

Early Career Teacher (ECT) Induction Arrangements 2021-2022

Information for

Headteachers

CPD Leaders

Education Induction Tutors and Mentors

ECTs

Early Career Teacher Induction Arrangements for 2021-2022

Background

Statutory induction is the bridge between initial teacher training and a career in teaching. Induction should provide a foundation for new teachers and equip them with the tools to be an effective and successful teacher.

In September 2021, changes are being introduced to the way in which statutory induction works.

Induction combines a structured programme of development, support and professional dialogue, and this will now be underpinned by the Early Career Framework (ECF), with monitoring and assessment of performance against the Teachers' Standards

All qualified teachers who are employed in a maintained school or non-maintained Special schools in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

An Early Career Teacher (ECT) cannot undertake statutory induction unless they have been awarded Qualified Teachers Status (QTS). Headteachers must check with the Teaching Regulation Agency (TRA) that this has been obtained.

Before the ECT takes up post the headteacher must undertake pre-employment checks, which must be verified by the Appropriate Body on registration. Guidance for schools when appointing an ECT can be found on pages 3 and 4 of this document.

Induction from September 2021

- The term early career teacher (ECT) replaces newly qualified teacher (NQT)
- The standard length of induction has been increased from one school year to two school years for both part-time and full-time ECTs
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction
- Schools are expected to provide an induction period that is underpinned by the Early Career Framework (ECF)
- Appropriate Bodies will have a role in checking that an ECF-based induction is in place; this is known as 'fidelity checking'
- The role of the mentor has been introduced, with the key role in supporting the ECT during induction and is separate to the role of the induction tutor
- There will be two formal assessment points, one midway through induction and one at the end of the induction period. These will be supported by regular reviews to monitor progress, which take place in each term where a formal assessment is not scheduled

Transition arrangement: Pre-September 2021 cohort

- New arrangements apply to ECTs who start their induction after 1 September 2021
- NQTs who, on 1 September 2021 had started, but not completed, their induction have until September 2023 to complete induction within one year
- After 1 September 2023, all ECTs will be required to complete a 2-year induction period. These ECTs should not restart induction, but would complete what remains of a 2-year induction

Key Documents and Contacts

Statutory Guidance

Statutory guidance on induction for ECTs (March 2021)

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

It is important that this document is read and understood as it contains the full list of duties applicable to the school and the Appropriate Body.

Appropriate Bodies Guidance: Induction and the Early Career Framework (March 2021)

<https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework>

Early Career Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

The early career framework sets out what early career teachers are entitled to learn about and learn how to do when they start their careers. It underpins a new entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits

Professional Standards for Induction

Induction arrangements are based on the regulations on Teachers' Standards that came into force on 1st September 2012. A document summarising the Teachers' Standards is available by clicking the link below or can be found on the Department of Education (DfE) website.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

Schools should make judgements against these standards bearing in mind that they are progressive and will be used for performance management throughout the period of employment as a main scale teacher.

Schools are required to collect evidence of successful completion of induction. This will be drawn from observations, planning files, pupils' work, assessments and other day to day routine activities, as well as notes from meetings which form part of the induction programme. Where there is unsatisfactory progress more detailed evidence will be required.

Contacts

Teaching Regulation Agency (TRA) - formerly known as the National College for Teaching and Leadership

Email enquiries: teacher.induction@education.gov.uk

Tel.: 020 7593 5392

QTS enquiries

Email: qts.enquiries@education.gsi.gov.uk

Telephone: 020 7593 5394

Guidance for schools when appointing an Early Career Teacher (ECT)

Overview

QTS is required to take up a teaching post in England in a:

- maintained primary school
- maintained secondary school
- maintained special school
- non-maintained special school

Checking a teacher is eligible to start an induction period

Before an ECT takes up a post the headteacher/principal must undertake pre-employment checks, which must be verified by the appropriate body upon registration

Qualified teacher (QTS) qualified to teach in England

<https://www.gov.uk/guidance/qualified-teacher-status-qts>

An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers/principals and appropriate bodies must check with the TRA that the individual holds QTS.

Once a teacher has QTS, and are employed to teach in a maintained school in England or Wales, they will be paid under the school teachers' pay scales.

The TRA acts as the competent authority for teaching in England and are responsible for awarding QTS. This role includes the recognition of the professional status of teachers from outside England, and the TRA also award QTS to fully qualified teachers from: Northern Ireland, Scotland, Wales, the EU, Iceland, Liechtenstein, Norway, Switzerland, Australia, Canada, New Zealand, the USA. Further guidance is detailed below

Teachers who trained in Wales

Teachers who trained in Wales are awarded QTS by the [Education Workforce Council \(EWC\)](#). This is recognised in England and the information is held on the database of qualified teachers.

Once QTS has been obtained, the ECT must be registered with an Appropriate Body (AB) to be monitored through their Statutory Induction period.

Teachers trained or recognised in Northern Ireland or Scotland

Teachers who trained in either Northern Ireland or Scotland, must [apply for QTS](#) if they intend to take up a teaching post in a maintained school or non-maintained special school in England.

Overseas trained teachers who have gained recognition as a teacher in either Northern Ireland or Scotland can also apply for QTS in England.

It should take between 2 and 4 weeks to process the application.

Once QTS has been obtained, the ECT must be registered with an Appropriate Body to be monitored through their Statutory Induction period.

Teachers from the EU, Iceland, Liechtenstein, Norway, Switzerland, Australia, Canada, New Zealand or USA

Teachers can [apply for QTS](#) if they have a teaching qualification from an EU country, Iceland, Liechtenstein, Norway, Switzerland, Australia, New Zealand, Canada or US, and can submit evidence that:

- are recognised as a teacher in the country where you qualified
- are not prohibited or restricted from teaching by a professional sanction against you

Evidence can include documents which show your official status as a teacher from the organisation that regulates teachers in your country.

Once QTS has been awarded, the teacher will be exempt from having to serve a statutory induction period.

If the TRA are unable to award you QTS, the teacher will need to complete a course of initial teacher training in England.

Additional note for Teachers qualified in Republic of Ireland (R.O.I)

Teachers trained in R.O.I who have not gained **full** registration with the Irish Teaching Council (ITC) may complete their probationary period in the UK, **with permission from the ITC**.

For more information contact The Irish Teaching Council: (T) 01 651 7953; (F) 01 651 7901;
(E) conditions@teachingcouncil.ie

This is an 'informal' induction period, so no completion certificate is issued at the end of the process by TRA. Once an ECT has completed their induction, the Appropriate Body and the school will need to provide the ITC with the ECT information so they can be granted full registration.

The ECT will then be able to apply for QTS using the following link
<https://teacherservices.education.gov.uk/MutualRecognition>

When the teacher applies for QTS they will be made exempt from induction in England.

Teachers qualified in other countries:

Teachers who trained in a country outside of the UK, EU, Iceland, Liechtenstein, Norway, Switzerland, Australia, Canada, New Zealand or the USA, will normally need to complete an **accredited training programme** in England. After completing the training, they will get QTS and be able to apply for a permanent teaching post in a maintained school or non-maintained special school. Alternatively, an experienced teacher with a degree, may be able to demonstrate that they already meet all of the standards for QTS through the [assessment only route](#).

Overseas trained teachers from outside the countries listed above may teach in state maintained schools and non-maintained special schools in England without QTS for up to four calendar years; this is known as the **4 year rule**.

The 4-year rule applies to overseas teachers who meet all of the following conditions:

- they have qualified as a teacher in a country outside of the UK
- they have completed a course of teacher training that is recognised by the competent authority of that country
- they are employed in maintained schools and non-maintained special schools, but not a pupil referral unit

It is illegal for overseas teachers to continue working as a teacher in a maintained school or non-maintained special school in England for longer than 4 years without QTS unless there is another legal basis to teach.

Qualified teacher learning and skills (QTLS)

if you have QTLS status and membership with the Society for Education and Training, you will be eligible to work as a qualified teacher in schools in England.

It will be up to schools and local authorities to decide whether you are suitable for a post and to teach a particular subject.

You will be exempt from service a statutory induction period in schools.

For further information about QTLS and working in maintained schools please contact the Society for Education and Training.

Independent sector teachers

If you are from the independent sector, you need QTS to teach in the maintained sector. There are a number of routes which assess previous teaching experience; further details are available on Get into Teaching.

Employing EU citizens in the UK

Additional information for employers on employing EU, EEA and Swiss citizens in the UK, covering right to work checks, the EU Settlement Scheme and the UK's new immigration system can be found via this [link](#)

Before Induction

A suitable post for induction

The duties assigned to the ECT, and the conditions under which they work, should be such as to facilitate fair and effective assessment against the Teachers' Standards, and include:

- a headteacher/principle to make the final recommendation
- an ECF-based induction programme
- the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards
- an induction tutor and a designated mentor
- 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
- not involve additional non-teaching responsibilities without appropriate support
- a reduced 90% timetable in the first year of induction and 95% in the second year of induction, in addition to PPA time, to undertake activities in their induction programme

In addition, the governing body must be satisfied that the institution has the capacity to support the ECT and the headteacher/principle is fulfilling their responsibilities.

It also may be useful to review [Section 5: Roles and Responsibilities](#) in the ECT statutory guidance to ensure that you are clear about the expectations of all involved in induction.

The ECT checklist on page 8 provides a useful starting point when planning for and with a new ECT who is starting in your school.

Providing an Early Career Framework based induction programme for your ECTs

There are 3 approaches to enable the delivery of an ECF-based induction. Schools can choose:

1. a funded provider-led programme
2. to deliver their own training using DfE-accredited materials and resources
3. to design and deliver their own ECF-based induction

It is up to school leaders to choose the approach that best suits the needs of their early career teachers and mentors.

The DfE has selected 6 expert providers to develop core induction programme materials for Early Career Teachers (ECTs):

[Ambition Institute](#)

[Best Practice Network](#)

[Capita with lead academic partner the University of Birmingham](#)

[Education Development Trust](#)

[Teach First](#)

[UCL Institute of Education](#)

Schools who would like to access the **UCL Institute of Education** funded provider-led programme can do so via Harris Academy Crystal Palace Hub:

evansn@harriscrystalpalace.org.uk. This programme will be delivered in partnership with Croydon, Sutton, Epsom & Ewell schools and school leaders

Registration and Monitoring

The Teaching Regulation Agency

The Teaching Regulation Agency is an executive agency of the Department for Education and was formerly known as the National College for Teaching and Leadership (NCTL). Part of its role is to recognise teachers who have acquired qualified teacher status (QTS) in England, and to maintain a list of teachers who have begun, but have failed satisfactorily to complete, an induction period.

Registering with an Appropriate Body

An Appropriate Body has the main quality assurance role within the induction process. Their main function is to ensure that schools provide adequate support for NQTs and that assessment is fair and consistent across all institutions.

An ECT cannot start their induction until their Appropriate Body has been agreed.

Croydon local authority acts as the Appropriate Body and provides the following service:

- provide schools with access to the Octavo portal www.octavopartnership.org to register and monitor ECTs through their induction, and maintain ECT records and assessments
- complete a full registration check for each ECT, including how the school is providing an ECF-based induction programme
- for schools who are providing a school-based ECF programme (either a core induction programme, or a school-led programme), the AB will complete additional 'fidelity checks' to ensure that the programme is well aligned to the ECF
- provide ECTs with a named contact:
 - Christine Lonsdale: 0792 0657797 christine.lonsdale@croydon.gov.uk
- monitor and review progress of ECTs through submission of the outcomes of progress reviews in terms 1, 2, 4 and 5 of induction, to identify where there are any concerns about the progress of an ECT
- monitor and review ECT assessment submissions, in terms 3 and 6, to identify whether evidence provided by the school demonstrates that core standards have been met by the ECT
- discuss whether there is a need for an extension if there are concerns that core standards have not been met

In addition to the above entitlement Croydon local authority can offer or broker, at additional cost, support to ECTs who are unlikely to meet core standards.

Purchasing the Croydon Appropriate Body Service

- The AB can be purchased annually for each ECT at the cost of £300 per ECT per 2-year induction
- Once you have purchased the AB package, you can register each ECT on the Octavo portal

Checklist for Early Career Teachers (ECTs) 2021-22

Here is a quick and easy checklist to make sure that an ECT is eligible to start their induction period and that they are fully aware of your roles and responsibilities. If you respond to any points by ticking NO, you need to seek guidance and find out what you need to do.

Any questions in italics are prerequisites i.e. if the answer is NO, an ECT cannot start their induction, and any induction undertaken will be invalid and have to be repeated. All other questions highlight the essential elements of a successful induction support programme.

QUESTION	YES	NO
<i>Do they have QTS?</i>		
<i>If they have completed your Initial Teacher Training (ITT) between May 2001 and 2014, have they passed all of the relevant skills tests?</i> <ul style="list-style-type: none"> • <i>since 2014-15, the skills test is included in QTS</i> • <i>since 2019-20, literacy and numeracy skills have been assessed as part of the ITT process</i> 		
<i>Are they registered with an Appropriate Body?</i> <i>This also applies to some ECTs who qualified outside of England.</i>		
Have arrangements been made for them to have a reduced timetable?		
Have they familiarised yourself with their roles and responsibilities as an ECT?		
Are they familiar with the Teachers' Standards against which they will be assessed and the Early Career Framework (ECF) on which their induction will be based?		
Do they know how the school will provide them with an ECF-based induction programme?		
Do they have an induction tutor who has been prepared for the role?		
Do they have a mentor who has been prepared for the role?		
Has the areas for development identified at the end of their ITT been discussed? These may be part of the Career Entry and Development Profile (CEDP)		
Have the induction tutor and mentor considered any personalisation required when compiling the programme of support?		
Have regular (weekly) meetings with the ECT and induction mentor been set up?		
Is there a programme of observations and feedback, and progress reviews and assessment meetings in place with the tutor?		
Do you know who the named contact is at the Appropriate Body? <ul style="list-style-type: none"> ○ Christine Lonsdale: 0792 0657797 christine.lonsdale@croydon.gov.uk 		