



**TEACH
WEST
LONDON**

Appropriate Body Service

Quick guide to ECT induction:

How to ensure your ECTs are given every opportunity to be successful

Teach West London Appropriate Body provides high quality training and guidance for ECTs, Induction Tutors and Headteachers. A programme detailing this training and available resources will be published in early June 2023. If you want to start your preparations before then, please see our 'quick guide' below which lists 6 things you can do to get ready for your new ECTs.

Key Pre-Induction information

It is important to:

1. Provide a suitable timetable for your ECT. The **timetable** your ECT(s) are provided with, is critical to their success. Provide them with classes where they will flourish! Consider this as soon as possible after appointing your ECT(s) and before the school timetable is finalised. *Click [here](#) for more information.*
2. Provide your ECT with a designated **mentor**. *Click [here](#) for more information.*
3. Provide your ECT with an **induction tutor**. *Click [here](#) for more information.*
4. Provide your ECT with an **ECF based induction programme**.
5. **Register your ECT with an appropriate body** who will quality assure the induction process. Look no further and sign up with TWLTSH AB service *[here](#)*.
6. Read and familiarise yourself with the **DfE statutory guidance** 'Induction for early career teachers (from 1 September 2023)'. You can access this document *[here](#)*.

1. Suitable ECT timetable further guidance

- In the **first year** of induction an ECT must not teach more than **90%** of the contact timetable of your school's existing teachers on the main pay range.
- In the **second year** of induction an ECT must not teach more than **95%** of the contact timetable of your school's existing teachers on the main pay range.

N.B. The time off timetable (10% in year 1 and 5% in year 2) should be used to **specifically** enable ECTs to undertake activities in their **induction programme**. This time off timetable is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

Additional timetable considerations:

An ECTs timetable:

- should** allow them to regularly teach the same class(es).
- should not** present them, on a day to day basis, with discipline problems that are unreasonably demanding for your school setting.
- should not** normally demand teaching outside of the age range and/or subject(s) for which the ECT has been employed to teach.

Take a close look at the range of classes your ECT has been provided with.
Does their timetable provide them with every opportunity to be successful and flourish as a teacher?

2. Appointment of a Mentor

- Mentoring is a very important part of the induction programme. Mentors must be given adequate time to carry out this role effectively and to meet the needs of your ECT.
- The mentor will need to attend regular mentoring sessions with your ECT and attend mentor training where appropriate.
- ECT and mentor sessions are expected to be timetabled during teaching hours as schools are funded to cover the time off timetable. In exceptional circumstances where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time.
- The person appointed is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role.
- It is expected that the mentor and induction tutor roles are held by different individuals.

3. Appointment of an Induction Tutor

- The person appointed is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role.
- They need to be able to assess your ECT's progress against the Teachers' Standards (making rigorous and fair judgements).
- They need to provide your ECT with regular monitoring and support and coordination of assessment (*This will include reviewing your ECTs progress once a term and completing a formal assessment in term 3 and term 6 and could also include conducting observations at regular intervals and providing feedback**)
- They will need to recognise when early action is needed, if your ECT experiences difficulties, and have the capacity to provide additional support.
- They must be given sufficient time to carry out this role effectively and to meet the needs of your ECT.
- It is expected that the mentor and induction tutor roles are held by different individuals.

** Observations of ECTs can be conducted by the induction tutor or another suitable person.*