



**INITIAL TEACHER TRAINING AND
EARLY CAREER TEACHER POLICY**

INSIGHT MAT POLICIES AND PROCEDURES

CHANGE CONTROL

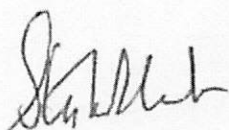
<i>Date</i>	<i>Issue</i>	<i>Details of change</i>
07/04/2017	0.a	Initial Draft
30/06/2017	0.b	Updated following review
19/07/2017	1.0	Updated following approval at Board Meeting 18/07/2017
21/02/2021	1.a	Updated following changes to Initial Teacher Training procedures in the school.
24/03/2021	2.0	Updated following approval at Board Meeting 24/03/2021
Spring 2023	2.a	Updated following review
Spring 2023	3.0	Updated following approval at Board Meeting 15/03/2023
Spring 2025	3.a	Updated following review
Spring 2025	4.0	Updated following approval at Board Meeting 26.03.2025

Next Review	Spring 2027
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AUTHORISATION

Approved at the Board Meeting on 26th March 2025

Signed:



26.03.2025

Chair of Board

Date

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INTRODUCTION

This policy outlines Insight MAT's (IMAT') commitment to supporting Initial Teacher Training (ITT) and Early Career Teachers (ECTs) through the implementation of the Initial Teacher Training and Early Career Framework (ITTECF). The aim is to ensure that all new teachers receive high-quality training and support, equipping them with the skills and knowledge needed to succeed in their careers.

Whilst this policy pertains to all employees and, as appropriate, Governors, Trustees, Members, contractors, visitors and volunteers connected with Insight Multi-Academy Trust, Local Academy Committees (LACs) of individual academies have been delegated responsibility to specify local arrangements for the operation of this policy within their academy. These are detailed within Appendix 1 of this policy.

1. AIMS

- Run an ITT & ECT induction programme that meets all of the statutory requirements underpinned by Initial Teacher Training and Early Career Framework (ITTECF)
- Provide ITTs and 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 ITT provision and ECT induction programme

2. KEY ELEMENTS

This policy applies to all ECTs who have started with the IMAT, but not completed, their induction period and all ITTs training with the IMAT.

3. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England)
- Initial Teacher Training and Early Career Framework (ITTECF)
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

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- The 'relevant standards' referred to below are the Teachers' Standards July 2011 (introduction updated June 2013, latest terminology update December 2021).

4. ITT PROGRAMME

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

The programme and duration, from a few weeks to four years, can depend on the nature of the course whether that be a PGCE, SCITT or an Apprenticeship route and can be different for each ITT Provider.

5. THE ECT INDUCTION PROGRAMME

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

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 a full-time equivalent. Up to 1 term of continuous employment may count towards completion of the induction period.

The programme will be quality assured by the awarding body, currently Ambition Institute.

5.1 POSTS FOR INDUCTION

Each ECT will:

- Be provided with the necessary employment tasks, experience, and support to demonstrate satisfactory performance against the relevant standards
- Have an appointed induction tutor (sometimes referred to as a Professional Mentor) and mentor, both with Qualified Teacher Status (QTS)
- Have a reduced timetable to allow for induction activities; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching, and assessment processes as other teachers

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- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside their qualified age range and/or subjects
- Not be presented with unreasonably demanding pupil discipline problems daily

5.2 ASSESSMENTS OF ECT PERFORMANCE

ECTs are exempt from normal appraisal procedures during their induction period. Formal assessment meetings will take place in the final term of the ECT's first and second years, carried out by the ECT's induction tutor. These meetings will be informed by evidence gathered from progress reviews and the ECT's work and induction programme.

5.2.1 FORMAL ASSESSMENT MEETINGS

- **Timing:** Formal assessment meetings will be held in the final term of the ECT's first year (term 3) and the final term of their second year (term 6)
- **Conducted By:** These meetings will be conducted by the ECT's induction tutor.
- **Evidence:** The 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
- **Assessment Report:** 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 ECT will add their own comments, and the report will be signed by the headteacher, induction tutor, and the ECT. A copy of the report will be sent to the appropriate body within 10 working days of the meeting

5.2.2 INTERIM ASSESSMENTS

- **Interim Assessment:** If the ECT leaves the post after completing one term or more but before the next formal assessment, an interim assessment will be completed to ensure that the ECT's progress and performance since the last assessment is captured.

5.2.3 AT-RISK PROCEDURES

Additional Support: 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. This includes identifying areas for improvement, setting appropriate objectives, and implementing an effective support programme. The progress review record or

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formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are 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 or headteacher will:

- Continue to deliver process reviews
- Revise the ECT's objectives and support plan in line with the Teachers' Standards
- Share these with the ECT, headteacher and appropriate body

Progress Review Record: The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

6. SUPPORT FOR ITTs and ECTs

We support both ITTs and ECTs with:

- A designated induction tutor for day-to-day monitoring and support
- A designated induction mentor for regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, with prompt and constructive feedback
- Regular professional reviews of their progress, termly, except in terms where formal assessment is held
- Opportunities to observe experienced teachers within or outside IMAT

7. CAPABILITY PROCEDURES

For ECTs

- **Serious Concerns:** In the event of serious capability concerns, the headteacher can decide to instigate capability procedures in line with our capability policy. The ECT's induction process will continue alongside these procedures for as long as the ECT remains at IMAT, or the procedures are concluded.

For ITTs

- **Concerns/Serious Concerns:** Will be brought to the attention of the appropriate ITT Provider and the appropriate processes, these can vary with each provider, will be adopted. The IMAT can decide to withdraw the ITT from teaching a lesson,

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series of lessons or indefinitely if we have serious concerns regarding the quality of teaching.

8. ROLES AND RESPONSIBILITIES

8.1 ROLE OF THE ECT

The ECT will:

- Provide evidence of QTS and eligibility to start induction
- Meet with their induction tutor to discuss and agree on priorities
- Engage with their ECF-based induction
- Provide evidence of progress against the relevant standards
- Participate fully in the monitoring and development programme
- Raise concerns with their induction tutor or the appropriate body if necessary

8.2 ROLE OF THE HEADTEACHER

The headteacher will:

- Ensure the ECT has QTS and whether they need to serve an induction period
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Ensure the ECT's post is suitable according to statutory guidance
- Ensure the induction tutor and mentor are appropriately trained and have sufficient time to carry out their roles effectively
- Ensure an appropriate ECF-based induction programme is in place.
- Review the ECT's progress regularly
- Make a recommendation to the appropriate body on whether the ECT's performance is satisfactory
- Keep all relevant documentation, evidence, and forms on file for six years

8.3 ROLE OF THE INDUCTION TUTOR FOR BOTH ITTs AND ECTs

The induction tutor will:

- Provide guidance and effective support
- Carry out regular progress reviews and formal assessment meetings
- Ensure teaching is observed and feedback is provided
- Take prompt, appropriate action if the ITT/ECT appears to be having difficulties

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- Ensure to conduct any training outlined by any statutory requirements or requirements from the Appropriate body and/or ITT provider

8.4 ROLE OF THE INDUCTION MENTOR FOR BOTH ITTS AND ECTS

The induction mentor will:

- Regularly meet with the ITT/ECT for structured mentor sessions.
- Provide targeted feedback and effective support
- Act promptly and appropriately if the ECT appears to be having difficulties
- Ensure to conduct any training outlined by any statutory requirements or requirements from the Appropriate body and/or ITT provider

8.5 ROLE OF THE LOCAL ACADEMY COMMITTEE (LAC)

The LAC will:

- Ensure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Investigate concerns raised by the ECT as part of IMAT's grievance procedures
- Request general reports on the progress of the ECT on a termly basis if desired

9. ROUTES INTO TEACHER TRAINING AT IMAT AND ITT PARTNERSHIP

As part of their PGCE Partnership Schools called Stafford Hub the IMAT currently works with

- Staffordshire University - Leading Partner School
- John Taylor SCITT (JTSCITT)
- Ormiston Teacher Training (OTT)

Sir Graham Balfour School is the lead academy of the Stafford Hub for Teacher Training and as such, has responsibility for placements within the IMAT and within Stafford Hub. The Stafford Hub is registered on DFE Apply as part of our Leading School Partnership with Staffordshire University.

9.1 POSTGRADUATE INITIAL TEACHER TRAINING ITT/SCHOOL-CENTRED INITIAL TEACHER TRAINING SCITT (WITH FEES/WITH A SALARY)

The providers recruit Trainee Teachers who they then place at an academy for a placement. Our staff are responsible for mentoring the Trainee Teachers, but the

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university providers make the decision if the Trainee Teacher has met the standards for Qualified Teacher Status (QTS). On some courses, you can combine QTS with a postgraduate certificate in education (PGCE). These can last from 9 months to 2 years.

9.2 TEACH FIRST

Teach First is a charitable organisation that currently delivers high potential initial teacher training, an employment-based route into teaching for high performing graduates and career changers. You'll earn a salary while working towards qualified teacher status (QTS) with a postgraduate certificate in education (PGCE). This is a 2 year course.

9.3 POSTGRADUATE APPRENTICESHIP LEVEL 6

Postgraduate Teaching Apprenticeship programmes are a nationally-recognised, work-based route into teaching. Directly employed by the school, it is an alternative to a traditional full-time university course, offering a postgraduate-level qualification, no tuition fees, and the opportunity to earn while you learn.

9.4 UNDERGRADUATE INITIAL TEACHER TRAINING

The providers recruit Trainee Teachers who they then place at an academy for a placement. With these courses, you'll train to be a teacher as part of your bachelor's degree and get qualified teacher status (QTS). Qualifications vary depending on the course. For example, you could get QTS with a Bachelor of Arts (BA), Bachelor of Education (BEd), or Bachelor of Science (BSc). These can last 3 to 4 years.

9.5 TEACHER DEGREE APPRENTICESHIP

The teacher degree apprenticeship (TDA) is a teacher training programme where you'll work in a school and earn a salary while getting a bachelor's degree and qualified teacher status (QTS). The teacher training providers confirmed so far offer TDAs in secondary maths. TDAs in other subjects will be added throughout the year, up until September 2025, with training due to start in autumn 2025. This is a 4 year course.

10. REMUNERATION FOR ITT

Trainee Teacher Training triggers a fee from the ITT Provider to the placement school in the IMAT according to the length of the School Experience provided. One third of

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this money is placed in the cover budget, two thirds is paid to the faculty or department involved for their own teaching and learning needs.

11. MONITORING & EVALUATION

The Staffing and Standards Sub-committee of the MAT Board will formally review this policy biennially or more frequently if circumstances or legislation suggest it is appropriate.

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APPENDIX 1

Context

In Sir Graham Balfour School we are the lead school of the Stafford Hub for Teacher Training which is a partnership between Weston Road Academy, Walton High School, Alleyne's Academy, Stafford Manor High School, King Edward VI High School, Kingsmead School in Cannock and the Hart School in Rugeley. The objective of the Stafford Hub for Teacher Training is to recruit and train high quality teachers in order to help meet the recruitment needs of the schools in the partnership. We have a lead partnership agreement with Staffordshire University and work closely with JTSCITT. We also continue to take ITTs from other ITT providers such as OTT.