



West Norfolk  
Academies Trust

# **INDUCTION POLICY FOR ALL EMPLOYEES (Including ECT INDUCTION)**

**Reviewed by: Trustees**

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## **1. Introduction**

West Norfolk Academies Trust recognise that staff are our most valuable resource in providing the very best outcomes for all students.

Achievement of our vision depends on recruiting and developing high quality staff. Integral to this objective is the need to provide a framework for an effective induction. Further information on the development of staff can be found in the Trust Capability and Appraisal Policy, available on the Trust's website.

## **2. Terms of Reference**

**2.1** This policy applies to all employees of the West Norfolk Academies Trust.

### **2.2 Definitions:**

- "Executive Headteacher" also refers to any other title used to identify the Executive Headteacher, where appropriate, or other senior manager delegated to deal with the matter by the Executive Headteacher.
- "Headteacher/Senior Manager" refers, where appropriate, to any other title used to identify the Headteacher/Senior Manager.
- "Line Manager" refers to the person delegated to manage the employee. This may be a Senior Manager other than the direct Line Manager.
- "Employee" refers to any employee, teaching and support, employed to work at West Norfolk Academies Trust.
- "Relevant standards" refers to the Department for Education 'Teacher Standards', available at [www.gov.uk](http://www.gov.uk)
- "WNAT" and "the Trust" refers to the West Norfolk Academies Trust.

## **3. Scope**

**3.1** This policy applies to all employees of the West Norfolk Academies Trust.

**3.2** This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

## **4. Aims**

**4.1** The aim of the Induction Policy is to have a clear and consistent approach to the induction of new staff and ensure that all new starters:

- Have a smooth and effective transition to working at the School/Trust.
- Understand how the School/Trust operates, and the expectations placed on all staff.
- Understand their objectives for the performance year.
- Understand the Trust's commitment to safeguarding and the related policies and procedures.
- Understand the Health and Safety obligations of staff members and employer.

- Achieve and continue to develop the levels of knowledge and standards of professional competence necessary to maintain and improve standards in schools.
- Receive the necessary support and guidance.
- Are provided with time for discussion and reflection with colleagues.
- Participate in relevant professional learning programme activities to allow continued professional development.
- Understand their role in the induction programme.

**4.2** The aim of the policy with regards to the ECT Induction is to have a clear and consistent approach to the induction of ECT'S, to ensure they receive all the points set in section 4.1 and specifically:

- Participate in an ECT induction programme that meets all the statutory requirements
- Are provided with a supportive environment that develops them and they are equipped with the tools to be effective and successful teachers

## **5. Application of the policy**

**5.1** The policy is in two sections and should be read in conjunction with the Trust's Probation Policy, relevant to all support staff available on the Trust's website.

**5.1.1** Part A of this policy is applicable to all staff joining the Trust other than Early Career Teachers.

**5.1.2** Part B of this policy refers to the induction of Early Career Teachers (ECT's).

## **6. Principles**

**6.1** The Trust believe that an effective induction is one of the best ways to welcome and integrate new members of staff, thereby ensuring that they settle in and are able to work effectively and efficiently as quickly as possible so that they can fully meet the requirements of their job. Induction to the School/Trust involves contributions from a range of people.

**6.2** All staff have a role to play in the successful induction of new staff, be it in a formal or informal manner.

**6.3** All new staff will be provided with Handbooks for their school and the Trust on their first day of employment.

## **Part A**

### **1. Roles & Responsibilities**

#### **1.1 Headteacher (or nominated representative)**

**1.1.1** It is the Headteacher's responsibility to ensure that an effective induction takes place for a new member of staff.

#### **1.2 Line Manager**

**1.2.1** The Line Manager will be accountable for the member of staff concerned, from the pre-employment stage through to greeting on the first day and ensuring all areas on the Induction Checklist are covered and understood by the end of the Probation period, where relevant.

#### **1.3 Mentor (if applicable)**

**1.3.1** The mentor will liaise with the Line Manager and may support with areas including:

- Providing guidance on professional matters and professional behaviour.
- Sharing safeguarding strategies and expectations.
- Giving an overview of "who is who" at the School/Trust.
- Providing detailed information about the School/Trust including all relevant documentation and answering any questions that arise from the Induction Booklet.
- Ensuring all relevant colleagues are giving appropriate support and guidance with respect to ensure a successful induction.

#### **1.4 Human Resources (HR) Department**

**1.4.1** The HR Assistants are conversant with the Induction Policy and Procedures and will be able to provide advice and guidance where necessary with the guidance of the Trust's external HR provider. The HR department will:

- Maintain the Trust's Induction Handbook and ensure that an up-to-date version is available to Line Managers to access and use.
- Maintain the Trust's Induction Checklists and ensure that up-to-date versions are included in the Trust's Induction policy and available as a separate document for Line Managers to access and use.
- Maintain and update the Trust's Induction policy and ensure a copy is available on the Trust's website.

#### **1.5 New member of staff**

**1.5.1** The new member of staff must ensure that they fully participate in the induction process and work with their Line Manager and/or mentor to complete all the requirements listed on the Induction Checklist.

## **2. Induction Checklist**

- 2.1** The induction checklist, Appendix 1 or 2 needs to be completed for all new members of staff other than ECT's.
- 2.2** Once completed the checklist must be returned to the Headteachers PA (HR Department at Springwood) by the Line Manager. The checklist will be stored in the new employee's staff file.
- 2.3** The Headteachers PA must also inform the central Trust HR team that the Induction has been successfully completed. The Trust HR team will record this outcome centrally.
- 2.4** ECT's will complete paperwork as required by their induction programme (see Part B, Section 2)

## **Part B**

### **1. Legislation and Statutory Guidance**

- 1.1** Part B of this policy is based on the Department for Education's statutory guidance Induction for Early Career Teachers (England) 2021 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012. For full guidance please read ['Induction for Early Career Teachers \(England\) 2021'](#)
- 1.2** This policy complies with our funding agreement and articles of association.

### **2. The Induction Programme**

- 2.1** For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECT's will serve a full-time equivalent.
- 2.3** 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 this decision)

### **3. The Relevant Standards**

- 3.1** 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 framework set out by 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.

### **4. Posts for induction**

- 4.1** 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 school 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. A suitable post is expected to:
- have a headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
  - have prior agreement with an appropriate body to act in this role to quality assure the induction process;
  - provide the ECT with an Early Career Framework (ECF)-based induction programme;
  - provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
  - include the appointment of an induction tutor who is expected to hold QTS;
  - include the appointment of a designated mentor who is expected to hold QTS;

- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

**4.2** In addition, the governing body must be satisfied that the school has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities

## **5. Monitoring, Support and Assessment During Induction**

**5.1** A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:

- 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;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

## **5.2 Early Career Framework Based Training**

**5.2.1** The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

- To enable the delivery of an ECF based induction WNAT work with the University of East Anglia (UEA) who will deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is accredited and funded by the Department for Education.



### **5.3 Appointment of an Induction Tutor**

**5.3.1** The headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor. The induction tutor is a separate role to that of mentor.

### **5.4 Appointment of a Mentor**

**5.4.1** The headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

**5.4.1** The mentor and the induction tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher/principal themselves. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

### **5.5 Observation of the ECT's Teaching Practice**

**5.5.1** An ECT's teaching is expected to 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 Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.

**5.5.2** It is also expected that:

- the observer holds QTS;
- the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion; and
- any written record will indicate where any development needs have been identified.

### **5.6 Professional progress reviews of the ECT**

**5.6.1** The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

- 5.6.2** Progress reviews are expected to be informed by existing 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.
- 5.6.3** 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 the induction tutor.
- 5.6.4** A written record of each progress review is expected to be retained and 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. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.
- 5.6.5** Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.
- 5.6.6** It is expected that the induction tutor notifies 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 it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain 22 regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

## **6. Formal Assessments**

- 6.1** ECTs should have formal assessments carried out by either the headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should 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). It is for institutions and ECT's to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.
- 6.2** Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.
- 6.3** ECT's should be kept up to date on their progress. There should be nothing unexpected.
- 6.4** Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.
- 6.5** The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

**6.6** Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher 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

## **6.7 Interim Assessments**

**6.7.1** When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post 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 report 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.

## **6.8 Raising concerns**

**6.8.1** An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

## **7. Unsatisfactory Progress and Appeals**

### **7.1 Putting in place additional monitoring and support**

**7.1.1** Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor 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.

**7.1.2** If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher/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 Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

**7.1.3** 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, headteacher and appropriate body.

## **7.2 Action if performance is still unsatisfactory**

**7.2.1** 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; 33 • the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

**7.2.2** 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.

**7.2.3** The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

## **7.3 Action in the event of serious capability problems**

**7.3.1** In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

**7.3.2** Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

## **7.4 Making an appeal against a decision by the appropriate body**

**7.4.1** If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

## **8. Roles and responsibilities**

### **8.1 Role of the ECT**

**8.1.1** 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, 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;
- Participate fully in the agreed monitoring and development programme;

- 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; and
- Retains copies of all assessment reports

## **8.2 Role of the Headteacher**

**8.2.1** The headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- 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, who 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;
- Ensure that the requirements for a suitable post for induction are met;
- Ensure the induction tutor has the ability and 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 the ECT's progress is reviewed regularly, including through observations of and feedback on 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;
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- Make the governing board aware of the support arrangements in place to support the ECT serving induction;
- Make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- Participate appropriately in the appropriate body's quality assurance procedures; and
- Retain all relevant documentation/evidence/forms for 6 years.

**8.2.2** There may also be circumstances where the headteacher is expected 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 Teachers' 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 where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

**8.2.3** In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings

### **8.3 Role of the Induction Tutor**

**8.3.1** The induction tutor (or the headteacher if carrying out this role) is expected to:

- provide, or coordinate, guidance 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 (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- 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 is provided
- Ensure ECT's are 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; and

- Ensure that 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.

## **8.4 Role of the Mentor**

**8.4.1** The mentor (or the induction tutor if carrying out this role) 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; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

## **8.5 Role of the Appropriate Bodies**

**8.5.1** 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; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

**8.5.2** The role of an appropriate body can only be performed by the body specified in regulations and must not be delegated. The appropriate body may work with partners who can support or facilitate the delivery of the roles and responsibilities. The appropriate body itself must retain full responsibility for regulatory duties and powers including overseeing induction and decisions on passing induction.

**8.5.3** The appropriate body should, on a regular basis, consult with headteachers/principals 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.

**8.5.4** 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 (including sixth-form colleges) are supported in finding schools for ECTs to spend ten days teaching children of 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/principal 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/principal is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school 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

**8.5.5** 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.



## **8.6 Role of the Governing Body**

### **8.6.1** The governing body:

- should ensure compliance with the requirement to have regard to 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.

## **8.7 Teaching Regulation Agency**

### **8.7.1** 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.

## **8.8 Role of the Trust**

### **8.8.1** The Trust will:

- Ensure all the Trust schools comply with statutory guidance
- Be satisfied that the schools have the capacity to support the ECT's
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Ensure concerns raised by the ECT's are investigated in line with the relevant procedure / Trust policy
- If it wishes, 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

## **9. Monitoring arrangements**

### **9.1** This policy will be reviewed as required, according to changes to relevant statutory guidance, by the Professional Tutor and Headteacher and will be approved by the Trustees.

**APPENDIX 1**
**INDUCTION CHECKLIST SUPPORT STAFF**

Employee Name ..... Line Manager Name .....

Job Title ..... Start Date .....

When	Task	√ When complete	Notes
<b>Prior to first day</b>	Send copy of Trust Induction after offer is made		
	Line Manager to plan for the induction, including assigning a mentor (if applicable)		
	Set up employee's ICT account		
	Ensure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. notify your designated safeguarding lead (DSL) about carrying out safeguarding training		
<b>First day</b>	Show new employee where they will be working		
	Introduce them to their colleagues, including their mentor (if assigned), senior managers and key contacts		
	Discuss job standards and expectations		
	Schedule progress meeting with mentor and line manager for the end of the week		
	Give a copy of the school handbook and Induction		
	Take on a tour of the school including staff facilities		
	Photo taken for MIS – request ID Badge		

When	Task	√ When complete	Notes
<b>First day cont.</b>	Thumbprint taken (where appropriate) and canteen process explained		
	Outline Health & Safety procedures e.g. fire drill procedures and meeting points, the process for signing in and out of school and recording incidents / first aid		
	Familiarise them with their ICT Account and school systems		
	Explain absence reporting procedure (discretionary leave of absence and sickness)		
	Discuss contractual hours including working outside of term time where contracted and any annual leave allowances		
	Explain E-Payslip system and the process for pay queries, travel and overtime claims and term time + worked hours		
	Explain school timetable, including timings of staff meetings, assemblies and registration, lunch and break time arrangements where applicable including Duty rotas		
	Explain school process for requesting training		
	Explain school behaviour and pupil reward procedures (if applicable)		
		Show location of staff policies on Trust website	
<b>First week</b>	Safeguarding Training completed and policy read so aware of DSL contacts and school process		
	Read the school Behaviour Policy		
	Code of Conduct read and declaration signed		

When	Task		Notes
<b>First week cont.</b>	'Keeping Children Safe in Education' Part 1 read and declaration signed		
	Read the following Finance policies; Gift Policy Conflict of Interest Policy Fraud Policy Anti-Bribery Policy		
	Meet with mentor at the end of the week to review progress and identify training and development needs		
	Line Manager to outline expected performance and how it will be assessed including Probationary period where relevant and reviews		

**Once completed please give form to HR/PA for the employees file.**

Employee Signature .....

Date .....

Line Manager Signature .....

Date .....

Notes

## APPENDIX 2

## INDUCTION CHECKLIST TEACHING STAFF

Employee Name .....

Line Manager Name .....

Job Title .....

Start Date .....

When	Task	✓ When complete	Notes
<b>Prior to first day</b>	Send copy of Trust Induction after offer is made		
	Line Manager to plan for the induction, including assigning a mentor (if applicable)		
	Set up employee's ICT account		
	Ensure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. notify your designated safeguarding lead (DSL) about carrying out safeguarding training		
<b>First day</b>	Show new employee where they will be working		
	Introduce them to their colleagues, including their mentor (if assigned), senior managers and key contacts		
	Discuss job role, expectations and Teaching Standards		
	Schedule progress meeting with mentor and line manager for the end of the week		
	Give a copy of the school handbook and Induction		
	Take on a tour of the school including staff facilities		
	Photo taken for MIS – request ID Badge		

When	Task	√ When complete	Notes
<b>First day cont.</b>	Thumbprint taken and canteen process explained		
	Outline Health & Safety procedures e.g. fire drill procedures and meeting points, the process for signing in and out of school and recording incidents / first aid		
	Familiarise them with their ICT Account and school systems		
	Explain absence reporting procedure (discretionary leave of absence and sickness)		
	Discuss contractual hours including directed time		
	Explain E-Payslip system and the process for pay queries, travel and overtime claims		
	Explain school timetable, including timings of staff meetings, assemblies and registration, lunch and break time arrangements where applicable including Duty rotas		
	Discuss Curriculum details i.e. exam boards, student progress and department aims		
	Explain school process for requesting training		
	Explain school behaviour and pupil reward procedures		
	Show location of staff policies on Trust website		
<b>First week</b>	Safeguarding Training completed and policy read so aware of DSL contacts and school process		
	Read the school Behaviour Policy		
	Code of Conduct read and declaration signed		

When	Task	√ When complete	Notes
<b>First week cont.</b>	'Keeping Children Safe in Education' Part 1 read and declaration signed		
	Read the following Finance policies; Gift Policy Conflict of Interest Policy Fraud Policy Anti-Bribery Policy		
	Meet with mentor at the end of the week to review progress and identify training and development needs		
	Line Manager to outline expected performance and how it will be assessed including Performance Management and Reviews		

**Once completed please give form to HR/PA for the employees file.**

Employee Signature .....

Date .....

Line Manager Signature .....

Date .....

Notes