
London Borough of Camden

**Early Career Teachers and
Induction Tutor
Policy**

September 2023



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1. Welcome to Camden & induction as a new teacher.

Dear ECT and Induction Tutor,

We would like to welcome you to the Camden Learning. 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 will be working alongside the Appropriate Body - Central London Teaching School Hub to provide support and encouragement for ECTs as they further develop their understanding and expertise.

The role of the Appropriate Body is to ensure Camden's 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

Sophie Noke
Central London Teaching School Hub
Telephone: 020 7479 3904
Email:
sophie.noke@paddington-academy.org

2. Early career framework

ECT induction will last two years (6 full terms).

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, CENTRAL LONDON TEACHING SCHOOL HUB & Camden Learning will continue to carry out regular performance reviews and check-ins.

3. 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 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.

Statutory guidance states that induction can only be completed in suitable education setting that provides:

- prior agreement with an Appropriate Body to act in this role to quality assure the induction process
- a head teacher/principal to make the recommendation about whether the relevant standards have been met
- 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 preparation and support

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 ([Central London Teaching School Hub - ECT Paperless Induction and Assessment Management System](https://ectmanager.com)) (ectmanager.com)

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 ECT's 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. (The expectation is that ECTs should have regular informal drop-ins with 2 formal observations each term).
- ECTS will be formally assessed against each of the Teacher Standards at the end of year one and at the end of year two – *End of Year One* and *End of Year Two Assessments*. Shorter *Progress Reviews* will be conducted termly (autumn & spring). These reports are brief updates that alert the AB to any ECT not making expected progress. All 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.

Roles & Responsibilities

4. 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.

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 Central London Teaching School Hub is:

Sophie Noke
Central London Teaching School Hub
sophie.noke@paddington-academy.org

5. 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. The role of the induction tutor is strategic and supports whole school development opportunities for the ECT. 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;
- Ensure the ECT is aware of their progress and particularly where there are concerns make sure the conversation is with them rather than about them.
- Involve the ECT in their progress review; ensuring written reports reflect what has been discussed.
- 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;
- provide support and development for mentors where required;
- intervene early if mentor and mentee relationship is not developing effectively;
- 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 document

6. 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.
- Ensure a termly agenda of areas for mentor meetings that are relevant to the ECTs development and to the ECF.
- 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.
- Keep the school Induction Co-ordinator informed of progress and look to them for any support they need as a mentor.

7. School observations

It is strongly advised that an informal observation takes place within the first two to three weeks to show support and check the ECT is settling into their role.

The ECT and induction tutor (or observer) should discuss the focus(es) of any observations in advance of a visit and time should be made available for feedback as soon as possible and preferably the same day. 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.

8. The role of Central London Teaching School Hub Appropriate Body (Camden Learning's role as ECT Induction Advisor)

Central London Teaching School Hub Appropriate Body is responsible for quality assuring induction within schools and the relevance and quality of the training programmes. Their role:

- 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

CLTSH 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:

- **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.

9. 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 CENTRAL LONDON TEACHING SCHOOL HUB & Camden Learning's ECT Manger site ([Central London Teaching School Hub - ECT Paperless Induction and Assessment Management System \(ectmanager.com\)](https://www.ectmanager.com)) 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 (CENTRAL LONDON TEACHING SCHOOL HUB). 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.

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 Camden Learning’s ECT Lead Induction Advisor (Margaret Mulholland) within ten days of the decision being made. In such cases a panel (which will include Central London Teacher School Hub) 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 Central London Teaching School Hub of its recommendation a panel will examine the evidence and decide whether the ECT in question has successfully completed induction.

10. 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:

A funded provider led programme	Schools can choose to work with providers
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	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.
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.
Schools design and deliver their own two-year induction programme for ECTs based on the ECF.	

11. 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
Appropriate Body CENTRAL LONDON TEACHING SCHOOL HUB	Sophie Noke Deputy Director of Central London Teaching School Hub Paddington Academy Telephone: 020 7479 3904 – Email: sophie.noke@paddington-academy.org

Appropriate Body services provided by Central London Teaching School Hub will cost £200 per year per ECT. A separate SLA will be issued.

Teachers' Pay and Conditions

School teachers' pay and conditions document 2022 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.

Early Career Framework – key information and FAQs

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

