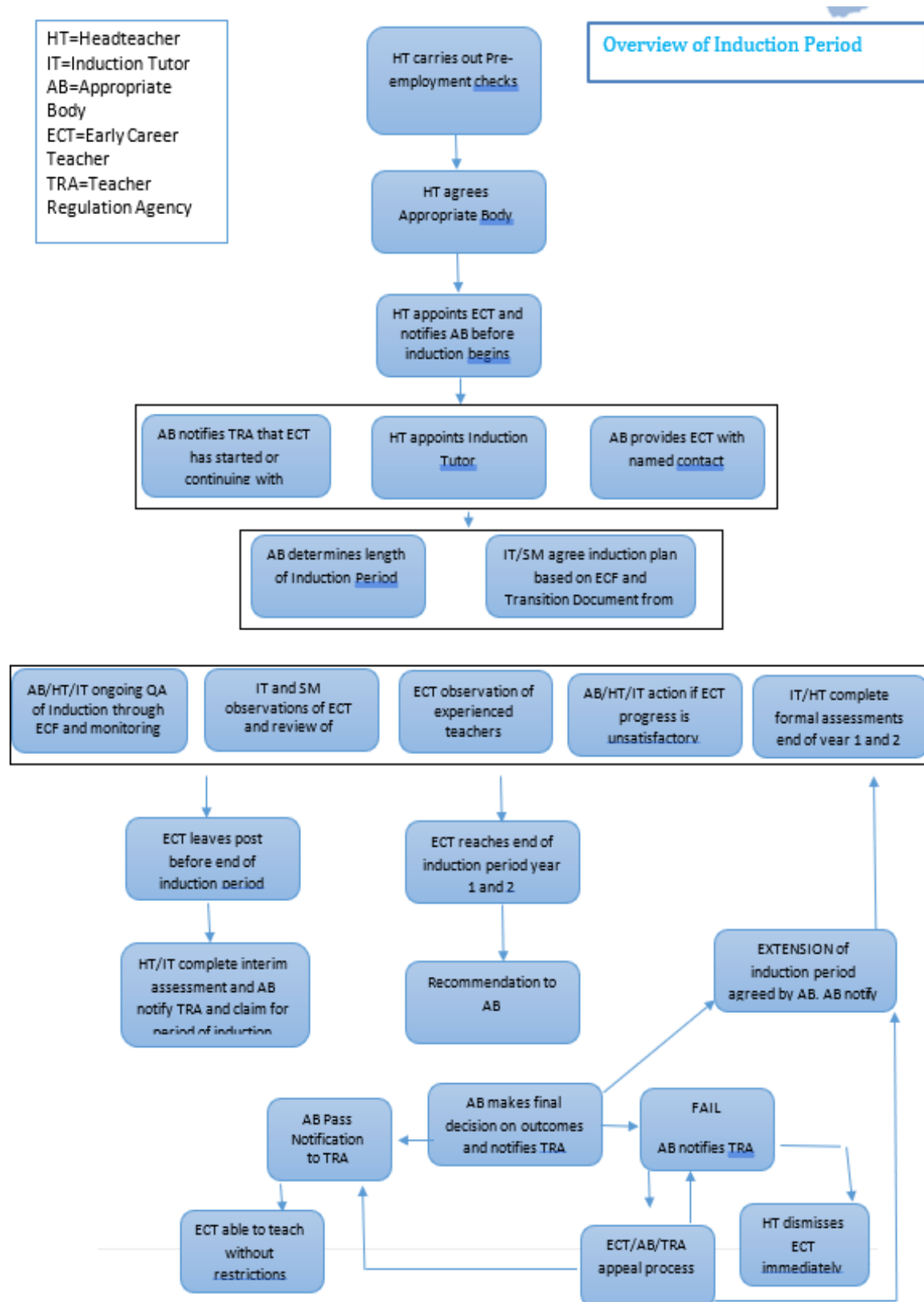
<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Ensuring a reduced timetable

In a relevant school, 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.**

This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.



Determining the length of the induction period

- The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of **two school years (usually six school terms)**.
- The appropriate body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings.
- In some exceptional circumstances the length of an induction period may be reduced.

Minimum period of continuous employment that can count towards induction.

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time ECT's) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each ECT to work in a stable environment and receive a personalised, supported and pre-planned induction programme. In addition, it is important that the ECT is in post long enough to enable a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all of the relevant standards over a period of less than one term.

Any periods of induction served under the Welsh induction regulations in Wales can count towards induction in England.

Length of the induction period for an ECT who works part-time.

ECT's serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full academic years. Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four academic years.

It is for the school and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern.

What happens if an ECT moves school/college during the 2-year induction period?

When an ECT leaves a post after completing more than one term in an institution but before the next formal assessment would be required, the headteacher/principal should complete an interim assessment. This should take place before the ECT leaves their post in order to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

How will it work at WSFC?

The College aims to support ECTs in the transition between initial teacher training and their teaching career. Those ECTs with QTS status are eligible to commence the induction process and will be notified of the start date of this period once agreed by the appropriate body and the principal. The start date for induction should be the date when the ECT's induction programme formally commences. This may be a different date from when the ECT's contract starts. The personnel officer (DJB) will inform ECTs of their start date.

In line with DfE guidance for those serving an induction period in a Sixth Form College, WSFC will:

- ensure that normally no more than 10% of the ECT's teaching in the FE institution is devoted to teaching classes predominantly consisting of pupils aged 19 and over.
- enable the ECT to develop a sound knowledge and understanding of day-to-day practices and the role of a teacher in a school; ECTs should spend the equivalent of at least ten days teaching children of compulsory school age in a school during their induction; and
- make every effort to provide the ECT with up to a further 10 days experience in a school setting.

Timetable – year 1 (10% reduced timetable)

ECTs will have a maximum timetable of 5 blocks. This will comprise of a suggested academic timetable of **4 academic blocks**.

0.5 block - student support/enrichment (less if ECTs need more subject meetings)

Other developmental activities – possibility of shadowing a tutor/high school liaison activities/interviewing new students.

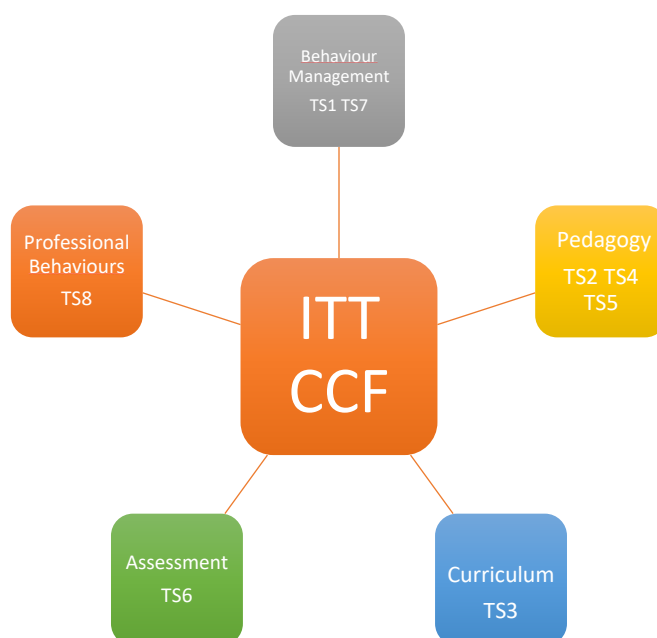
Each ECT will be assigned a mentor (subject lead/HoD as appropriate) and will attend a timetabled meeting of 65 minutes with their mentor each week (part of this may include an informal lesson observation or learning walk). This meeting will be scheduled by the subject mentor at the start of the academic year.

ECTs will attend a 1-hour session each week with the induction tutor/ Senior Leader for Teaching and Learning and Staff Development (SJJ) and undertake 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. The WSFC induction programme will also incorporate a post 16 context in terms of the selected ECT modules (see training programme page 21). This will also include identification and development of new enrichment options ECTs could deliver in year 2.

Meetings will take place on Tuesdays (4.15 -5.15 room tbc) The delivery of the 5 core areas of the Early Career Framework will be provided by the Ambition Institute, through the Prince Henry's School hub. ECTs and mentors have been registered with the Ambition

Institute and will attend events and conferences as programmed throughout the induction period.

The 5 core modules of the ECT framework are detailed below:



ECTs will attend the Teaching and Learning Group when scheduled, in place of the weekly training session with the induction tutor. ECTs will also have access to one-to-one sessions from the induction tutor to support progress.

ECTs are also expected to observe experienced teachers at WSFC as part of the training programme. ECTs will also have the opportunity to complete 10 days of observation in a secondary school (SJJ to coordinate).

Timetable Year 2 (5% reduced timetable)

ECTs will continue to receive support from their designated mentors and will have regular meetings with the induction tutor to facilitate delivery of the Early Career Framework.

ECTs to continue to attend the Teaching and Learning Group and share good practice through observation of experienced staff at WSFC or other institutions.

Timetable to be determined by Vice Principal/HoD.

Useful Contacts

Appropriate Body: Prince Henry's Teaching School Hub.

The legal role of the Appropriate Body has been taken up by Prince Henry's High School as part of its statutory duty.

As the Appropriate Body, Prince Henry's works to provide all participating schools with the reassurance of support for their new teachers and their mentors and a great ECT induction experience following the Early Career Framework in partnership with Ambition Institute. Prince Henry's guarantees support to schools in providing best practice to developing the careers of teachers new to the profession. Where processes are excellent, they will endeavour to share and promote these to other schools, enabling them to work together to the benefit of teachers refining their craft. In its legal capacity, the Appropriate Body supports colleges, schools and teachers in their difficult moments, providing guidance to ensure a smooth induction and take any remedial action to address any issues.

Andy Duffy

Telephone: 01386 765588

E-mail: ad@princehenrys.worcs.sch.uk

Ros Fenney – Teaching School Hub Administrator

Ros Fenney is our Teaching School Hub administrator and supports Andy with the ECT induction process. This ranges from ECF bookings to emailing delegates of venues, requesting reports and informing Andy of any issues that may arise. Her contact details are:

Telephone: 01386 765588

E-mail: RFenney@princehenrys.worcs.sch.uk

Induction tutor – Worcester Sixth Form College

Sally Johnson – Senior Leader for Teaching and Learning/Staff Development

Telephone: 01905 362605

E-mail: sally.johnson@wsfc.ac.uk

Dee Booth – Personnel Manager

Telephone: 01905 362609

E-mail: dee.booth@wsfc.ac.uk

Julie Ferman – Senior Leader for Student and Staff Well Being

Telephone: 01905 362614

E-mail: j.ferman@wsfc.ac.uk

Subject Mentors – Worcester Sixth Form College

Taryn Bradley – Sociology/Politics

E-mail: taryn.bradley@wsfc.ac.uk

Sybanne King – Business Studies

Email: sybanne.king@wsfc.ac.uk

Pip Guilding – Business/Economics

Email: pip.guilding@wsfc.ac.uk

Lauran Nevin – Computer Science/IT

Email: l.nevin@wsfc.ac.uk

Fiona Yoward – Psychology

Email: Fiona.yoward@wsfc.ac.uk

Mentors and the induction tutor have begun the process of receiving training provided by the Ambition Institute to equip them in their mentoring role. WSFC understands that the mentor and induction tutor are fulfilling two discrete roles and that adequate safeguards are 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.

At WSFC the ECT's teaching will 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 relevant standards. Observations of the ECT will be undertaken by the induction tutor (SJJ) or the principal (EYS) once every half term. A lesson observation form will be completed (WSFC ECT lesson observation form -appendix 1) and feedback will be given.

Feedback will be prompt and constructive. Arrangements for review meetings will be made in advance and a brief written record made on each occasion. It will indicate where any development needs have been identified.

Mentors will observe ECTs on a regular informal basis. An initial informal observation should take place within the first 2 weeks of teaching. This may take the form of a learning walk. It is expected that some collaborative practice might also contribute to the support offered by a subject mentor.

Professional progress reviews of the ECT

- SJJ will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place once each term where a formal assessment is not scheduled (completion of form appendix 2)
- Reviews will be informed by 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 SJJ.
- A written record of each progress review will be 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. Objectives will be reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.
- The ECT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice.
- SJJ will notify 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 an outline the plan will be put in place by SJJ to assist the ECT in getting back on track.

Formal assessments

- Formal assessments will be carried out by either the headteacher or the induction tutor.
- ECTs will 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).
- Evidence used in assessments and copies provided to the ECT and appropriate body.

- ECTs will be kept up to date on their progress. There should be nothing unexpected.
- Formal assessment reports will be completed for both formal assessments. These reports will clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.
- Formal assessment meetings will be informed by evidence gathered during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Judgements made during the induction period will relate directly to the relevant standards. ECT's will be kept up to date on their progress.
- Formal assessment reports will be completed for the first and second assessments. These reports will demonstrate assessment of the ECT's performance against the relevant 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 principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation will be recorded on the final assessment form.
- Once assessment forms have been completed, the ECT should add their comments. They should then be signed by the induction tutor, 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 should normally raise any concerns about their induction programme with their induction tutor (SJJ). Please also note in the useful contact session that you can also raise any concerns with Dee Booth (personnel officer) or Julie Ferman (senior leader for student and staff well-being). If the matter is not resolved, the ECT may notify Andy Duffy (lead contact from Prince Henry's)

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, SJJ will state this clearly within the progress review record and clearly outline the support plan put in place to assist the ECT in getting back on track. SJJ 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 will be informed, and the principal will ensure that additional monitoring and support measures are put in place immediately. WSFC is committed to supporting staff to allow them to achieve positive outcomes for students. It is therefore essential that the ECT is made aware of where they need to improve their practice

and given every opportunity to raise their performance. The 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 relevant standards.
- 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, Principal and appropriate body.

Action if performance is still unsatisfactory at the next assessment point.

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.
- 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.

Completing the induction period

An ECT completes their induction period when they have served:

- The full-time equivalent of a standard school/college year (usually three terms), or
- A reduced period (as agreed with the appropriate body and headteacher) based on previous teaching experience, or
- An extension to that period, as a consequence of absences occurring during the period, or
- An extension following a decision by the appropriate body or the appeals body.

The appropriate body makes the final decision as to whether or not an ECT's performance against the relevant standards is satisfactory, drawing on the recommendation of the principal.

Within 20 working days of receiving the principal's recommendation, the appropriate body must decide whether the ECT:

- Has performed satisfactorily against the relevant standards and thereby satisfactorily completed their induction period.
- Requires an extension of the induction period, or
- Has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the principal's recommendation and all available evidence including any written representations from the ECT.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the principal (in whose institution the ECT was working at the end of their induction); and the employer. They must also notify the National College for Teaching and Leadership within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Roles and responsibilities

The ECT

The ECT is expected to:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor to discuss and agree priorities for their induction programme 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 programme.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the agreed monitoring and development programme.
- Raise any concerns with their induction tutor as soon as practicable.
- Consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.
- Retain copies of all assessment forms.

The principal

The principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- Check that the ECT has been awarded QTS.
- Clarify whether the teacher needs to serve an induction period or is exempt.
- Agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body.
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
- Meet the requirements of a suitable post for induction.
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure that the mentor has the ability and sufficient time to carry out their role effectively.
- Ensure an appropriate ecf-based induction programme is in place.
- Ensure an appropriate and personalised induction programme is in place.
- Ensure the ECT's progress is reviewed regularly, including observations and feedback of their teaching.
- Ensure that assessments are carried out and reports completed and sent to the appropriate body.

- Maintain and retain accurate records of employment that will count towards the induction period.
- Make the governing body aware of the arrangements that have been put in place to support ECT's serving induction.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension.
- Participate appropriately in the appropriate body's quality assurance procedures; and
- Retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the principal should:

- Obtain interim assessments from the ECT's previous post.
- Act early, alerting the appropriate body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards.
- Notify the appropriate body as soon as absences total 30 days or more.
- Periodically inform the governing body about the institution's induction arrangements.
- Advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- Provide interim assessment reports for staff moving in between formal assessment periods.
- Notify the appropriate body when an ECT serving induction leaves the institution.

Induction tutor

The induction tutor (or the headteacher if carrying out this role) should:

- Provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is observed, and feedback provided.
- Ensure ECT's are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

Mentors

The mentor is expected to:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

Appropriate bodies

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

Headteachers (and governing bodies where appropriate) are aware of and are capable of meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable.

The appropriate body should, on a regular basis, consult with headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body must ensure that:

- 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.
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.
- Where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns.
- Induction tutors are trained and supported, including being given sufficient time to carry out the role effectively.
- **Mentors have the ability and sufficient time to carry out their role effectively.**
- Headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates or wishes to introduce.
- Any agreement entered into with the independent school's governing body is upheld.
- The headteacher has verified that the award of QTS has been made.
- The school is providing a reduced timetable in addition to ppa time.

- The ECT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.
- ECT's records and assessment reports are maintained.
- Agreement is reached with the headteacher/principal and the ECT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed.
- A final decision is made on whether the ECT's performance against the relevant standards is satisfactory, or an extension is required, and the relevant parties are notified.
- They provide the National College for Teaching and Leadership with details of ECT's who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

The appropriate body should also (as local capacity, resources and agreements allow):

- Respond to requests from schools and colleges for guidance, support and assistance with ECT's' induction programmes.
- Respond to requests for assistance and advice with training for induction tutors.

The governing body

- Should ensure compliance with this guidance.
- Should be satisfied that the institution has the capacity to support the ECT.
- Should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures.
- Can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process and can request general reports on the progress of an ECT.

Teaching Regulation Agency

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- Hearing appeals; and
- Ensuring that the names of ECT's who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- Recording the progress of ECT's through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

Overview of Induction Programme

Individual ECT Review Meetings and Observation with induction tutor (SJJ)

Year 1

Meetings	Focus of Meeting	Documents
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Autumn Term 1

Meeting 1	Personalised Induction Programme Arrange a lesson observation.	Induction Programme Meeting Notes and Action Points Teachers' Standards Evidence Form
Meeting 2	Lesson observations debrief. Personalised Induction Programme	Lesson Observation Form Induction Programme Meeting Notes and Action Points
Meeting 3	Professional Review meeting	Professional Review Form Induction Programme Meeting Notes and Action Points

Autumn Term 2

Meeting 4	Personalised Induction Programme Arrange lesson observation.	Induction Programme Meeting Notes and Action Points
Meeting 5	Lesson observations debrief. Personalised Induction Programme	Lesson Observation Form Induction Programme Meeting Notes and Action Points Teachers' Standards Evidence Form
Meeting 6	Formal assessment meeting	ECT Professional Progress review Report Induction Programme Meeting Notes and Action Points

Spring Term 3

Meeting 7	Personalised Induction Programme Arrange lesson observation.	Induction Programme Meeting Notes and Action Points
Meeting 8	Lesson observations debrief. Personalised Induction Programme	Lesson Observation Form Induction Programme Meeting Notes and Action Points
Meeting 9	Professional Review meeting	Professional progress reviews Induction Programme Meeting Notes and Action Points

Spring Term 4

Meeting 10	Personalised Induction Programme Arrange lesson observation	Induction Programme Meeting Notes and Action Points
Meeting 11	Lesson observations debrief. Personalised Induction Programme	Lesson Observation Form Induction Programme Meeting Notes and Action Points Teachers' Standards Evidence Form
Meeting 12	Formal assessment meeting	ECT Professional Progress Review Report 2 Induction Tutor Induction Programme Meeting Notes and Action Points

Summer Term 5

Meeting 13	Personalised Induction Programme Arrange lesson observation.	Induction Programme Meeting Notes and Action Points
Meeting 14	Lesson observations debrief. Personalised Induction Programme	Lesson Observation Form Induction Programme Meeting Notes and Action Points
Meeting 15	Professional Review meeting	Professional Review Form Induction Programme Meeting Notes and Action Points

Summer Term 6

Meeting 16	Personalised Induction Programme Arrange lesson observation.	Induction Programme Meeting Notes and Action Points
Meeting 17	Lesson observations debrief. Transition Point 3 meeting	Lesson Observation Form Induction Programme Meeting Notes and Action Points Teachers' Standards Evidence Form
Meeting 18	Formal assessment meeting	ECT Professional Progress Review Formal Assessment Point 1 (ECT Induction Tutor) Induction Programme Meeting Notes and Action Points

Year 2 follows the same principles a Year 1 with Final Assessment Point 2 final report.

Subject mentors will confirm arrangements for weekly support meetings with ECTs at the start of the academic year as outlined on page 7 of this handbook.

Group Induction Programme (WSFC Context)

Term 1

ECTs, New Staff, PGCE Students

Date	Topic	Staff member delivering session
Tuesday 31st August (11 am -12 pm) Hall	Meeting for all new staff in college	SJJ/DJB
Tuesday 7th September (10 -12) Mentor and new staff lunch. ECT meeting 1 – 1.30 pm. Hall	Induction for staff new to college. Outline of ECT programme	NR/SJJ Key college staff
Tuesday 14th September 4.15 – 5 pm.	Professional standards and WSFC expectations. Review of first week teaching	EYS SJJ
Tuesday 4th October 4.15 – 5 pm.	The post 16 mindset/memos and preparing for a parents' evening	GJW/SJJ
Tuesday 11th October 4.15 – 5 pm.	Digital Learning Strategy. How to use the portal effectively	AGR
Tuesday 18th October 4.15 – 5 pm.	Common challenges and how to get over them. (An opportunity to raise questions from experiences so far)	SJJ
Tuesday 2nd November 4.15 – 5 pm.	Safeguarding in a post 16 context. Student wellbeing.	JUF
Tuesday 2nd November 4.15 – 5 pm.	Preparing for an Ofsted inspection. What to expect?	
Tuesday 9th November	Open Event No meeting – drop-in session during afternoon	SJJ
Tuesday 16th November 4.15 – 5 pm.	Preparing students for exams/marking and moderating	
Tuesday 23rd November 4.15 – 5 pm.	Individual needs/student support	

Tuesday 23rd November 4.15 – 5 pm.	Actioning feedback from mock results T and L strategies	
Tuesday 30th November 4.15 – 5 pm.	Managing workload effectively	
Tuesday 7th December 4.15 – 5 pm.	Using data to monitor progress	
Tuesday 14th December 4.15 – 5 pm.	Developing opportunities to introduce British Values and equality and diversity in the classroom	

Sessions will run throughout the academic year. Programme for term 2 and term 3 to be published in November 2021 (following review of session to date)

The ECT Checklist – First Priorities

My job

1. I received the following information during my induction/welcome at WSFC:	Tick if completed.
College timetable.	
Schemes of work.	
Copies of planning frameworks.	
Information about the students (assessments/records etc)	
Other information about the college.	
2. I have a contract that is clear and straightforward to understand.	
3. For part-timers (and those who started mid-term): I know when I will finish my induction period.	
4. I have a clear and appropriate job description.	
5. I have a timetable that includes 10% ECT time	
6. I have been given appropriate support for any extra responsibilities I agreed to take on.	
7. I have been given time to read and discuss college policies and procedures.	
Safeguarding and child protection (I know who the DSL is and what to do about concerns).	
Parent contact procedures.	
Behaviour policy (rules/rewards/sanctions).	
Sickness and absence policy (I know what to do when I have to report in sick/request an absence).	
Health, safety and emergency (first aid/fire drill/risk assessments).	
My induction tutors.	
8. I have been assigned an induction tutor and mentor.	
9. My induction tutor and I have had formal assessment meetings.	
10. I have regular planned contact with my induction tutor.	
11. Meetings with my induction tutor are arranged in advance to an agreed timetable.	
12. I have easy informal access to my induction tutor.	
13. My induction tutor is supportive, constructive and sympathetic to my needs.	
14. I have been observed teaching by my induction tutor (and/or other experienced staff as appropriate) and given helpful feedback.	
Assessment and progress	
15. My initial development targets were built on the Transition Document I had brought from ITT Provider.	
16. I clearly understand what my strengths are and what areas I have to develop.	
17. It has been made clear to me how I need to improve, and support has been planned to help me get there.	
18. It has been made clear to me that I am/am not making appropriate progress towards successful completion of my induction.	

My professional development	
19. I have observed others teach and learned from it.	
20. I have been taking part in and learned from in-school professional development activities, for example, twilights, development days etc.	
21. I have the same opportunity to attend courses as other staff.	
22. I have had support to plan for my development next year (if appropriate).	
Other support	
23. I have easy access to the resources that were in school.	
24. I am provided with support for planning.	
25. I am able to access a network of other ECT's and the ECF programme.	
26. My headteacher is available and supportive.	
27. I feel able to turn to other colleagues for advice as well as my induction tutor.	
28. My contributions to school and staff activities, and to staff meetings are welcomed.	
29. When I have a problem, I feel it is dealt with fairly.	
30. The induction booklet contains useful information.	
31. I have begun to maintain a portfolio that helps me record and plan for my professional development.	
32. As appropriate, I have had access to additional Appropriate Body advice and support, for example, advanced skills teachers, advisers, leading teachers.	
33. I feel that I can have access to the Appropriate Body 'named contact' if I need it.	

What to do if you are not satisfied with your induction

You should take increasing responsibility for your professional development as your induction support programme progresses. If you are not satisfied with the content and/or delivery of the programme of monitoring, support and assessment being provided during your induction, please act as quickly as possible – remember this is your induction. It is far better to raise any concerns at an early stage.

- Talk to your Induction Tutor/Mentor.
- Talk to a colleague.
- Raise issues with the appropriate senior school staff.
- Contact the ECT helpline by email.

Keeping Your Own Portfolio

ECT's are advised to keep a record of their own progress. Not only is it important that you know and can provide evidence that the statutory requirements are being fulfilled by your college, but it is also important that you are being reflective in reviewing and evaluating your progress, building on your strengths and addressing areas for development. The various checklists provide you with key documents to keep in your portfolio, but the following should be seen as guidance for what could be in a portfolio. **You are not legally required to keep a portfolio**, but it is seen as good practice and a useful tool for establishing your autonomy and control over your development as a teacher.

Documents	Essential
Key college documents linked to your Induction	E
College Induction programme	E
A termly action plan for your development	E
A shorter-term action plan where appropriate or determined by college practice (half-termly, fortnightly, weekly)	
An ECF log, evaluating the usefulness and application of what you learn on the ECF. This will be through the online platform with the lead provider and Appropriate Body	E
Evidence of progress	E
Sample lesson plans	D
Official written observation feedback	E
Personal evaluation of lessons	D
Mentor meeting notes, including action points	E
ECT Notification Form – for registering with the AB	E
ECT Induction Assessment Forms:	E
Term 1	E
Term 2	E
Term 3 Formal Assessment point	E
Term 4	D
Term 5	
Term 6 Formal Assessment Point and final report	D
Record of professional review meeting (x12)	E
Formal Lesson Observations (X12)	E
Agreed record of a mentoring session	E

Assessment dates for part time staff

In order for ECTs (Early Career Teachers) to successfully complete their induction they must complete 2 academic years or equivalent to 6 academic terms. While most ECTs will have a full-time contract with assessment due at the end of year 1 and year 2 there are many who are completing their induction on a part time basis. Below is a table to help identify when each assessment is due depending on the FTE contract.

Length of Contract	1 st formal assessment point	2 nd formal assessment point
1.0 (5days) Full time 6 terms or 2 years	39/40 weeks 3 terms One year	78/80 weeks 6 terms Two years
0.9 (4.5 days) 7 terms	44 weeks	88 weeks
0.8 (4 Days) 7-8 terms	50 weeks	100 weeks
0.7 (3.5 days) 8 terms	57 weeks	114 weeks
0.6 (3 days) 10 terms	66 weeks	132 weeks
0.5 (2.5 days) 12 terms (4 years)	80 weeks (2 school years)	160 weeks (4 school years)
0.4 (2 days) 15 terms	100 weeks	200 weeks
0.3 (1.5 days) 20 terms	133 weeks	266 weeks
0.2 (1 day) 30 terms	200 weeks 15 terms (five years)	400 weeks 10 years
0.1 (Half day) 60 terms	400 weeks 30 terms	800 weeks 60 terms

ECTs need to complete 378 days or equivalent for their induction period. Professional Progress Review points and monitoring reports will be completed during the period where no formal assessment point takes place.

Assessment Dates for ECT end of term assessments and reports.

Academic Year 2021-22 Year 1 of Induction with ECF programme	Autumn Term 1 September –December 1 term.	1 st Professional Progress Review Form due 9 th December
	Spring Term 2 January 2017- April	2 nd Professional Progress Review Form due 31 st March
	Summer term 3 April - July	Formal Assessment Point 1 14 th July This is the final report for year 1 and must indicate whether the ECT is on track to meet the induction standards

Academic Year Year 1 of Induction with ECF programme 2022-23	Autumn Term 4 September –December 1 term.	3 rd Professional Progress Review Form due 9 th December
	Spring Term 5 January 2017- April	4 th Professional Progress Review Form due 31 st March
	Summer term 6 April - July	Formal Assessment Point 2 14 th July This is the final report for year 2 and must indicate whether the ECT has met the induction standards

Appendix 1



ECT/QTS Lesson Observation Form

Teacher:	Subject:	Level:
Date:	Topic:	Absences dealt with: Y/N

Observer's comments

Focus and Teachers' Standards – consider objectives set in review meeting. Please comment on these areas in your feedback.	
1.	
2.	
WSFC priority 1: Bridging the gaps	
WSFC priority 2: Successful student interventions to achieve positive value-added outcome	
Observer's comments:	
Areas for development- these should feed into review meetings with induction tutor/subject lead	Suggestions for addressing the targets (refer to the Teachers' Standards booklet where appropriate)
Summary of key strengths:	
The induction tutor should retain a copy of this observation and the ECT/QTS teacher should be given a copy to keep in their ECT portfolio.	



Appendix 2



ECT Professional Review Meeting (half termly)

Name of ECT Name of Induction Tutor.....



Overall progress made against Standards/since last review (general statements)
Part 1: Teaching Review of progress in each of the Part 1 Standards (with evidence)
Part 2: Personal & Professional Conduct (evidence observed/noted)
Areas for development
Areas for development and specific objectives taken from action plan (relating to Standards)
Progress made in meeting objectives previously identified (n/a for very first professional review)
Agreed steps to be taken to help meet (new) objectives
Any other matters to note
Date of next professional review meeting:
I confirm that the above has been discussed and agreed
<div>Date:</div> <div>Signed: ECT</div> <div>Induction mentor</div>





PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>