



Early Career Teacher (ECT) Policy

Date Published: January 2023

Review Date: September 2024



Contents	Page
1. Aims & general information	3
2. Legislation and guidance	3
3. The induction programme	3
4. Roles and responsibilities	4
5. Monitoring arrangements	5
6. Links with other policies	6

1. Aims

The academy aims to:

- Run an ECT (Early Career Teacher) induction programme that meets all the statutory requirements
- Provide ECTs 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

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Induction for Newly Qualified Teachers (England), The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 and the Induction for Early Career Teachers (England). The 'relevant standards' referred to below are the Teachers' Standards.

3. The induction programme

From September 2021, for a full-time ECT, the induction programme will typically last for two academic years. For a part time ECT, the induction programme will be extended accordingly. The programme is currently quality assured by the Northants Teaching School Hub, who are also our chosen 'appropriate body'. The delivery partner for the ECF (Early Career Framework) is Teach First.

3.1 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)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range in year one and 95% in year two
- 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 mentor, who will provide day-to-day monitoring and support, hold weekly meetings to review and set targets and co-ordinate their 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 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 school or at another school with effective practice

3.3 Assessments of performance

ECTs:

- The Teachers' Standards will be used to assess an ECT's performance at the end of year one and year two of their induction period
- The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards
- The final judgement should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled
- The ECF is not and should not be used as an assessment tool

3.4 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 Principal 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 the ECF lead and their ECM at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their ECM how best to use their reduced timetable allowance i.e. completion of the weekly tasks.
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with the ECF lead 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 ECF lead 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 ECM or within the school

4.2 Role of the Principal (with the ITT/ECF lead)

The Principal 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 and in addition, register the ECT for the ECF
- Make sure the ECT's post is suitable according to statutory guidance (see section 3.1 above)
- Ensure the ECF lead and ECM are appropriately trained and have sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback on 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 ECM (with the ITT/ECF Lead)

The Early Career Mentor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring. The ECF lead will carry out regular progress reviews throughout the induction period
- Undertake informal assessment meetings during the induction period, coordinating input from other colleagues as appropriate. (Any formal assessments are to be carried out by the ECF lead).
- 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
- Forward all the relevant information on to the ECF lead in time for the formal assessments to be completed.
- Ensure that the ECT's teaching is observed, and feedback is provided to both the ECT and the ECF lead.
- 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.
- Undertake the required mentor training as laid out in the ECF (36 hours over two years).

4.4 Role of the Local Governing Body

The Local Governing Body will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the Principal 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** by the Assistant Principal responsible for overseeing the ECF. At every review, it will be approved by the Local Governing Body. However, due to the introduction of the ECF, a nine-month review date has been added to the review of this policy to ensure that the policy is fit for purpose after the formal introduction of the ECF in September 2021.

6. Links with other policies

This policy links to the following policies and procedures:

- ☐ Appraisal
- ☐ Grievance
- ☐ Pay
- ☐ Teaching, Learning and Assessment Policy

This policy was approved by the board on: 31st January 2023

Signature of LGB Chair:

A handwritten signature in blue ink, starting with a capital 'T' and followed by a long, sweeping horizontal stroke.

Name of LGB Chair: Tim Foster

Date of renewal: September 2024

