



**MANOR**  
TEACHING SCHOOL HUB  
*Proudly serving South Staffordshire,  
Walsall and Wolverhampton*

# ECT INDUCTION

## Summary of the Roles and Responsibilities



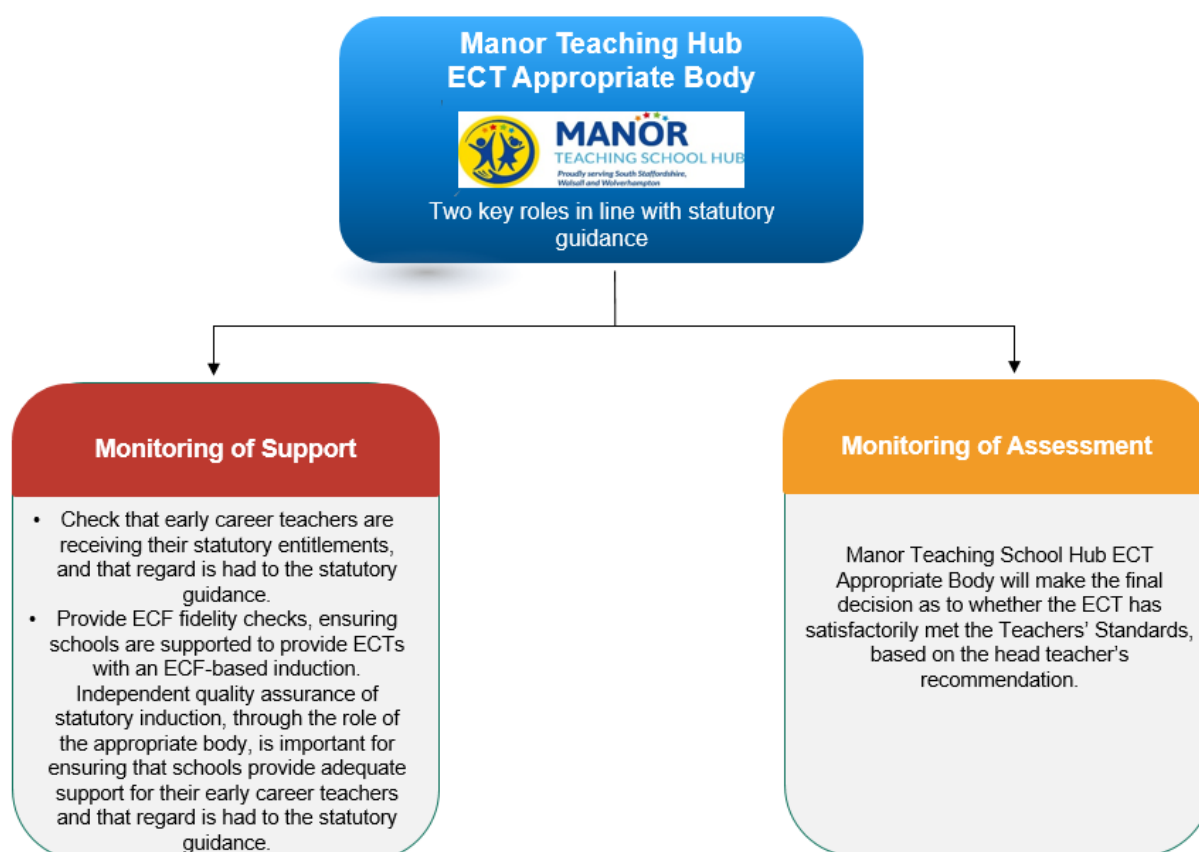
## Roles and Responsibilities

In line with statutory guidance, it is a collective responsibility to support, nurture and champion our beginner teachers. The following roles and responsibilities are based on those outlined within the DfE's statutory induction guidance for ECTs.

### Appropriate Body

Manor Teaching School Hub ECT Appropriate Body fully aims to support the schools and teachers they work with in a variety of ways and our core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career.

As an ECT Appropriate Body, we have two key roles in line with statutory guidance



With the role of quality assurance of the ECF induction process, Manor Teaching School Hub ECT 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, designated induction tutor and mentor, and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- 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 is expected to take steps to ensure that:**



- Headteachers have put in place an ECF-based induction programme for the ECT and that their programme of support is clearly based on the ECF.
- Headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction.
- 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 have the ability and sufficient time to carry out their role effectively.
- mentors have the ability and sufficient time to carry out their role effectively.
- Headteachers are consulted on the nature and extent of the quality assurance procedures it operates or wishes to introduce.
- any agreement entered into with either an FE institution or an 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.
- FE institutions are supported in finding schools for ECTs to spend ten days teaching children of a compulsory school age in a school.
- ECTs' records and assessment reports are maintained.
- all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- agreement is reached with the ECT and the Headteacher is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed.
- Agreement is reached with the ECT and the Headteacher is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two years and has met the necessary requirements to reduce induction.
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory, or an extension is required, and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of ECTs who have started, completed (satisfactorily or not); require an extension to; or left school partway through an induction period; together with details of the type of induction an ECT is accessing.

The Appropriate Body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes.
- provide information to the Headteacher on the types of induction available; and



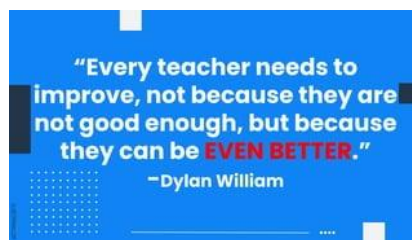
- respond to requests for assistance and advice with training for induction tutors and mentors.

## Early Career Teacher (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 Teachers' Standards
- Retain copies of all progress and assessment forms as well as lesson observation feedback forms.

We aim for schools within the Appropriate Body to encourage their ECTs to be proactive in their own career development and see themselves as continuous learners who see feedback as a progressive CPD and areas for development as opportunities for further learning and improvement.



ECTs have a responsibility to:

## Early Career Teachers have a responsibility to...

Take increasing responsibility for their own professional development as the induction period progresses

Engage with instructional coaching with Mentor to deliberately practise models of what good looks like

Negotiate next steps for professional development activities with their Mentor or Induction Tutor



Engage fully and proactively with mentoring, support and assessment

Evaluate, with support, their own performance and progress against the Teacher Standards

Engage fully and proactively with the ECT induction programme in place, including self study and participation in conferences and CPD sessions



## ECT Entitlements

ECTs have the right to:

- access an ECF induction programme that will commence upon appointment and be reviewed after one year in post.
- be employed in a post that enables them to teach classes within the age range and subjects for which they have been trained
- a **10%** reduction of the normal teaching timetable in the first year and a **5%** reduction in the second year
- support and guidance from an induction tutor who is adequately prepared for the role and will coordinate the ECF induction programme in school.
- meet termly with their induction tutor to review progress
- meet weekly (in first year) and fortnightly (in the second year) with their mentor
- time and regular opportunities to collaborate with other ECTs. Where appropriate this would include opportunities within their school, across trusts and beyond.
- support with building high quality, professional relationships with all members of the school community so that this impacts positively on the quality of learning across the school and fulfils the schools core values.
- opportunities for ECTs to collaborate with and observe best practice by expert teachers: shining the torch on best practise, to celebrate good practice and move practice forward through personalised developmental actions.
- have their teaching observed by expert colleagues, at least **once every half term**, with at least three of these observations being carried out by the Induction Tutor or members of the Senior Leadership Team
- to receive prompt written and verbal feedback on the teaching observed and to receive advice on how to improve.
- access external and internal training and CPD as appropriate.

## Suitable Post for ECT Induction

In order for the ECT to serve induction the Headteacher and Appropriate Body must first agree that **the post is suitable for this purpose**. The Headteacher of the institution in which an ECT is serving an induction period, and the Appropriate Body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT and the conditions under which they work should be such as to facilitate a **fair and effective assessment of the ECT's conduct and efficiency as a teacher** against the Teachers' Standards.

In particular a suitable post is expected to:



## Head Teachers

Headteachers will play a significant and leading role in the process of inducting Early Career Teachers to the profession. The Headteacher, along with the Appropriate Body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:

### Statutory responsibilities are:

- have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs.
- check that the ECT has been awarded QTS.
- ensure that the Appropriate Body has been notified when an ECT is taking up a post in which they will be undertaking induction.
- appoint induction tutors and mentors in line with paragraphs 2.41-2.43 of the statutory induction guidance; ensuring that both the induction tutor and mentor have the ability, training, and sufficient time to carry out their respective roles effectively.
- ensure that time is timetabled for the mentor and ECT to meet on a weekly basis (1 hour per week) in the first year and on a fortnightly basis (1 hour per fortnight) in the second year.
- ensure that an appropriate induction programme is in place.
- ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching.
- participate in the Appropriate Body's quality assurance procedures of the induction programmes.
- ensure that assessments are carried out and reports completed and sent to the appropriate body.
- ensure an ECT receives a **10%** timetable reduction in their first year of induction and a **5%** timetable reduction in the second year.
- recommend to the Appropriate Body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension.
- make the governing board aware of the support arrangements in place for the ECT.
- ensure that all relevant documentation relating to an ECT's induction is retained on file for six years.

There may also be circumstances where the Headteacher may need to:

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.

In addition to the above, Headteachers of independent schools (including academies and free schools) and nursery schools must also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.



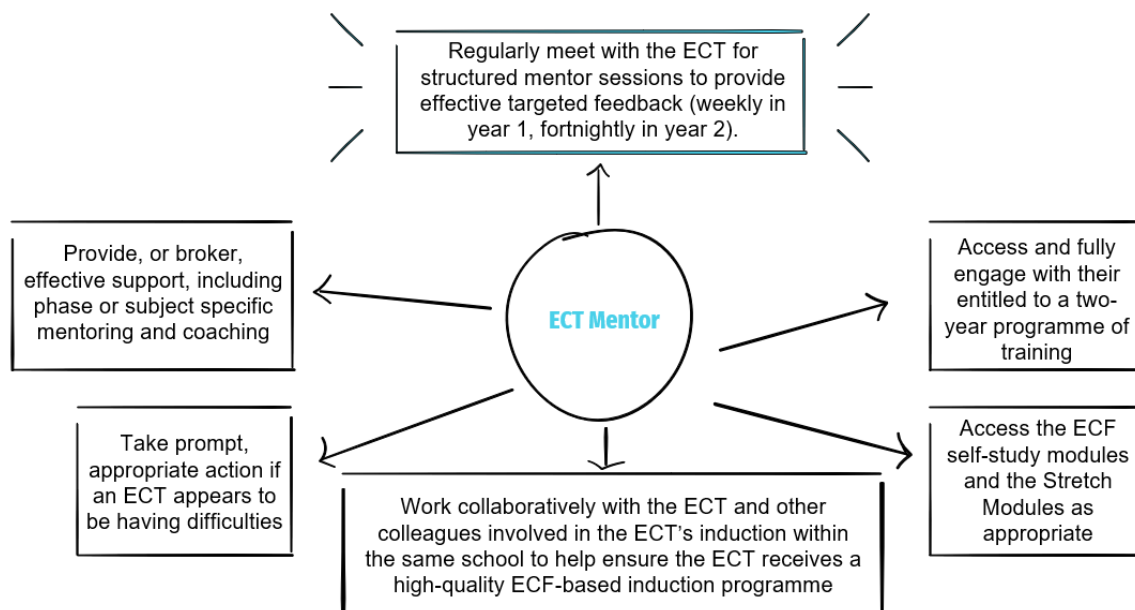
## Induction Tutor

The role of induction tutor is separate from the role of the mentor. The induction tutor is expected to:

- have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs and provide guidance and effective support to the ECT (with the Appropriate Body if necessary)
- co-ordinate and oversee the ECT's professional development, in line with the requirements of the appropriate body.
- carry out **termly** progress reviews throughout the induction period. In addition to the termly progress reviews, undertake two formal assessment meetings during the total induction period, in line with the appropriate body guidelines (refer to Section 11 for further information)
- ensure that the ECT's teaching is observed, and feedback provided on a **half-termly** basis.
- ensure that all documentation concerning an ECT is uploaded to ECT Manager in a timely manner and in line with the requirements of the Appropriate Body.
- take prompt and appropriate action if an ECT appears to be having difficulties.
- design (where appropriate) and co-ordinate a programme of induction that complements the ECF.
- support the ECT mentor team.
- keep the Headteacher informed of the ECT's progress.
- ensure that any assessment processes are not burdensome and do not add unnecessary workload to the ECT. The ECT is not expected to collect additional evidence against the ECF or the Teachers' Standards

## ECT Mentor

The role of the mentor is separate from the role of the induction tutor. The mentor is expected to:



## The Governing Body

The Governing Body:

- should ensure compliance with the requirement to have regard to the ECF and guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the Headteacher 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 institutions 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.

In addition, the Governing Body must be satisfied that the institution has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities.

## 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 ECTs 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 ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.



Collaboration



Integrity



Innovation



Impact