
London Borough of Camden

Early Career Teachers and Induction Tutor Handbook

September 2021

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1. Welcome to Camden's ECT induction programme

Dear ECT and Induction Tutor,

We would like to welcome you to the Camden Learning Early Career (ECT) induction programme. Camden Learning values its teachers as self-developing professionals and believes that the raising of educational achievement depends on having well-qualified, capable teachers who feel supported in the process of continuous learning for themselves and their pupils.

The induction of Early Career Teachers (ECTs) is an essential stage in the continued professional development of teachers. Camden Learning aims to provide support and encouragement for ECTs as they further develop their understanding and expertise. The role of the Appropriate Body is to ensure Early Career Programme and school-based induction supports the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

We hope you find this booklet helpful to you in your support and development of new teachers during their induction year.

Best wishes,

Margaret Mulholland
Camden Learning
Telephone: 07881 786 634
Email: Margaret.mulholland@camdenlearning.org.uk

2. Role of Appropriate Body

The role of the Appropriate Body is to ensure the following:
 ECT is supported in school,
 has a reduced timetable,
 informing Teaching Regulation Agency of ECT appointments and
 schools deliver an induction period that is underpinned by the ECF. The Appropriate Body (AB)
 will have the role in checking that an ECF-based induction is in place.

Quality Assurance

The Appropriate Body has the main quality assurance role within the induction process. It will establish that head teachers are aware of/capable of meeting their responsibilities and that the monitoring, support, assessment, and guidance procedures in place are fair and appropriate.

Quality assurance mechanisms include:

- Training and termly network meetings for Induction Tutors
- Links with national agencies
- Guidance material for Induction Tutors and ECTs
- Highlighting progress of ECTs
- Arranging professional development for ECTs through the induction programme
- Scrutiny of completed assessment forms and follow up
- Providing opportunities for ECTs to give feedback through ECT survey
- Appropriate body will visit sample schools as well as visit schools upon request

3. Introduction

Camden Learning values its teachers as self-developing professionals and believes that the raising of educational achievement depends on having well-qualified, capable teachers who feel supported in the process of continuous learning for themselves and their pupils. The induction of Early Career teachers (ECTs) is an essential stage in the continued professional development of teachers. Camden Learning aims to provide support and encouragement for ECTs as they further develop their understanding and expertise.

Below are details of key contacts for ECTs and induction tutors:

Oversight of Appropriate Body	Margaret Mulholland
Appropriate Body Coordinator	Paranie Sivachandra
School ECT Mentor	The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor
School ECTs Induction Tutor	Person responsible for coordinating ECT induction at school.

4. New to the early career framework

- The term early career teacher (ECT) replaces newly qualified teacher (ECT)
- ECT induction has been increased to two years
- Schools are expected to deliver an induction period that is underpinned by the ECF. Appropriate bodies will have a role in checking that an ECF-based induction is in place
- There will be two formal assessment points, one at the end of year one, and one at the end of the induction period. However, Camden Learning will continue to carry out regular performance reviews and check-ins.

5. The DfE statutory arrangements and guidance

All ECTs must have a reduced timetable, 90% of the normal teaching load in the school. The extra 10% of non-contact time is to be used for ECTs' professional development. ECTs are entitled to preparation, planning and assessment time as well as the time for professional development. This means that ECTs' scheduled load is likely to be around 81% of the week in year one (ECTs will also receive a 5% timetable reduction in the second year of induction). Camden ECTs, during their non-contact time, are able to pursue an ECT programme organised by their schools, and also are able to participate in the programme organised centrally by Camden Learning through Education Development Trust (EDT). Induction tutors are responsible for negotiating the school-based programme with their ECTs.

The DfE ECT guidance states that the ECT's post must:

- have a head teacher/principal to make the recommendation about whether the relevant standards have been met
- have prior agreement with an Appropriate Body to act in this role to quality assure the induction process
- provide the ECT with the necessary employment tasks, experience and support to enable them to meet the relevant standards throughout and by the end of the induction period
- ensure the appointment of an induction tutor with Qualified Teaching Status (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
- not involve additional non-teaching responsibilities without the provision of appropriate

As part of the two year induction ECT's must have a named school induction tutor. The induction tutor is responsible for supporting and monitoring the progress of the ECT against the relevant standards. The ECT assessment forms are completed on ECT Manger (<https://camdenlearning.ectmanager.com/Login.aspx>) and electronically signed by the school's induction tutor, ECT and the head teacher.

As part of the induction arrangements:

- The Teachers' Standards will be used to assess an ECTs performance at the end of their induction period.
- There should be a review meeting once every half term to revise and set objectives and agree action points; **NB. These meetings are in addition to the assessment meetings at the end of each term;**
- 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.
- ECTS will be formally assessed one midway through induction (i.e end of year 1) and one at the end of the induction period. Termly reports will still be expected to be completed. Formal assessments should be submitted via ECT Manager.

The induction tutor (or head teacher) arranges and conducts the ECT assessment meeting at the end of each term. This relates to statutory expectations defined by the Department for Education.

6. The role of the ECT

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme,
- provide evidence of their progress against the Teachers' Standards,
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable.
- Consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.
- Engage fully with the Early Career Framework. Attend the Full Induction Programme Lead by Camden Learning or provide a school based programme using DfE ECF resources.

If ECTs have concerns about the content and/or delivery of induction they should raise these in the first instance with the induction tutor, or if this is not possible, ECTs should make use of the internal school procedures for raising professional concerns. If concerns go beyond the school's procedures, ECTs can refer to Camden Learning's Induction Advisory team. Induction tutors may also consult with the Induction Advisors.

In exceptional circumstances ECTs may wish to discuss induction issues with someone at the appropriate body who is not involved in the induction process. The Named Person for Camden is:

Nicholas Smith
Head of Education Commissioning and School Organisation
nicholas.smith@camden.gov.uk

Keeping a professional development portfolio (PDP)

ECTs are strongly recommended to maintain a professional development portfolio (PDP). The portfolio, at the two year induction, should reflect the ECT's progress, work that they are most pleased with, and which shows a positive impact on pupils' progress. A scheme of work or a group of lessons with annotated evaluations may well be sufficient to cover many of the Teachers' Standards. It is suggested that ECTs select evidence at the point of the first assessment. This may be replaced or added to at the second and final assessment. The CEDP provides guidance and a structure for managing a PDP.

7. The role of the school induction tutor

ECTs must be assigned an induction tutor (or the headteacher if carrying out this role). The induction tutor is the member of staff in school responsible for ECTs statutory induction and assessments. Induction tutors makes judgements about ECTs performance in relation to meeting the Teachers' Standards. ECTs should have regular informal and formal meetings with their Induction Tutor. Here are some aspects of the Induction Tutor's role.

Ensure that the ECT:

- Provide, or coordinate, guidance for the ECT's professional development; ensuring the ECT engages fully with the Early Career Framework.
- Carry out regular progress reviews throughout the induction period;
- Undertake two formal assessments 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 the 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 provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; 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. Role of the mentor

The mentor is expected to:

- Register and engage fully with the wealth of opportunities for professional development of mentors through the Early Career Framework.
- 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.

9. School observations

It is strongly advised that an observation takes place within the first four weeks. The ECT and induction tutor (or observer) should discuss the focus(es) of the observation and time should be made available for feedback. A record of these observations should be kept by both induction tutors and ECTs. These records should be used to inform:

- further advice and support
- setting/revising objectives and agreeing action points
- the ECT's evidence against the Teachers' Standards

As part of the school based induction ECTs should have the opportunity to observe colleagues in their school and, where appropriate, in other schools. The induction tutor should have responsibility for these arrangements. ECTs may find the following guides useful in preparing for an observation.

Observation guide for induction tutors

The Preparatory Meeting	The Observation	The Feedback
<ul style="list-style-type: none"> • Agree features or focus for observation • Clarify criteria and evidence for observation • Agree method of recording • Agree role of observer • Agree length of observation • Decide on how the observer will be introduced and his/her role explained • Discuss context of class and lesson 	<ul style="list-style-type: none"> • Arrive promptly • Record what you see, descriptive rather than evaluate • Note questions for further clarification and discussion • Excuse yourself to teacher if leaving before the end of the lesson 	<ul style="list-style-type: none"> • Straight after/same day if at all possible • In a private space • Clarify time available • Start on a positive note • Ascertain ECT's perceptions • Be descriptive and specific • Refer to things which can be changed • Offer alternative strategies • Acknowledge that the feedback is from your own perspective • Agree the meeting notes

Please remember that all observations conducted for purposes of induction must refer to the Teachers' Standards

Observation aide memoire

Assessment Criteria	Recording information	What constitutes evidence
<ul style="list-style-type: none"> • Classroom organisation • Use of display and resources • Planning • Introduction to lesson • Managing transitions • Managing group work • Questioning and listening • Pace • Delivery style • Lesson materials • Managing disruptive behavior • Equal opportunities issues • Relationship with children • Working with support staff • Support for English as an additional language (EAL) children • Support for SEN/D children (<i>Special Educational Needs and/or Disabilities</i>) 	<ul style="list-style-type: none"> • Checklists • Comments against criteria • Descriptive narrative • Time/activity log • Keywords used • Pupil tracking • Children's responses/involvement • Video/audio recording • Critical incident recording 	<ul style="list-style-type: none"> ☐ Medium-term/short-term curriculum planning ☐ Pupils' targets and their progress ☐ Personalised plans for children who have been identified as needing special support that ECTs have helped to prepare/review ☐ Evidence from self-review/lesson evaluations assessed pupils' work ☐ Reports to parent and carers ☐ Feedback from parents and carers ☐ Records of observations ☐ Reflection/notes on Continuing Professional Development (CPD) opportunities ☐ Reflections on lessons the ECT has observed ☐ Evaluation of CPD/impact on pupils' learning ☐ Evaluation of CPD/impact on pupils' learning ☐ ECT learning logs ☐ Promotion of creativity ☐ Contribution to collaborative/wider working

10. The role of Camden Learning Appropriate Body (Camden Learning's role as ECT Induction Advisor)

Camden Learning Appropriate Body is responsible for quality assuring induction within schools and the relevance and quality of the training programmes. The ECT Induction Advisor's role includes:

- liaising with schools on ECT progress;
- working with head teachers to organise the ECT induction programme;
- offering advice and support to ECTs;

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; working with head teachers to organise the ECT induction programme;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Ensuring the ECF is embedded as a central aspect of induction; it is not an additional training programme nor is it an assessment framework.

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;
- 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;
- mentors have the ability and sufficient time to carry out their role effectively;
- any agreement entered into with either an FE institution or an independent school's governing body is upheld;
- 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;
- 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

For those running a CiP or school based programme

Camden Learning Appropriate Body will be required complete an ECF fidelity check before the start of induction.

Schools are expected to supply a level of detail on planning and delivery in ECF fidelity checking, based on their chosen ECF-based programme.

Clarification of roles and responsibilities are outlined below.

- **Appropriate body:** check school's plans for delivering an ECF-based induction and verify that this has been received by the ECT.
- **Headteacher:** ensure that an appropriate ECF-based induction is in place for the ECT and submit induction plans to the appropriate body.
- **Induction tutor:** support the headteacher in planning an ECF-based induction as required. Ensure that mentor and ECT are aware of the plans for an ECF-based induction.
- **Mentor:** 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.

11. The school's assessment of induction

There are two formal assessment meetings in the two year induction period which take place at the end of each induction year. These should be conducted by the induction tutor and/or headteacher. The first assessment meetings involve schools reporting on the ECTs progress against the core standards. The final report, at the end of the induction period, requires a short summation of the ECT and the overall progress objectives set should also be recorded on the form. These forms can be accessed on Camden Learning's ECT Manger site (<https://camdenlearning.ectmanager.com/login.aspx>). ECTs who are employed part-time should be assessed on a pro-rata basis.

The school's final assessment is a recommendation. The final decision rests with the Appropriate Body (Camden Learning). The Appropriate Body has the power, in exceptional circumstances, to extend an ECT's induction period.

Concerns about an ECT's progress

The Appropriate Body requires that the first observation takes place within the first four weeks of term. This ensures that any problems are identified quickly and appropriate action is taken. If the school is in any doubt that an ECT may be in danger of not meeting standards, the Appropriate Body should be advised by half term at the latest or as soon as any problems are identified.

ECT assessment arrangements

Dates of ECT assessments/check ins:

Date	Title	Compulsory to
TERM ONE		
29 th September 2021	Statutory Check in Survey	ECT Induction tutor Mentor
8 th December 2021	Term one Year 1 Interim Report	ECT Induction Tutor
TERM TWO		
26 January 2022	Statutory Check in Survey	ECT Induction tutor Mentor
16 th March 2022	Term two Year 1 Interim Report	ECT Induction Tutor
TERM THREE		
25 TH April 2022	QA quality experience survey	ECT Induction tutor Mentor
6 th July	FIRST ECT INDUCTION ASSESSMENT	Induction Tutor ECT

These dates apply to ECTs on full time contracts, starting in September 2021. ECTs on part time contracts will have their induction period extended on a pro-rata basis. The school will be given the assessment dates by the Appropriate Body based on the information provided on registration.

Upon the recommendation of the ECTs headteacher, the final decision is made by the Appropriate Body as to accept, or not accept, these recommendations. Appeals by ECT's against the Appropriate Body's decision must reach the TRA (Teaching Regulation Agency) Further guidance about the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>

In cases where ECTs fail to complete the induction period satisfactorily, and no extension is granted, their contracts will be terminated. Where the Appropriate Body has agreed that there are good grounds for an extension to the ECT's induction period the school may still decide to terminate the ECT's contract. If an extension has been granted, but the school has not agreed to the ECT serving the extension within the school the ECT will need to seek another post in which to complete the induction period.

Challenges by ECTs to the head teacher's recommendation

If ECTs are unhappy with the head teacher's decision they are able to make written representations to the Camden Learning ECT Lead Induction Advisor (Margaret Mulholland) within ten days of the decision being made. In such cases a panel will consider the evidence presented by the head teacher and the ECT before making the final decision.

Challenges by a school to the non-validation of its recommendation

If a school challenges the decisions made by Camden Learning of its recommendation a panel will examine the evidence and decide whether the ECT in question has successfully completed induction.

12. Early Career Framework

The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.

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 not an additional training programme.

There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:

<p>A funded provider led programme</p>	<p>Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.</p>
<p>Schools deliver their own training using DfE accredited materials and resources</p>	<p>Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.</p>
<p>Schools design and deliver their own two-year induction programme for ECTs based on the ECF.</p>	

13. Becoming familiar with the school's systems and procedures

It is important before an ECT becomes involved in teaching a class that they have the necessary basic knowledge of their school. Each learning institution is different; it is recommended that ECTs work through the checklist provided on the following page:

Arrangements for	Response
Registration	
Lost Property	
Break, dinner duties and wet play	
Assemblies	
Collection of Children by parents/carers at the end of the day	

Policies and procedure	Response
Behaviour in class, around the school and in the playground	
Pupil absences and lateness	
Communications with parents and carers	
Arranging outings	

What to do if	Response
There is a fire	
There is an accident in class	
A child becomes unwell	
There is a stranger on the premises	
There is a fight between pupils	
You are unable to attend school	
You are faced with a child protection issue	
There is a racist incident	

The various roles of	Response
The school's support staff	
Other adults supporting your pupils	
The school governors	

14. Useful information

Teachers' Professional Associations

Association of Teachers and Lecturers (ATL)

7 Northumberland Street, London WC2N 5DA 0207 930 6441 www.atl.org.uk

National Association of Schoolmasters and Union of Women Teachers (NASUWT)

Rose Hill, Rednall, Birmingham B45 8RS 0121 453 6150 www.nasuwt.org.uk

National Education Union (NEU)

Hamilton House, Mabledon Place, London WC1H 9BD 0207 388 6191 www.neu.org.uk/join-now

Voice – the Union for Education Professionals

2 St James' Court, Friar Gate, Derby DE1 1BT 01332 372337 www.voicetheunion.org.uk

Some of your senior leaders may be members of ASCL <http://www.ascl.org.uk/about-us/> so this is useful for you to recognise as an association for leaders and for you to consider in the future.

Useful contacts and links

Camden Learning 5 Pancras Square London N1C 4AG	Margaret Mulholland Appropriate Body Lead Induction advisor Telephone: 07881 786 634 Email: margaret.mulholland@camdenlearning.org.uk
	Paranie Sivachandra ECT Appropriate Body Coordinator & Induction Advisor: Telephone: 07950559246 Email: paranie.sivachandra@camdenlearning.org.uk

Teachers' Pay and Conditions

School teachers' pay and conditions document 2016 and Guidance on School Teachers' Pay and Conditions are available [here](#).

Camden/Camden Council

There is useful information about Camden on Camden's website: www.camden.gov.uk. For information on Camden schools see www.camden.gov.uk/learn.

Completion of ECT induction

Once induction has been completed, ECTs can download their certificates by visiting the Teaching Regulation Agency website at this address:
<https://teacherservices.education.gov.uk/SelfService/login>

The teacher self-service (TSS) web facility allows you to:

- *View your teacher record*
- *Obtain your QTS and Induction certificate*
- *Update your personal details*
- *Download and print a letter confirming your teacher qualifications*
- *Input your employment details*

Affordable Homes to buy and rent

Homematch

www.homematch.org.uk

The Grange, 100 High Street,

Email: homematchinfo@metropolitan.org.uk

Southgate N14 6PW

Telephone: 0845 230 80

Early Career Framework – key information and FAQs

ECT has replaced NQT

The term ‘early career teacher’ refers to a newly qualified teacher in their first or second year of induction.

The offer

New teachers will now receive development support and training over 2 years instead of one, underpinned by the ECF. The offer for early career teachers includes:

- 2 years of new, funded, high-quality training
- freely available high-quality development materials based on the ECF
- funding for 5% time away from the classroom for teachers in their second year
- a dedicated mentor and support for these mentors including access to funded high-quality training
- funding to cover mentors’ time with the mentee in the second year of teaching

Early career teacher pay progression

- A 2-year induction will have no adverse impact upon early career teachers’ pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow, both during and after induction.

Funding for national roll-out

All state funded schools offering statutory induction will receive additional funding to deliver the ECF reforms.

The funding will cover:

5% off timetable in the second year of induction for all early career teachers to undertake induction activities including training and mentoring funding for mentors to spend with early career teachers in the second year of induction - this is based on 20 hours of mentoring across the academic year

Funding (year 2)	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Rounded cost per Early Career Teacher	£1,200	£1,500	£1,400	£1,300
Rounded cost per mentor	£900	£1,100	£1,100	£900
Total	£2,100	£2,600	£2,500	£2,200

The funding amount is calculated by taking the average salary of mentors and early career teachers, split by region.

State schools undertaking statutory induction will receive a single payment for their early career teachers and mentors in the summer of the second year of induction.

Institutions which are eligible to offer statutory induction, are not state funded (for example, independent schools) and want to offer their ECTs the provider-led programme may enter into arrangements with lead providers directly to access the Full Induction Programme. This is subject solely to the agreement of the lead provider and the institution.

Where agreement cannot be reached these institutions will be able to deliver their own training using the

freely available DfE accredited materials and resources or design and deliver their own programmes. In such instances the appropriate body will be responsible for ensuring the ECT receives a programme of training and support based on the ECF.

Role of the Appropriate Body (Camden Learning) and ECF induction

- The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- An ECT cannot start their induction until their appropriate body has been agreed.

Reduced Timetable

- In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. (This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis).

Length of Induction

- The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms
- In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards they may be able to have their induction period reduced

Monitoring, support, and assessment during induction

- 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.

Early Career Framework based training

- 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 not an additional training programme.
- There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:

1. A funded provider led programme - Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.

2. Schools deliver their own training using DfE accredited materials and resources - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.

3. Schools design and deliver their own two-year induction programme for ECTs based on the ECF.

Appointment of an induction tutor/ Appointment of a mentor

- 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.

Observation of the ECT's teaching practice

- An ECT's teaching is expected to be observed at regular intervals throughout their induction period
- It is also expected that the observer holds QTS;

Professional progress reviews of the ECT

- 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.

Formal Assessments

- ECTs should have formal assessments carried out by either the headteacher/principal 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 ECTs 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.
- ECTs should be kept up to date on their progress. There should be nothing unexpected.

Completing the induction period

- An ECT completes their induction period when they have served:
 - the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
 - a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience (see paras 3.2– 3.4); or
 - a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body)
 - Separately, ECTs serving induction on a part-time basis may, on completion of a period covering but not equivalent to two full years, be able to have their induction period reduced. It is for the appropriate body to consider whether to grant a reduction and bring forward the final assessment point. When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the headteacher/principal and must gain the agreement of the teacher concerned. A reduction should only be made on the basis that the ECT has met the Teachers' Standards.

FAQs

Can we offer a one year contract in the first instance for any NQT's we appoint for September 2021

Yes, you can however it will need to be made very clear to the ECT that they would not be able to complete induction at the school and would need to find another position after the one year contract.

What happens to my NQT that started mid 2020/2021 and will complete induction in 2021/2022?

These teachers will be covered by transitional arrangements and will have two years, until 1 September 2023 to complete their one-year induction period.

Do fast-track ECTs have to engage in ECF based training if they are completing induction in the minimum one term?

Teachers serving a reduced induction should still receive an ECF based induction and headteachers should work with induction tutors (and providers where appropriate) to ensure the training is appropriate in each individual circumstance

Can I still appoint an ECT mid-year, as the guidance states that induction cannot be deemed to start until training commences?

Induction posts can still start midterm/year. Headteachers should ensure that ECTs can access an ECF based induction regardless of what point in the year they start their teaching post.

My school is small, and I cannot separate induction tutor and mentor. Sometimes I (headteacher) have to take on these roles. How will this be checked

We recognise that some schools have limited capacity and may struggle to provide a separate induction tutor & mentor. In some exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher 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

Who can fulfil the mentor role? Do they need to be at leadership level?

A criteria has not been set for who can fulfil the role of mentor. The headteacher is expected to identify an appropriate person to act as the ECT's mentor. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role

What is the difference between mentor and Induction tutor? i am assuming that the mentor is more about coaching and the tutor more about observations. is there a JD/spec explaining this?

Yes, the recently published statutory guidance sets out the differing roles and responsibilities between induction tutors and mentors. The roles have been separated out into two roles to ensure that mentoring support (role of mentor) is not conflated with assessment against the Teachers' Standards (role of induction tutor)

I need to organise my timetable for next year. How should I factor in the ECT and Mentor time?

ECT for year one timetable will look the same as previous NQTs. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation, and assessment time (PPA) that all teachers receive.

It is also advised that mentors should be allocated extra time to support their ECT. We would suggest that the mentor is given an extra 30 minutes a week/one hour a fortnight off timetable.

The table below gives you an idea of what is required of the Mentor and ECT for both years.

Timetabling ECT	Year One	Year 2
	81% Timetable	91% Timetable
Mentor	<ul style="list-style-type: none"> - 3hrs scheduled training in term one - 5hrs scheduled training in term two - Regular 1 - 1 sessions with mentor minimum weekly/fortnightly meetings 	<ul style="list-style-type: none"> - 3hrs scheduled training in term three - Regular 1 - 1 sessions with mentor minimum weekly/fortnightly meetings

It is suggested that the mentor is expected to meet with the ECT for half an hour on a weekly basis or one hour on a fortnightly basis.

How will Induction be served when teachers are on supply? I.e. they currently have to work at least one full term for it to be counted but, if there are assessments annually, can they still split Induction like this?

Yes ECTs can continue to move between schools during induction. The minimum period that counts towards induction will remain at 1 term so as long as the ECT's induction post is longer than 1 term the completed terms will be carried over. If an ECT leaves a post after completing one term or more in an institution but before the next formal assessment, the induction tutor is expected to complete an interim assessment which will capture the ECT's current progress and performance.

What happens to the funding if an ECT leaves the school before the summer of Year 2?

If an ECT leaves part way through their second year of induction, then part funding will be calculated based on the School Workforce Census returns. Year one funding is already included in the National Funding Formula so schools will continue to receive this as normal.

Does the role of mentor need to be given a TLR/ move up a pay scale?

This is up to the Headteacher and can decide if the role requires a pay increase.

Are QTLS teachers expected to do ECF induction?

Teachers who take the QTLS route are currently exempt from requiring statutory induction. But the DfE-accredited materials are available to all schools, so they would be able to deliver these training materials to those teachers if they feel they would benefit, certainly.

Why does the funding for time off timetable only cover the 5% time in the second year?

Year one funding is already included in the National Funding Formula so schools will continue to receive this as normal

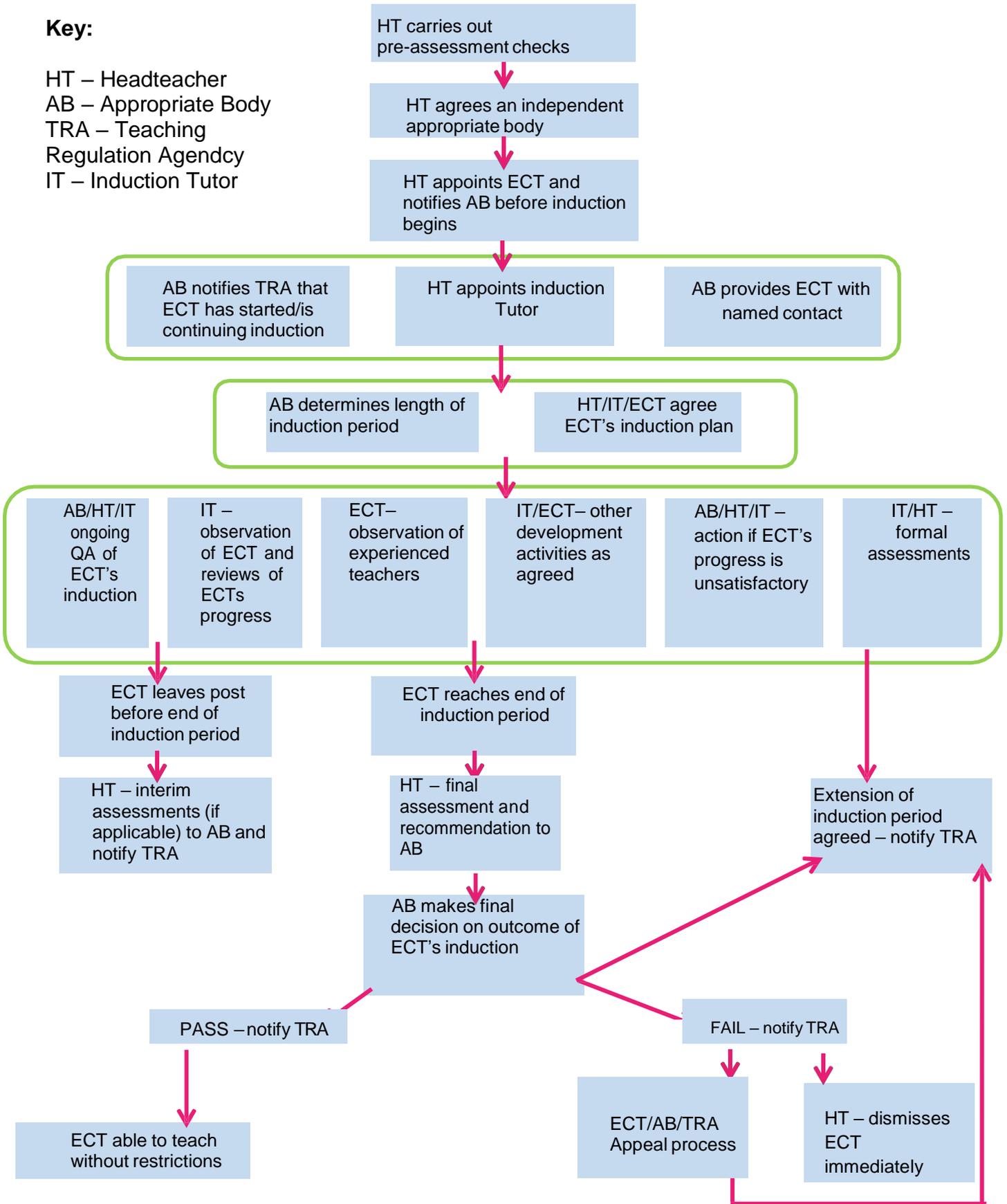
Where can I find any further information or guidance

For further information visit Gov.uk website: [Guidance Early career framework reforms](#) where you will find handbooks and further guidance on the Early Career Framework.

Appendix A - An overview of the induction process – taken from the statutory guidance

Key:

HT – Headteacher
 AB – Appropriate Body
 TRA – Teaching Regulation Agency
 IT – Induction Tutor



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