



The
Birkenhead Park
School

Early Career Teacher (ECT) Policy 2023-2024

1. School aims

- As a school we aim to give Early Career Teachers (ECTs) the most positive start to their teaching career in line with the Government's Early Career Framework (ECF) reforms.
- We will provide our ECTs with a structured 2 year package of high-quality professional development.
- We aim to create a supportive environment of professional development that provides ECTs with the resources to become confident and effective classroom practitioners.
- We will ensure all staff understand their role in the ECF induction programme.

2. Legislation and statutory guidance

From September 2021, statutory induction for new teachers changed as part of the ECF reforms. All early career teachers in England undergoing statutory induction will be entitled to 2 years of high-quality professional development support based on the ECF.

Statutory induction guidance sets out the responsibilities of school leaders, induction tutors and mentors to support ECTs undertaking statutory induction.

Changes included:

- the extension of the induction period to 2 school years;
- ECTs undergoing induction are now entitled to a 2-year training and support programme based on the ECF.

3. The Induction Programme

ECTs will receive an induction programme lasting for 2 academic years. The programme will be led by the Inspire Learning teaching school hub and the school will use the Government approved Appropriate Body – University College London - as the DfE professional development programme for ECTs and Mentors.

The programme components for ECTs:

- Annual induction and learning conferences for induction leads, mentors and ECTs (Autumn term)
- Half termly online learning – UCL module approach based on the Teachers' Standards
- Online communities for ECT networking
- Structured self-study sessions (22 hours in year 1; 5 hours in year 2)
- Half-termly face-to-face training for ECTs, led by expert facilitators
- Structured ECT mentor meetings focused on the content of the ECF and targeted at ECT development needs (39 hours in year 1; 20 hours in year 2)

Within the structure of the school, each ECT will:

- Access 2 years of support from a designated subject mentor and an induction tutor
- Follow a timetable, regularly teaching the same classes
- Take part in planning, teaching and assessment processes similar to other teachers working in similar posts
- Receive a 10% timetable reduction in year 1, and a 5% reduction in year 2
- Not be given additional non-teaching responsibilities without appropriate support and guidance
- Not have unreasonable demands made upon them

Support for ECTs:

- A designated induction tutor will provide day-to-day monitoring and support, in line with the ECF
- A subject specific mentor will be allocated to ECTs for the duration of the 2 year programme
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback in line with the ECF
- Chances to observe experienced teachers within the school, who demonstrate effective practice in that specific subject area
- Access to the whole school CPD package throughout the year

ECT assessments

Assessments will be completed against the Teachers' Standards. Two formal assessments – supported by regular progress reviews. Reports will be written by the Induction tutor and uploaded to ECT management for review from the Appropriate Body.

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

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**Role of the ECT**

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor and mentor regularly in line with the ECF
- Work with their mentor to complete the UCL programme, which will direct the mentor sessions
- Complete the online UCL programme showing evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme and staff development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Meet with induction tutor to agree reviews and assessment points
- Keep copies of all completed assessments

When the ECT has any concerns, they will:

- Raise these with their mentor and/or 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 Induction tutor within the school

Role of the induction tutor and Subject mentor

The induction tutor and subject mentor will both:

- Provide guidance and effective support to the ECT, including coaching and mentoring in line with the ECF
- Carry out regular progress reviews throughout the 2 year ECF programme
- 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 and consult with the induction tutor
- The subject mentor will engage with the ECF through the Appropriate Body
- The subject mentor will provide the ECT with regular coaching meetings, setting targets in-line with progress and ECF
- The induction tutor will carry out formal assessments in line with the ECF and communicate this with the ECT and subject mentor
- The induction tutor will ensure that the ECT is observed and that feedback is provided
- Embed the culture, vision and values of the school

Role of HR

- Check that the ECT has been awarded QTS and register them for the ECF 2 year programme
- Confirm, in advance of the ECT starting, that the Appropriate Body will be UCL in line with the Inspire Learning teaching school hub
- Notify the Appropriate Body when an ECT is taking up a post and beginning ECF 2 year induction
- Maintain and keep accurate records of employment that will count towards the induction period

Role of the Headteacher

- Be satisfied that the school has the capacity to support the ECT and appoint an Appropriate Body
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- If they wish, seek guidance from the Appropriate Body on the quality of the induction arrangements, and the roles and responsibilities of staff involved in the process
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory
- Make the governing board aware of the support arrangements in place for the ECT

Role of the Governors

- Ensure the school complies with statutory guidance
- Receive updates on the progress of the ECT programme

5. Monitoring arrangements

This policy will be reviewed annually by the induction mentor. At every review, the policy will be approved by the Local Governing Body.

6. Links with other policies

This policy links to the following policies and procedures:

- Performance review
- Grievance
- Pay