Physis Academy

Early Career Teacher (ECT) Induction Policy

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1. Aims

This policy applies to Early Career Teachers (ECTs) who start their induction on or after 1 September 2021.

Physis Academy aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme
- Ensure that all ECTs, regardless of their protected characteristics or personal circumstances, have equal opportunity to succeed in their induction period
- Create an inclusive environment that values the diverse perspectives and experiences ECTs bring to our school

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2. Legislation and guidance

This policy is developed based on the following government legislation and guidance:

- DfE (2021) Induction for early career teachers (England) Update 16th April 2024
- DfE (2019) Early Career Framework
- DfE (2011) Teachers Standards [last update December 2021]
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

This policy also takes account of:

- The Equality Act 2010
- Employment Rights Act 1996 (maternity and parental rights)

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3. Equality and inclusion

3.1 Our commitment

We are committed to ensuring that all ECTs have equal access to high-quality induction support, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

We recognise that ECTs may enter teaching at different life stages and with varying needs, experiences, and circumstances. Our induction programme will be flexible and responsive to individual needs whilst maintaining statutory requirements.

3.2 Reasonable adjustments for disabled ECTs

Under the Equality Act 2010, we will make reasonable adjustments to support ECTs with disabilities or long-term health conditions. This may include:

- Adjusted observation schedules or formats
- Alternative evidence-gathering methods
- Flexible meeting arrangements (including virtual options where appropriate)
- Provision of assistive technology
- Modified assessment timelines where appropriate
- Additional time for planning and preparation
- Adjustments to the working environment

ECTs who require reasonable adjustments should discuss their needs with their induction tutor and headteacher at the earliest opportunity. All discussions will be treated confidentially, and adjustments will be reviewed regularly to ensure they remain appropriate.

Important: Disability or health conditions will never be confused with underperformance. Where an ECT is identified as at-risk, we will carefully consider whether reasonable adjustments have been made and whether any performance concerns are related to disability.

3.3 Pregnancy and maternity

We recognise that ECTs may become pregnant during their induction period. The following provisions apply:

- **Risk assessments**: We will conduct appropriate risk assessments for pregnant ECTs and make necessary adjustments to ensure their health and safety
- **Induction timeline**: The induction period will pause during maternity leave and resume upon the ECT's return to work. The total induction period will be extended accordingly

- **Flexible arrangements**: We will schedule observations, mentoring sessions, and assessment meetings flexibly to accommodate antenatal appointments
- **Interim assessments**: If an ECT goes on maternity leave after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured
- **Return to work**: Upon return from maternity leave, we will provide appropriate support to help the ECT re-engage with their induction programme

ECTs should inform their induction tutor and headteacher of their pregnancy as early as they feel comfortable doing so, to enable appropriate planning and support.

3.4 Flexibility for diverse needs

We will schedule mentoring sessions, observations, formal assessment meetings, and CPD activities with sensitivity to:

- Religious observance (including prayer times and religious holidays)
- Caring responsibilities
- Medical appointments (including those related to gender reassignment)
- Disability-related needs
- Cultural practices

ECTs should discuss any scheduling needs with their induction tutor, and we will make every effort to accommodate these whilst meeting statutory requirements.

3.5 Gender reassignment

We are committed to supporting ECTs who are undergoing or planning to undergo gender reassignment. We will:

- Maintain confidentiality throughout the process
- Make reasonable adjustments for time off for medical appointments
- Provide a supportive environment during transition
- Use the ECT's preferred name and pronouns
- Make any necessary adjustments to facilities and records

3.6 Inclusive environment

We are committed to creating an inclusive environment where:

- All ECTs feel welcomed, valued, and respected

- LGBTQ+ ECTs are explicitly supported
- Diverse teaching styles and cultural communication approaches are recognised and celebrated
- ECTs from all ethnic and cultural backgrounds are supported to succeed
- Unconscious bias is actively addressed in all aspects of the induction programme

3.7 Raising concerns

ECTs can raise concerns with their induction tutor as soon as they arise and can consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

If an ECT experiences or witnesses' discrimination, harassment, or believes they have been treated unfairly due to a protected characteristic, they should:

- Speak to their induction tutor, headteacher, or a member of the senior leadership team
- Access the school's grievance procedures if needed
- Contact the appropriate body for independent advice
- Seek support from their union representative if applicable

All concerns will be taken seriously and investigated promptly and confidentially.

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4. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve as a full-time equivalent.

The induction period may be extended in cases of:

- Maternity, paternity, adoption, or shared parental leave
- Long-term sickness absence
- Extended leave for other reasons
- Part-time working

In all cases, the total induction period will be calculated as a full-time equivalent, and any extensions will be agreed with the appropriate body.

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5. Posts for induction

Each ECT will:

- Be provided with the necessary experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor and mentor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable and in their second year, this will be no more than 95% of the timetable
- Regularly teach the same classes and subject(s)
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding student discipline problems on a day-to-day basis

The reduced timetable time may be used flexibly to accommodate:

- Structured mentoring sessions and observations
- CPD activities
- Planning and reflection time
- Reasonable adjustments (e.g., medical appointments, fatigue management for disabled ECTs)
- Professional learning and development activities

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6. Support for ECTs

We support ECTs with:

- Their designated induction tutor and mentor, who will provide day-to-day monitoring and support. The induction tutor and mentor will co-ordinate their assessments
- Their designated induction tutor and mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school

Additional support provisions:

- **Individualised support**: Support will be tailored to each ECT's needs, strengths, and circumstances, recognising that ECTs enter teaching with diverse backgrounds and experiences
- **Culturally responsive mentoring**: Mentors will be trained to recognise and value diverse teaching approaches and cultural communication styles
- **Bias-aware assessment**: All observations and assessments will be conducted with awareness of unconscious bias, ensuring fair and objective evaluation
- **Financial support**: All CPD activities hosted by the school and external institutions will be fully funded, with no hidden costs to ECTs. We will provide necessary teaching resources where possible to reduce financial burden
- **Peer support**: ECTs will have opportunities to connect with other ECTs within the school and across the wider network for peer learning and support

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7. Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6) and will be carried out by the ECT's Induction Tutor and agreed and checked by the Headteacher.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will have the opportunity to add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT. A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

Fair and inclusive assessment:

- All assessments will be based on clear, transparent, and objective evidence
- Assessment criteria will recognise diverse teaching approaches and styles
- Assessors will be trained in unconscious bias and will actively work to ensure fair evaluation
- Where reasonable adjustments have been made for an ECT, these will be taken into account when evaluating performance
- ECTs will have multiple opportunities to demonstrate their competence against the standards
- Assessment timelines may be adjusted where necessary to accommodate maternity leave, long-term absence, or other circumstances, in agreement with the appropriate body

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8. At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance, which will be approved by the Headteacher
- The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are still concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor and/or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Additional considerations for at-risk procedures:

When an ECT is identified as at-risk, we will:

- **Review reasonable adjustments**: Ensure that any reasonable adjustments for disability, health conditions, or other protected characteristics have been properly implemented
- **Consider individual circumstances**: Take into account any personal circumstances that may be affecting performance (e.g., caring responsibilities, health issues, pregnancy)
- **Check for bias**: Conduct an unconscious bias check to ensure that the at-risk classification is based on objective evidence and not influenced by protected characteristics
- **Provide targeted support**: Develop a support plan that addresses the specific areas of concern whilst being sensitive to the ECT's individual needs and circumstances
- **Maintain regular communication**: Ensure frequent, supportive dialogue between the ECT, induction tutor, and headteacher
- **Involve the appropriate body**: Keep the appropriate body informed and seek their guidance where necessary

Important principle: Protected characteristics, disability, or personal circumstances will never be confused with underperformance. We will carefully distinguish between

performance issues and situations where additional support or adjustments are needed.

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9. Roles and responsibilities

9.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports
- Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and institution selected to fulfil the ECF requirements

Additional responsibilities:

- Communicate any needs for reasonable adjustments or flexible arrangements as early as possible
- Inform the induction tutor and headteacher of any circumstances that may affect their induction (e.g., pregnancy, health conditions, caring responsibilities)
- Engage openly and honestly in mentoring sessions and professional reviews
- Raise any concerns about discrimination, fairness, or support promptly

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

9.2 Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance
- Make sure the induction tutor and mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least onerous and most streamlined way
- Make the governing body aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence, and forms on file for 6 years

Additional responsibilities:

- Ensure that reasonable adjustments are made for ECTs with disabilities or other protected characteristics
- Ensure that induction tutors and mentors receive training in equality, diversity, unconscious bias, and inclusive mentoring
- Monitor the implementation of this policy to ensure it promotes equality and addresses any barriers

- Respond promptly and appropriately to any concerns raised by ECTs about discrimination or unfair treatment
- Ensure that the school's induction programme is accessible and inclusive for all ECTs

9.3 Role of the induction tutor and mentor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed, and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least onerous way, and that ECTs are not asked for any evidence that requires the creation of new work
- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Participate in all relevant training provided by the school and teaching hub/institution selected to fulfil the ECF criteria
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring

Additional responsibilities:

- Complete training in unconscious bias, cultural competency, and inclusive mentoring practices
- Recognise and value diverse teaching styles and approaches
- Implement reasonable adjustments as agreed with the ECT and headteacher
- Schedule mentoring sessions, observations, and meetings flexibly to accommodate the ECT's needs (e.g., religious observance, caring responsibilities, medical appointments)
- Be alert to any signs that an ECT may be experiencing discrimination or disadvantage
- Ensure that feedback is constructive, objective, and free from bias
- Support ECTs from all backgrounds to develop confidence and competence
- Maintain confidentiality regarding any personal information shared by the ECT

9.4 Role of the governing body

The governing body will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

Additional responsibilities:

- Ensure the school's ECT induction policy promotes equality and complies with the Equality Act 2010
- Monitor ECT outcomes by protected characteristics to identify any disparities
- Ensure that appropriate training is provided to induction tutors and mentors on equality, diversity, and inclusion

- Review any complaints or concerns raised by ECTs regarding discrimination or unfair treatment

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10. Monitoring and review

This policy will be reviewed annually or following any government updates, by the Headteacher and the school's ECT Induction Tutor and Mentor. The policy will also be approved by the school's Governing body.

Equality monitoring

As part of our commitment to equality and inclusion, we will:

- **Collect and analyse data** on ECT demographics, completion rates, pass rates, and at-risk classifications by protected characteristics
- **Conduct exit surveys** asking ECTs specifically about:
    - Whether they felt supported regardless of protected characteristics
    - Whether reasonable adjustments were made where needed
    - Whether they experienced or witnessed discrimination
    - The inclusivity of the induction programme
- **Review equality impact** explicitly as part of each annual policy review
- **Take action** to address any identified disparities or barriers
- **Report findings** to the governing body annually

Review schedule

Each annual review will consider:

- Changes to statutory guidance and legislation
- Feedback from ECTs, induction tutors, and mentors
- Equality monitoring data and any identified disparities
- Effectiveness of support provisions and reasonable adjustments
- Best practice developments in ECT induction
- Recommendations from the appropriate body

Monitoring Record

Policy Reviewed By:	**Signature**	**Date**
[Name]		[Date]
Next Review Date:		[Date]
Interim Review Comments:		