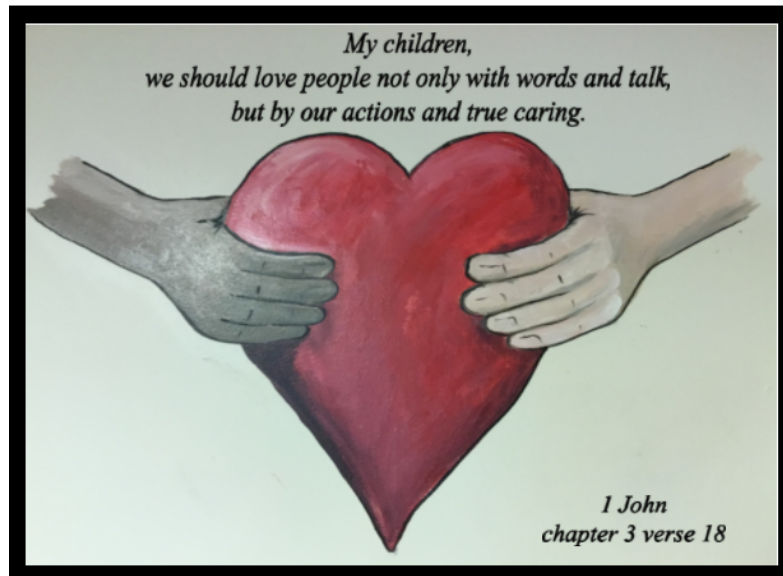




ECT POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to our early career teachers. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the induction of ECT's to all staff, governors and Cidari. It is also intended for the use of any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee (LGC) and Cidari members. A copy of this document is available for the use of parents.

AIMS & OBJECTIVES

St. Luke & St. Philip's aims to:

- Run an ECT induction programme that meets all the statutory requirements
- Provide ECT's with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme Legislation and statutory guidance

We are proud of being a Church academy at the heart of our local community – a place where everyone is valued, respected and encouraged to develop resilience and confidence. Our strong ethos strives to ensure that each ECT achieves their very best.

INTENT

At St. Luke & St. Philip's, we recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the Academy and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the Academy endeavours to develop and nurture a promising career.

The induction period for an early career teacher will:

- Enable an ECT to build upon existing knowledge, skills and understanding.
- Assist an ECT in becoming a full member of the teaching profession and provide a foundation for CPD.
- Enable an ECT to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of an ECT's professional practice.
- Provide support to ECTs failing to make satisfactory progress.

This policy has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and

expected practice.

IMPLEMENTATION

The induction programme.

The induction programme. For a full-time ECT, the induction programme will last for two academic years. Part Time ECTs will serve a full time equivalent.

The programme is quality assured by an 'appropriate body' (reviewed annually).

The Academy follows the DFE Funded – provider led programme. The external provider of the Early Careers Framework is reviewed annually.

Posts for induction

Each ECT will:

- 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
- Have an appointed mentor, who will have qualified teacher status (QTS) and an induction tutor.
- Have a reduced timetable to allow them to undertake activities in their Early Careers Framework induction programme. In the first year a 10% reduction in the second year a 5% reduction should be timetabled when compared to our existing teachers on the main pay range.
- Be assigned to an external provider for the Early Careers Framework.
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts

Support for ECTs

We support ECTs with:

- Their designated subject mentor tutor, who will provide day-to-day monitoring and support through the Early Careers Framework, and an induction tutor who will have an overview of activity and will co-ordinate assessments.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place [half termly], at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the Academy or at another Academy with effective practice
- A programme of CPD throughout the year alongside the Early Careers Framework.

Assessments of ECT performance:

- Each term an ECT's teaching will be observed against the teaching standards. This should be undertaken by the Induction tutor.
- Each term the ECT and Induction tutor will meet to undertake a professional progress review to identify development targets
- 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.

- The induction tutor will notify the appropriate body after each progress review to inform whether the ECT is making satisfactory progress. Where this is not the case a plan will be shared to outline the strategies in place to support the ECT in getting back on track.
- ECTs are required to undertake 2 formal assessments. This must be undertaken by the headteacher or Induction Tutor. These will take place at the end of the first year (term 3) and in the final term of induction (term 6).
- ECT's should be kept up to date on their progress. There should be nothing unexpected.

At-risk procedures

If it becomes clear the ECT is not making sufficient progress, 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
- The appropriate body may be contacted and asked for further support 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 headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. Under the statutory guidance ECT are also required to complete the Early Careers Framework materials provided by the external provider.

Completing induction

ECTs will have completed their induction period when they have served:

- The full-time equivalent of two standard academic years (usually six terms); or
- A reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- A reduced period for part-time ECTs covering but not equivalent to two academic years (as agreed with the appropriate body); or
- An extended period as a result of absences occurring during the period; or
- An extension following a decision by the appropriate body or the appeals body.

The appropriate body will make the final decision as to whether or not an ECT's performance against the 'Teachers' Standards' has been satisfactory, taking into account the recommendations of the headteacher. The appropriate body will make a decision within 20 working days of receiving the headteacher's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the headteacher.

Right of Appeal

If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the TRA. Any appeal will be notified within 20 working days or the appeal will be deemed to have expired. If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained Academy.

Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the Academy will dismiss the ECT within 10 working days. If the appeal is heard but not upheld, the Academy will dismiss the ECT within 10 days of receiving the outcome of the hearing. The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

ROLES & RESPONSIBILITIES

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 induction tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant Teaching standards
- Participate fully in the monitoring and development (ECF) 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 Retain copies of all assessment reports. 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 Academy

Role of the Induction Tutor

The Induction Tutor will hold QTS status and:

- 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.
- Ensure that the ECT's teaching is observed, and feedback provided
- Ensure ECT's 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.

- 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.
- Keep all relevant documentation, evidence and forms on file for 6 years In exceptional circumstances you may need to ask one person to carry out both roles, but in these cases it's important that the individual understands the distinction between their role as tutor and their role as mentor.

Role of the Mentor

The mentor will hold QTS status and:

- Regularly meet with the ECT during timetabled teaching hours 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 Academy 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.
- Take prompt, appropriate action if an ECT appears to be having difficulties
- Take part in ECF training as delivered through the external provider, unless they have completed this training previously and now a qualified mentor.
- Provide guidance and effective support to the ECT, including coaching and mentoring
- 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 Academy
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Work with the induction tutor to ensure any concerns or additional support are dealt with effectively and timely. The mentor will take part in the DFE ECF (Early Career Framework Training) This will be timetabled.

Role of the Head Teacher

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction ensure that the requirements for a suitable post for induction are met
- Ensure that the ECT and mentor are allowed adequate timetabled teaching hours for structured mentor sessions to enable the ECT to be provided with effective targeted feedback
- ensure the induction tutor and the mentor have the ability and sufficient time to carry out their role effectively
- ensure an appropriate ECF-based induction programme is in place
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching
- ensure that assessments are carried out and reports completed and sent to the appropriate body
- maintain and retain accurate records of employment that will count towards the induction period
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way

- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- participate appropriately in the Appropriate Body's quality assurance procedures
- provide appropriate bodies with copies of all progress reviews
- notify the Appropriate Body as soon as absences total 30 days or more

Role of the governing committee

The governing committee will:

- Ensure the Academy complies with statutory guidance
- Be satisfied that the Academy has the capacity to support the ECT
- 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 Academy'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

Role of the Appropriate Body

The Appropriate Body has the main quality assurance role within the induction process.

Monitoring arrangements

- Maintaining full responsibility for their regulatory duties, and not delegating these.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, require an extension, or left partway through an induction period, as well as details of the type of induction the ECT is undertaking.
- Ensuring they respond to requests from the Academy for support and guidance with regard to the ECT's induction programmes.

Review

This policy will be subject to annual review and amendment, taking account of legislation, external best practice, internal data on recruitment and retention, external pay data and impact of the policy.

LEGISLATION

This policy is based on the Department for Education's statutory guidance Induction for Early Career Teachers (England) and The Education (Induction Arrangements for Academy Teachers) (England) Regulations 2012.

The 'relevant standards' referred to below are the Teachers' Standards.

Review date : February 2026

Next review date: February 2028