Grove Learning Trust

Creating Remarkable Futures

Early Career Teacher Induction Policy

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Version Control

Version	Date	Status	Author (AU) / Approver (AP)
2	28/09/25	Updates in line with new Initial teacher training and Early Career Framework	BG (AU)

Vision & Values

As one organisation, our vision for Grove Learning Trust is unapologetically bold. We are all about **creating remarkable futures.** For our children, our people, our places of work, we want the very best. We know that strong connections will enable us to achieve our vision, in a world where purposeful collaboration, based on mutual respect and trust, helps us to achieve more together.

Trust >> Connect >> Collaborate

Our policies underpin our vision and set out clearly our expectations of each other.

About this policy

- **Purpose** of the policy - why the policy exists and what it aims to achieve for GLT and employees
- **Scope** – who does the policy apply to and the specific areas of work the policy covers
- **Who is responsible** for the policy – include who employees can direct any questions to, and if applicable outline any appeals processes
- **Regulatory compliance / legislation** – include any legal and regulatory requirements that must be met
- **Related policies** – reference any related policies / those to be read in conjunction with

1. Aims

Each school within Grove Learning Trust aims to:

- run an early career teacher (ECT) induction programme that meets all of the statutory requirements underpinned by the Initial Teacher Training and Early Career Framework (ITTECF)
- 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. 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
- Initial Teacher Training and Early Career Framework
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 The 'relevant standards' referred to below are the Teachers' Standards.

This policy complies with our funding agreement and articles of association.

3. The ECT Induction Programme

The induction programme will be underpinned by the Initial Teacher Training and Early Career Framework (ITTECF) enabling early career teachers (ECTs) to understand and apply the knowledge and skills set out in the ITTECF.

Prior to the ECT serving their induction, the head teacher 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.

All school's use external providers to deliver the IITECF content for ECTs. These programmes are quality assured by either the Education Development Trust or by Ambition Institute. All trust schools use Swindon and Wiltshire Teaching School Hub as their appropriate body. The appropriate body will inform the DfE via the 'record inductions as an appropriate body' service of any ECTs who start an induction period or who have taken up a post in which to continue their induction.

3.1 ECT Induction Roles

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

3.2 Support for ECTs

We support ECTs through:

- their designated induction tutor, who will provide day-to-day monitoring and support, and coordinate their assessments
- their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- regular professional reviews of their progress, to take place termly, at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- opportunities to observe experienced teachers, either within the school or at another school with effective practice
- 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
- participation in similar planning, teaching and assessment processes to other teachers in similar posts
- reduced non-teaching responsibilities without appropriate preparation and support

3.3 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). These will be carried out by the school's induction 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 head teacher will also recommend to the appropriate body, in the final assessment report at the end of the programme, 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 head teacher, induction tutor and ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 5 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 head teacher will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

3.4 At-risk procedures

If it becomes clear during a 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:

- specific areas in which improvement is needed are identified
- SMART (specific, measurable, achievable, relevant, time limited) targets 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

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 head teacher will discuss this with the ECT and a member of the central education team for Grove Learning Trust, updating objectives as necessary and revising the support plan for the next assessment period.

The induction tutor, head teacher or central education team can contact the appropriate body at any time to discuss the support programme that has been put in place and the progress the ECT is making, to ensure the right balance of support and challenge to enable the ECT to achieve the relevant standards. The appropriate body can also be asked to quality assure the support programme, or observe the ECT teach, if there is a concern about the progress the ECT is making towards achieving the appropriate standards.

4. Roles and responsibilities

4.1 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 early career teacher entitlement (ECTE)
- 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 so they can attend training events
- keep copies of all assessment reports

If an 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

4.2 Role of the Head teacher

The **head teacher** 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 2 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 early career teacher entitlement (ECTE) 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 actioned in the least burdensome and most streamlined way
- make the academy committee 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, maintaining confidentiality and complying with data protection legislation and GDPR

4.3 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, headteacherl 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

4.4 Role of the Induction Mentor

The induction **mentor** will:

- regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- 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 ITTECF-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

4.5 Role of the Trustees

Through the work of the deputy CEO, trustees will:

- make sure the school complies with statutory guidance on ECT induction
- ensure there is capacity within the school to induct an ECT to the highest standard
- make sure the head teacher is fulfilling their statutory responsibilities
- investigate concerns raised by the ECT as part of the trust'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.

5. Monitoring Arrangements

This policy will be reviewed and approved annually by the standards and performance committee of the board of trustees to make sure it reflects current national practice and statutory guidance.

6. Links with other policies

This policy links to the following policies and procedures:

- appraisal policy
- grievance Pay
- pay policy