

Early Career Teacher (ECT) Tutor Welcome Meeting

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Early Career Framework reforms: what's changing?

From September 2021, statutory induction arrangements are changing. These new arrangements will **replace** current induction requirements.

	Current Arrangement	From September 2021
Length of support	One year	Two years
Timetable reduction	10% reduced timetable for one year	10% reduced timetable in Year One 5% reduced timetable in Year Two.
Content	No defined content	Induction should be based on the Early Career Framework
Role of the mentor	No requirement for a mentor	Requirement for a mentor for two years of support.
Assessment	Marked against Teacher Standards Three formal assessment points	Marked against Teacher Standards Two formal assessments – supported by regular progress reviews Early Career Framework is not an assessment tool
Funding		Schools will receive additional funding to deliver ECF based induction
ECT Pay	Following first year, teachers can progress up the pay scale	Still be able to progress on the pay scale as current arrangements allow, both during and after induction
Role of the Appropriate Body	Checking new teachers receive statutory entitlements and are fairly and consistently assessed	Checking new teachers receive statutory entitlements, are fairly and consistently assessed, and receive a programme of support and training based on the ECF

The role of the Induction tutor in ECT induction

- The induction tutor is a separate role to that of mentor (see para 2.43).

The induction tutor:

- must be given sufficient time to carry out the role effectively and to meet the needs of the ECT.
- will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards.
- will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.
- It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor.

The role of the Induction tutor in ECT induction

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

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular **progress reviews** throughout the induction period;
- undertake two **formal assessment meetings** during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- **carry out progress reviews** in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;

The role of the Induction tutor in ECT induction

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

- 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.

Observation of the ECT's teaching practice

- An ECT's teaching is expected to be observed at regular intervals (recommended every half term) 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.
- It is also expected that:
 - *the observer holds QTS;*
 - *the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;*
 - *feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion; and*
 - *any written record will indicate where any development needs have been identified.*

Professional progress reviews of the ECT

- **Take place in term 1,2,4 and 5**
- The induction tutor is expected to review the **ECT's progress against the Teachers' Standards throughout the induction period**, with progress reviews taking place in each term where a formal assessment
- Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.
- Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review.
- ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

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.
- Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.
- Induction tutors will complete and submit this via the Octavo portal so that Croydon as the appropriate body are notified as well as the ECT after each progress review
- Where the induction tutor believes the ECT is not making satisfactory progress (see para 4.1) it is expected they outline the plan they have put in place to assist the ECT in getting back on track.
- It is expected that schools maintain regular contact with the appropriate body throughout induction

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 (see Section 5 for further information about roles and responsibilities).
- 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.

Assessment Dates

- 1st Progress Review: 17 December 2021
- 2nd Progress Review: 8 April 2022
- 1st Formal Assessment: 22 July 2022
- 3rd Progress Review: 16 December 2022
- 4th Progress Review: 31 March 2023
- Final Formal Assessment: 21 July 2023

Raising Concerns

- An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body (see para 2.27) who should, as soon as possible, investigate the issues raised
- **Putting in place additional monitoring and support**
- Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

Mentors

- The mentor (or the induction tutor if carrying out this role) is expected to:
 - regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
 - work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
 - provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
 - take prompt, appropriate action if an ECT appears to be having difficulties.

Induction tutors

- What is your policy for monitoring and QA across mentors?
- How will you ensure consistency of approach where you have more than one mentor?
- What training will mentors have to ensure that they are aware of their statutory roles and responsibility?
- What are your next steps as an induction tutor?

Questions???