

Early Career Teacher (ECT) Policy

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| Procedure | Berni Pearce |
| Originator: | Berni Pearce |
| Approved By: | Kerry Inscker |
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| Last Review Date | |
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| Audience: | All relevant staff |

1. Aims

The academy aims to:

- To provide a high quality, evidence informed programme that meets the statutory requirements and supports the needs of the ECT.
- To provide the ECT with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- To provide the ECT with an Induction Tutor and mentor who are skilled to offer the appropriate support and coaching.
- To ensure that the ECT engages with the ECF programme, facilitated by our chosen accredited provider Best Practice Network.
- To provide the ECT with examples of good practice in the classroom and to be able to reflect on their own and observed practice, recognising strengths and areas for development linked to their own skills.
- To support them in developing positive professional relationships with all stakeholders and members of the school community and Trust.
- To provide and further promote long-term professional development.
- To ensure all staff in the academy understand their role in the Induction process.

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance Early Career Framework, this is the evidence base which underpins the entitlement for Early Career Teachers' (ECTs) professional development. It sets out what all ECTs should learn about and learn how to do during the first 2 years of their careers.

All academies within the Trust will be following a provider-led programme. Our accredited provider of choice is Best Practice Network (BPN).

ECTs should not be assessed against the ECF, the academy will use the Teachers' Standards.

The academy will choose its Appropriate Body, this will either be through their Teaching School Hub or Local Authority.

ECTs should receive a formal assessment in the final term of the first year and the final term of the second year of induction. Assessments of the ECT's practice will be forwarded to the academy's chosen Appropriate Body within the specified timeframe.

Termly progress reviews should be undertaken in each term where a formal assessment is not scheduled. A written record should be completed, clearly acknowledging whether the ECT is on track to successfully complete induction.

3. The Induction Programme

The following sets out the statutory minimum for ECT induction programmes.

The programme is quality assured by The Golden Thread Teaching School; our 'appropriate body'. Our ECF provider is 'Ambition Institute'.

3.1 Posts for ECT

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 a reduced timetable to allow them to undertake activities in their induction programme, with a 10% reduction of the normal teaching timetable in the first year and a 5% reduction in the second year.
- 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 by having:

- An appointed Induction Tutor in the academy who is able to provide help and guidance and is adequately prepared for the role and will coordinate the ECF induction programme in the academy. The Induction Tutor should meet with the ECT at least once every term to review progress.
- A mentor in place who is completing the ECF training. The ECT should meet weekly (in first year) and fortnightly (in the second year) with their mentor to discuss their practice, raise concerns or issues and be fully supported to deal with these.
- Their teaching observed by experienced colleagues, at least once every half term, with at least 3 observations each academic year being completed by the Induction Tutor. The ECT should receive prompt written as well as oral feedback which reviews their objectives, revising these in relation to the relevant standards and their current needs and strengths.
- The opportunity to observe experienced teachers, either within the school or at another school with effective practice.
- Providing opportunities for the ECT to access internal and external training (including that which is provided by the Trust) and CPD as appropriate.
- Promoting opportunities to meet with other ECTs in academies across the Trust.

3.3 Assessments of the ECT's Performance

Formal assessment meetings will take place on a termly basis, carried out [either by the headteacher or 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 and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the Appropriate Body.

After these meetings, formal assessment reports will be completed in the final term of year 1 and 2 that clearly show how the ECT is performing against the relevant standards.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory or whether or not an extension should be included. The recommendation should be recorded on the final assessment report.

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

Headteachers and Induction Tutors should be fully aware of the DfE's statutory guidance for the induction of ECTs (section 4). The following principles apply:

- The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction. The process needs to be transparent and the ECT needs to be fully informed of their progress throughout their induction.
- It is the responsibility of the Induction Tutor to notify the Appropriate Body after each progress review, stating whether or not the ECT is making satisfactory progress.
- If the Induction Tutor believes that the ECT is not making satisfactory progress, it is expected that a plan is put in place to support the ECT to make the necessary improvements.
- If the ECT's progress is still unsatisfactory in subsequent progress reviews, following the first formal assessment point, the Induction Tutor should continue to undertake the progress reviews and review the ECT's objectives and support plan.
- Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards.
- Where there are still concerns about an ECT's progress between formal assessment point one and formal assessment point two, the Induction Tutor should explain the consequences of failure to complete the induction period satisfactorily.

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.
- Have met with their Induction Tutor (Toni Beardmore) and mentor.
- 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.
- Have their own copies of the ECF induction policy and Teachers' Standards.

- Have a knowledge and understanding of all the relevant policies that their Induction Tutor and mentor have directed them to.
- Have completed all safeguarding training as directed by the academy.
- Fully engage and pro-actively participate in all aspects the ECF training and development programme.
- Fully engage and pro-actively participate in all aspects of the mentoring, support and monitoring and assessment procedures.
- Keep copies of all assessment forms

When the ECT has any concerns, they will:

- Raise these with their Induction Tutor and/or mentor as soon as they can. Key Stage Leads will also support ECTs during their induction.

4.2 Role of the headteacher

The headteacher, along with the Appropriate Body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:

- Have a clear knowledge and understanding of the requirements set out in the DfE's statutory guidance for the induction of ECTs and the appropriate induction programme is in place for the ECT.
- Check that the ECT has been awarded QTS.
- Agree in advance of the ECT starting, who will act as the Appropriate Body (Teaching School Hub or Local Authority).
- Ensure that the Appropriate Body has been notified when an ECT is taking up a post in which they will be undertaking induction.
- Ensure the ECT receives a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year.
- Designate the ECT with an Induction Tutor and mentor (following the statutory induction guidance).
- Ensuring the Induction Tutor and mentor have the capacity and time to fulfil their roles effectively.
- Ensure that time is timetabled for the mentor and ECT to meet together on a weekly basis (1 hour) in the first year and on a fortnightly basis (1 hour) in the second year.
- Ensure that the Induction Tutor is meeting with the ECT to review and evaluate their progress and all relevant assessments against the Teachers' Standards and completed documentation has been sent to the Appropriate Body.
- Ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching.

- Ensure the ECT is receiving the appropriate professional development to continue to improve their performance and skills.
- Inform the Appropriate Body if there are concerns regarding the ECT's progress or if the ECT may be at risk of not performing satisfactorily against the Teachers' Standards.
- Where there is a risk that the ECT is not making the relevant progress, put into place the necessary plan to support the ECT to improve their performance.
- Notify the Appropriate Body as soon as absences total 30 days or more.
- Notify the Appropriate Body when an ECT serving induction leaves the school.
- Ensure that all relevant documentation relating to an ECT's induction is retained on file for six years.

4.3 Role of the Induction Tutor

The Induction Tutor will:

- Have a clear knowledge and understanding of the requirements set out in the DfE's statutory guidance for the induction of ECTs.
- Provide guidance and effective support to the ECT, including coaching and mentoring.
- Follow the Appropriate Body guidance on monitoring procedures and complete the regular progress reviews throughout the induction period and undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Ensure all relevant documentation concerning the ECT is completed within the necessary timeframe outlined by the Appropriate Body, and is retained by the academy.
- Provide support to the mentor as applicable in relation to the performance of the ECT.
- Keep the headteacher and Appropriate Body informed of the progress and performance of the ECT.
- Support the ECT with professional development activities.
- 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.
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4.4 Role of the Mentor

The mentor will:

- Act as a critical friend, mentor, and coach providing effective support to the ECT.
- Meet weekly (in the first year) / fortnightly (in the second year) with the ECT for structured mentor sessions to provide effective, targeted feedback. This will be in line with the requirements of the Early Career Framework.
- Ensure that the ECT is aware of what will be covered during mentor meeting so that they can fully prepare.
- Work closely with the ECT to ensure that they are able to review and evaluate their own progress and performance, and are able to identify their development needs.
- Work collaboratively with the ECT, Induction Tutor and other colleagues involved in the induction to help ensure the ECT receives a high quality ECF-based induction programme which meet the training needs of the ECT.
- Fully engage and pro-actively participate in the mentor training and development provided by Best Practice Network and the Trust.
- As applicable, openly share any concerns about the ECT's progress with them, the Induction Tutor and headteacher. Work collaboratively to address these through a plan of support.

4.5 Role of the Academy Council

The Academy Council will:

- Ensure the academy complies with DfE's statutory guidance for the induction of ECTs.
- 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 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.

5. Monitoring arrangements

This policy will be reviewed annually Toni Beardmore, Deputy Headteacher. At every review, it will be approved by the Academy Council.

6. Links with other policies

This policy links to the following policies and procedures:

Appraisal

Grievance

Pay

Code of Conduct

SET ECT Policy



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