

Early Career Teacher Policy

*Your beginnings will seem humble, so prosperous
will your future will be.*

Job 8:7



'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

1. Aims

The school aims to:

- 1.1 Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- 1.2 Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- 1.3 Make sure all staff understand their role in the ECT induction programme

2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

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) from 1 September 2021
- The Early career framework reforms
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

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

4. The ECT induction programme

4.1 The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

4.2 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 one term of continuous employment may count towards completion of the induction period.

4.3 The programme is quality assured by Embrace Teaching School Hub, our 'appropriate body'.

5. Roles and responsibilities

5.1 Role of the ECT

The ECT will:

- 5.1.1 Provide evidence that they have QTS and are eligible to start induction
- 5.1.2 Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- 5.1.3 Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- 5.1.4 Provide evidence of their progress against the relevant standards
- 5.1.5 Participate fully in the monitoring and development programme
- 5.1.6 Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- 5.1.7 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
- 5.1.8 Keep copies of all assessment reports

When the ECT has any concerns, they will:

- 5.1.9 Raise these with their induction tutor as soon as they can
- 5.1.10 Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

5.2 Role of the headteacher

The headteacher will:

- 5.2.1 Check that the ECT has been awarded QTS and whether they need to serve an induction period
- 5.2.2 Agree, in advance of the ECT starting, who will act as the appropriate body
- 5.2.3 Notify the appropriate body when an ECT is taking up a post and undertaking induction
- 5.2.4 Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- 5.2.5 Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- 5.2.6 Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- 5.2.7 Make sure an appropriate ECF-based induction programme is in place
- 5.2.8 Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- 5.2.9 Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- 5.2.10 Maintain and keep accurate records of employment that will count towards the induction period
- 5.2.11 Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- 5.2.12 Make the governing board aware of the support arrangements in place for the ECT
- 5.2.13 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

5.3 Role of the induction tutor

The induction tutor will:

- 5.3.1 Provide guidance and effective support to the ECT(with the appropriate body where necessary)

- 5.3.2 Carry out regular progress reviews throughout the induction period
- 5.3.3 Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- 5.3.4 Carry out progress reviews in terms where a formal assessment doesn't occur
- 5.3.5 Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- 5.3.6 Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- 5.3.7 Make sure that the ECT's teaching is observed and feedback is provided
- 5.3.8 Make sure 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
- 5.3.9 Take prompt, appropriate action if the ECT appears to be having difficulties
- 5.3.10 Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

5.4 Role of the induction mentor

The induction mentor will:

- 5.4.1 Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- 5.4.2 Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- 5.4.3 Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- 5.4.4 Act promptly and appropriately if the ECT appears to be having difficulties

5.5 Role of the governing board

The governing board will:

- 5.5.1 Make sure the school complies with statutory guidance on ECT induction
- 5.5.2 Be satisfied that the school has the capacity to support the ECT
- 5.5.3 Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- 5.5.4 Investigate concerns raised by the ECT as part of the school's grievance procedures
- 5.5.5 If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- 5.5.6 If it wishes, request general reports on the progress of the ECT on a termly basis

6. Posts for induction

Each ECT will:

- 6.1 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
- 6.2 Have an appointed induction tutor, who will have qualified teacher status (QTS) Have an appointed induction mentor, who will have QTS

- 6.3 Have a reduced timetable to allow them to undertake activities in their induction programme; 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
- 6.4 Regularly teach the same class or classes.
- 6.5 Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- 6.6 Not be given additional non-teaching responsibilities without appropriate preparation and support
- 6.7 Not have unreasonable demands made upon them
- 6.8 Not normally teach outside the age range and/or subjects they have been employed to teach
- 6.9 Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

7. Support for ECTs

We support ECTs with:

- 7.1 Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- 7.2 Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- 7.3 Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- 7.4 Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- 7.5 Chances to observe experienced teachers, either within the school or at another school with effective practice

8. Assessments of ECT performance

- 8.1 Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by either the headteacher or the ECT's induction mentor.
- 8.2 These 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. Copies of the evidence relied on will be provided to the ECT and the appropriate body.
- 8.3 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 headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- 8.4 The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.
- 8.5 A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.
- 8.6 In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

9. Where there are concerns

- 9.1 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, meaning:
- 9.1.1 Make clear the areas in which improvement is needed;
 - 9.1.2 Give the ECT the opportunity to comment and discuss the concerns;
 - 9.1.3 Explore any issues that are affecting their performance that the induction tutor or another appropriate person can assist with or provide support;
 - 9.1.4 Put in place additional monitoring and any support that will be provided to help address the specific areas and improve performance;
 - 9.1.5 Set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards;
- 9.2 If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews, including reviewing and revising the ECTs' objective and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.
- 9.3 If there are still concerns between formal assessment one and two, despite additional monitoring and support measure in place, the headteacher (or appropriate member of the SLT) will discuss the following with the ECT, brief details of which will be included on the formal assessment report.
- 8.3.1 the identified weaknesses and the evidence used to inform the judgement;
 - 8.3.2 give the ECT the opportunity to comment on and discuss the concerns;
 - 8.3.3 the agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives;
 - 8.3.4 the additional monitoring and support put in place and put in place any further monitoring and support that will be provided to address the specific areas and improve their performance;
 - 8.3.5 details of the improvement plan for the next assessment period;
 - 8.3.6 the consequences of failure to complete the induction period satisfactorily;
 - 8.3.7 as with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.
- 9.4 If concerns about the ECT's progress are very serious, the school may instigate formal capability proceedings in line with its Capability Policy, which may lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and the school will inform the appropriate body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body whether or not the ECT has failed to satisfactorily complete induction.

10. Completion of the Induction Period

- 10.1 A final assessment will normally be carried out at the end of the induction period, by the headteacher or induction tutor. The school, with guidance from the appropriate body, will agree with the ECT exactly when this assessment date will be. The assessment will use evidence gathered from the ECT's work as a teacher and from their induction programme during the preceding assessment period and may require input from other colleagues as appropriate. Any judgements made will relate to the Teachers' Standards, based on what can reasonably be expected of an ECT by the end of their induction period, and taking into account the work context, within that framework.
- 10.2 Following this final meeting, the person carrying out the formal assessment will complete a final assessment report which will include a recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is considered satisfactory, unsatisfactory, or whether an extension should be considered.
- 10.3 The ECT will have an opportunity to add their comments to the final assessment report, which will then be signed by the induction tutor, the headteacher and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body by the deadline set.
- 10.4 The appropriate body will make the final decision as to whether or not the ECT's performance against the Teachers' Standards is satisfactory.
- 10.5 If the decision is to extend the period of induction or that the ECT has failed their induction period, the appropriate body will also notify the Teacher Regulation Agency (TRA).

11. Right of appeal to the Appeals Body

- 11.1 If the appropriate body extends the induction period or decides that the ECT has failed to satisfactorily complete the induction period, the ECT has the right of appeal against the decision within 20 working days of the decision to the Appeals Body, which is the TRA. The appropriate body will inform the ECT of their right to appeal and how to exercise that right.

12. Failure to complete induction and dismissal

- 12.1 Failure to complete the induction period satisfactorily means the ECT is no longer eligible to be employed as a teacher in a relevant school, which includes maintained schools and non-maintained special schools.
- 12.2 The school will follow the principle of Regulations in relation to an ECT who has failed induction working in a relevant school. Therefore, it will normally dismiss an ECT who has failed induction:
- 12.2.1 Within 10 working days of the ECT giving notice that they do not intend to exercise their right to appeal; or
- 12.2.2 Within 10 working days from when the time limit for making an appeal expires, without an appeal being brought; or
- 12.2.3 Within 10 working days of being told the outcome of an appeal where the outcome is that the ECT is judge to have failed induction.

13. Review arrangements

This policy will be reviewed **annually** by the headteacher. At every review, it will be approved by the full governing board.

14. Links with other policies

This policy links to the following policies and procedures:

Appraisal

Grievance

Pay



Early Career Teacher Policy September 2024

The Early Career teacher Policy is based on statutory guidance from the Department for Education and best practice advice from Embrace Teaching School Hub, The National Institution of Teaching and Teach First.

The implementation of this policy will be monitored by The Headteacher in consultation with the Governing Body.

This policy will be reviewed as appropriate by the Governing Body.

Intended Policy Review Date – September 2024

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date: _____