

THOMAS MILLS HIGH SCHOOL



POLICY DOCUMENT 76 – APPROVED 22/03/2022

# Early Career Teacher (ECT) induction policy

aligned to Ambition Institute Full Induction  
Programme (FIP)

(for ECTs starting their induction on or after 1st  
September 2021)

(Replaces previous NQT policy)

## Vision Statement

*We, the staff and governors, aspire  
to ensure that all our students,  
irrespective of ability  
and regardless of anyone's doubts,  
achieve their potential in full;  
and we aspire in this way to make Thomas Mills High School  
the best in the country.*

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### 1. Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

### 2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

### 3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

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

#### **4. The ECT induction programme**

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

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured. The appropriate body being Suffolk County Council.

##### **4.1 Posts for induction**

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

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

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated (induction) mentor, who will provide regular structured mentoring sessions which, through a standardised routine, provide the ECT the opportunity to shape a clear model of better, identify a bite-sized area for improvement and use deliberate practice as per Ambition Institute Early Career Teacher Full Induction Programme – ideally weekly
- Regular, brief (15minute), focused observations of their teaching/planning/resource (as per the Ambition Institute Early Career Teacher Full Induction Programme) and follow-up discussions with prompt and constructive feedback – ideally weekly

- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

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

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), to be carried out by the Professional Tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

### **4.4 At-risk procedures**

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

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

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## 5. Roles and responsibilities

### 5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction, through the online access to the Ambition Institute Early Career Teacher Full Induction Programme materials
- Commit to weekly self-study of as per expectations of the Ambition Institute Early Career Teacher Full Induction Programme (10mins video, 15mins read of evidence summary, 15mins quiz and reflection) through the Ambition Institute platform (Steplab)
- Commit to deliberate practice within mentor feedback meetings, learning and practising aspects of the framework throughout the programme and embedding of new habits within teaching
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

**When the ECT has any concerns**, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

### 5.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching

- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

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

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

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

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide opportunity to shape a clear model of better, a bite-sized area for improvement and use of deliberate practice through the standardised routine as per Ambition Institute Early Career Teacher Full Induction Programme – ideally weekly
- Complete recording of the agreed action steps for the ECT on the Ambition Institute online platform (Steplab) to be reviewed in future session
- Commit to self-study utilising designated resources on Steplab and scheduled engagement at mentor clinic, coach-on-coach sessions and conferences as per Ambition Institute Early Career Teacher Full Induction Programme

- Ensure that the ECT understands and successfully embeds their learning into their classroom practice through effective instructional coaching
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

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

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

### **6. Monitoring arrangements**

This policy will be reviewed **annually** by the School's Professional Tutor. At every review, it will be approved by the Board of Trustees.



## Annex 1: ECT Lesson Observation Thomas Mills 2021/22

<p><b>Teacher:</b></p> <p><b>School: Thomas Mills</b></p> <p><b>Subject:</b></p> <p><b>Class/Year Group including the number of pupils:</b></p>	<p><b>Observer(s):</b></p> <p><b>Date &amp; duration:</b></p> <p><b>Focus:</b></p>
<p><b>Lesson Context:</b></p>	
<p><b>Part one: Teaching</b></p> <p><b>1 Set high expectations which inspire, motivate and challenge pupils <input type="checkbox"/></b></p> <p>1a) establish a safe and stimulating environment for pupils, rooted in mutual respect <input type="checkbox"/></p> <p>1b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions <input type="checkbox"/></p> <p>1c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. <input type="checkbox"/></p>	<p><b>Comments</b></p>
<p><b>2 Promote good progress and outcomes by pupils <input type="checkbox"/></b></p> <p>2a) be accountable for pupils' attainment, progress and outcomes <input type="checkbox"/></p> <p>2b) be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these <input type="checkbox"/></p> <p>2c) guide pupils to reflect on the progress they have made and their emerging needs <input type="checkbox"/></p> <p>2d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching <input type="checkbox"/></p> <p>2e) encourage pupils to take a responsible and conscientious attitude to their own work and study <input type="checkbox"/></p>	

<p><b>3 Demonstrate good subject and curriculum knowledge</b> <input type="checkbox"/></p> <p>3a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings <input type="checkbox"/></p> <p>3b) demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship <input type="checkbox"/></p> <p>3c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject <input type="checkbox"/></p> <p>3d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics <input type="checkbox"/></p> <p>3e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. <input type="checkbox"/></p>	
<p><b>4 Plan and teach well structured lessons</b><input type="checkbox"/></p> <p>4a) impart knowledge and develop understanding through effective use of lesson time <input type="checkbox"/></p> <p>4b) promote a love of learning and children's intellectual curiosity <input type="checkbox"/></p> <p>4c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired <input type="checkbox"/></p>	
<p><b>5 Adapt teaching to respond to the strengths and needs of all pupils</b> <input type="checkbox"/></p> <p>5a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively <input type="checkbox"/></p> <p>5c) 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 <input type="checkbox"/></p> <p>5d) 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. <input type="checkbox"/></p>	
<p><b>6 Make accurate and productive use of assessment</b> <input type="checkbox"/></p>	

<p>6b) make use of formative and summative assessment to secure pupils' progress <input type="checkbox"/></p> <p>6d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. <input type="checkbox"/></p>	
<p><b>7 Manage behaviour effectively to ensure a good and safe learning environment</b> <input type="checkbox"/></p> <p>7a) 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 <input type="checkbox"/></p> <p>7b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly <input type="checkbox"/></p> <p>7c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them <input type="checkbox"/></p> <p>7d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. <input type="checkbox"/></p>	
<p><b>8 Fulfil wider professional responsibilities</b> <input type="checkbox"/></p> <p>8b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support <input type="checkbox"/></p> <p>8c) deploy support staff effectively <input type="checkbox"/></p>	<p>(If appropriate)</p> <p>N/A</p>
<p><b>Part two: Personal and professional conduct</b></p> <p><b>9 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b> <input type="checkbox"/></p> <p>a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position <input type="checkbox"/></p> <p>b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions <input type="checkbox"/></p>	<p>(If appropriate)</p> <p>N/A</p>

**Feedback**

**Strengths**

- 
- 
- 

**Areas for Development**

- 
- 
- 

**Comments Strengths:**

**Comments Developments:**

**Agreed Actions**

- 
- 
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Signed:..... (Teacher)      Date:

Signed:..... (Observer)      Date:

Teachers' Standards		1	2	3	4
1	<b>Set high expectations which inspire, motivate and challenge</b>	Pupils' attitudes to learning are excellent because of the strong element of challenge and the high expectations set for the different groups of learners. Teaching leads to a high level of engagement/motivation/courtesy.	Pupils' attitudes to learning are good because there is a good level of challenge and expectation set for the different groups of learners. Teaching encourages pupil engagement/motivation/courtesy.	Most pupils have a positive attitude to learning because the challenge and expectations set for the different learners are broadly appropriate. Some of the teaching promotes engagement/ motivation/courtesy.	Pupils show little/no interest in the work because the challenge and expectations for the different groups of learners are not appropriate. The teacher is not a positive role model in attitude and/or values.
2	<b>Promote good progress and outcomes by students</b>	Pupils learn very well, building on their capabilities and prior knowledge. All pupils make excellent progress and can articulate their learning.	They are enthusiastic, interested and engaged in their learning. Most groups of pupils make good progress and know how and why.	Some groups of pupils show enthusiasm and commitment to their learning. Pupils make satisfactory progress but are not always challenged sufficiently.	Pupils are passive, are not involved and are frequently off task. Individual pupils or groups of pupils are not making satisfactory progress.
3	<b>Demonstrate good subject and curriculum knowledge</b>	The teacher has strong subject knowledge and communicates this in a highly effective/engaging manner. Misunderstandings are anticipated and addressed. The teacher responds confidently & accurately to pupils' subject-specific questions.	The teacher has well developed subject knowledge and communicates this effectively. Some misunderstandings anticipated and addressed. The teacher is able to respond to pupils' subject-specific questions securely.	The teacher knows their subject (with some gaps) and can communicate it competently. Misunderstandings sometimes anticipated and addressed. The teacher is able to respond to pupils' subject-specific questions satisfactorily.	The teacher demonstrates weak subject knowledge which is not communicated well. Misunderstandings are not anticipated and addressed. The teacher is unable to respond to pupils' subject-specific questions satisfactorily.
4	<b>Plan and teach well-structured lessons</b>	The lesson is very well planned, with challenging learning objectives, outcomes and tasks which meet all pupils' needs. The lesson is well paced, using imaginative teaching strategies.	The lesson is planned with learning objectives, outcomes and tasks which match the needs of nearly all pupils. The vast majority of the lesson time is utilised well and pacy, with a variety of teaching strategies deployed.	The lesson is planned but the LO/outcomes/tasks may have shortcomings; they meet the needs of most pupils. Much of the lesson time is used well with pace utilised on occasion.	The lesson is poorly planned and may just consist of a variety of tasks. The LO/outcomes/tasks are not always matched to the needs of the pupils.
5	<b>Adapt teaching to respond to the strengths and needs of all students</b>	Strong evidence that planning and teaching are differentiated to meet the learning needs of the full range of pupils in the group. The teacher is able to adapt the lesson/activities confidently.	Good evidence that planning and teaching include differentiation and meet the needs of most pupils. The teacher is able to make some changes to the lesson/activities during the lesson, to meet the needs of pupils.	Some evidence of understanding how to differentiate when planning and teaching in order to meet pupils' learning needs. The teacher occasionally makes changes to the lesson/activities during the lesson to meet the needs of pupils.	Has only a very basic knowledge of differentiation. Does not use this effectively, and groups of pupils are insufficiently supported or challenged. The teacher is not able to adapt teaching to pupils' needs in the lesson.
6	<b>Make accurate and productive use of assessment</b>	Prior and on-going learning is assessed systematically and accurately and used effectively during the lesson; evidence of effective questioning and other assessment strategies. Very well targeted oral/written feedback.	Prior and on-going learning is assessed accurately and used during the lesson with some evidence of effective questioning and other assessment strategies. Well targeted oral/written feedback.	There is evidence of some reasonably accurate and targeted assessment both prior to and in the lesson but questioning and other strategies need refining. Oral/written feedback is given which indicates what pupils have learnt.	Written assessment of pupils' work is poor and oral feedback is not effective. Assessment strategies do not help the pupils improve their work.
7	<b>Manage behaviour effectively to ensure a good and safe learning environment</b>	Has high expectations of behaviour, setting and applying clear rules and routines. Behaviour management strategies are applied consistently and used very successfully. Classes are managed very effectively in ways which involve and motivate pupils.	Has high expectations of behaviour, setting and applying clear rules and routines. Behaviour management strategies are applied consistently and usually successfully. Classes are managed well in ways which often involve and motivate pupils.	Has appropriate expectations of behaviour, setting and applying rules and routines. Behaviour management strategies are applied fairly consistently with some success. Classes are managed competently in ways which tend to involve and motivate pupils.	Expectations of pupil behaviour may not be clear, appropriate or applied effectively. Behaviour management strategies are not applied fairly, consistently or with success. Classes are not managed competently and pupils are not involved or motivated to comply. Poor learning relationships are evident, resulting in a climate not conducive to learning.
8	<b>Fulfil wider professional responsibilities</b>	Support staff deployed very effectively to enhance pupil learning	Support staff well deployed which results in good improvement to pupils' learning	Support staff deployed which results in some improvement to pupils' learning	TA is not deployed well in the lesson resulting in little or no impact on pupil learning.

## Annex 2: Thomas Mills High School – Mentor Role

### Early Career Teachers - Mentor role

As a mentor, you are responsible for coaching your early career teacher. This role involves guiding your teacher through the programme with weekly observations and instructional coaching sessions. Your role is vital to help teachers make the best possible start to their careers and apply their learning in the school's context. We will support you to do this, while also providing professional development opportunities that ensure you can benefit from the programme too.

### Profile

- ❓ Three or more years of teaching experience
- ❓ Interested in continuous professional development, and has the capacity to engage with each element of the programme
- ❓ Able to act as the point of contact for any concerns or queries your teacher has on the programme
- ❓ Specialist in same subject/phase as your teacher(s), so you can help them contextualise their learning

### Aims of the mentor

- ❓ Engage with the programme content to support your teacher's development
- ❓ Carry out weekly observation and instructional coaching sessions to support your teacher's progress
- ❓ Hold your teacher to account for engaging with the programme (taking part in their self-study and events)
- ❓ Attend our events for mentors to further develop your instructional coaching practice

### Support for you:

- ❓ **Supportive structure for your coaching sessions:** We will provide you with tools and resources to make your coaching simple and effective
- ❓ **Engage with the evidence and refresh your knowledge:** Steplab, Ambition's online coaching and learning platform gives you access to the latest research and thinking.
- ❓ **Mentor conferences:** Hear from inspiring educators and build your support group of regional peers
- ❓ **Mentor clinics:** to develop your knowledge and skills
- ❓ **'Coaching on coaching' sessions with an expert coach:** develop your instructional coaching practice

### Responsibilities of the ECT Mentor

Weekly	Bi-Annually
<ul style="list-style-type: none"> <li>❓ Complete a weekly targeted observation with your teacher (10- 15 minutes per week) pop in observation</li> <li>❓ During the observation, use Steplab to record your notes and set an action step for your teacher</li> <li>❓ Run an instructional coaching session with your teacher (Approximately 45 minutes per week)</li> </ul>	<ul style="list-style-type: none"> <li>❓ Attend mentor clinics and coaching on coaching sessions to continue to develop your instructional coaching</li> <li>❓ Work through each termly strand on Steplab with your teacher</li> </ul>