

## Early Career Teacher (ECT) Policy

**Lead Governor: Chair**

**Senior Leadership Team Link: Assistant Headteacher**

**Ratified by Governors: 9<sup>th</sup> November 2023**

**Next Review Due: November 2024**

### Contents

1. Aims .....	1
2. Legislation and statutory guidance .....	1
3. The induction programme .....	1
4. Roles and responsibilities .....	3
5. Monitoring arrangements .....	4
6. Links with other policies .....	5

---

### 1. Aims

The school aims to:

- Run an Early Career Teacher (ECT) induction programme that meets all the statutory requirements
- Provide ECTs with a supportive environment that develops and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

### 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Statutory Induction Guidance 2018](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672212/statutory-induction-guidance-2018.pdf) ([publishing.service.gov.uk](https://publishing.service.gov.uk))

The 'relevant standards' referred to below are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

### 3. The induction programme

The [Early career framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework) (ECF) underpins a funded, two year package of structured training and support for ECTs. It ensures new teachers have dedicated time to focus on their development, building on their Initial Teacher Training (ITT).

Part-time ECTs will serve a full-time equivalent.

The programme is quality assured by HISP, our 'appropriate body'. Once ECTs have passed their qualification, they enter our RQT programme which continues to support recently qualified teachers through the first few years of teaching.

### 3.1 Posts for induction

Each ECT will:

- Receive a 10% timetable reduction in their first year of induction and 5% timetable reduction in the second year of teaching
- Follow a programme of high quality, freely available ECF curricula and training materials
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Benefit from weekly meetings with a trained Mentor who will provide support and guidance on how they can improve their practice, throughout the two years of training
- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Regularly teach the same class or classes
- 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 pupil discipline problems on a day-to-day basis

### 3.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- ECTs will receive regular observations and meetings with the Induction Tutor ahead of the Progress Reviews (Term 1 and 2) and Assessment (Term 3) for full time ECTs. Part time ECTs will have reviews and assessments in line with a full time equivalent.
- ECTs will attend Wednesday training sessions delivered by a range of staff from the school to support their professional development and their progress towards evidencing the teaching standards
- Chances to observe experienced teachers, either within the school or at another school with effective practice

### 3.3 Assessments of ECT performance

Formal assessment meetings will take place on a termly basis and will be carried out by the ECT's Induction Tutor.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the ECT's work as a teacher, any lesson observations (from supporting members of staff, the Mentor and the Induction Tutor) and from their induction programme.

After these meetings, formal Progress Reviews (Term 1 and 2) and end of year Assessment (Term 3) reports will be completed that clearly show how the ECT is performing against the relevant standards. The documentation will provide feedback that offers guidance on areas for improvement against the standards.

The Induction Tutor will submit the Reviews/Assessments at the relevant time. The ECT will have the opportunity to review the feedback and submit their own comment. The Headteacher will review the comments made and sign off Assessments.

The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

### 3.4 At-risk procedures

If it becomes clear the ECT is not making sufficient progress the Trust Human Resources Manager will be informed. Additional monitoring and support measures must 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
- An effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the Induction Tutor will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

## 4. Roles and responsibilities

### 4.1 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 Mentor how best to use their reduced timetable allowance
- 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 forms

**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 tutor or within the school

### 4.2 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 (see section 3.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively

- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure 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 the governing board 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

### 4.3 Role of the Induction Tutor

The Induction Tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring
- Carry out regular progress reviews and assessments throughout the induction period
- Undertake lesson observations and formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure 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

### 4.4 Role of the Trust

The Trust Board will delegate the following to the Local Governing Body which will:

- Ensure the school complies with statutory guidance
- Ensure 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 procedure
- If it wishes, 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

The Trust Central Team will:

- Provide appropriate support and advice as required by the school and/or ECT
- Make recommendation to the Local Governing Body as to whether the school has the capacity to support an ECT.

## 5. Monitoring arrangements

This policy will be reviewed **annually** by Adam Beere, Assistant Headteacher. At every review, it will be approved by the full governing board.

## 6. Links with other policies

This policy links to the following policies and procedures:

- Pay and Reward Policy
- Grievance
- Guidance on the operation of the probationary scheme

## 7. Monitoring arrangements

<b>Date Approved</b>	<b>9<sup>th</sup> November 2023</b>
<b>Owner</b>	<b>Local Governing Body</b>
<b>Review Date</b>	<b>Annually</b>

**Chair's Signature:** \_\_\_\_\_

**Print Name:** \_\_\_\_\_