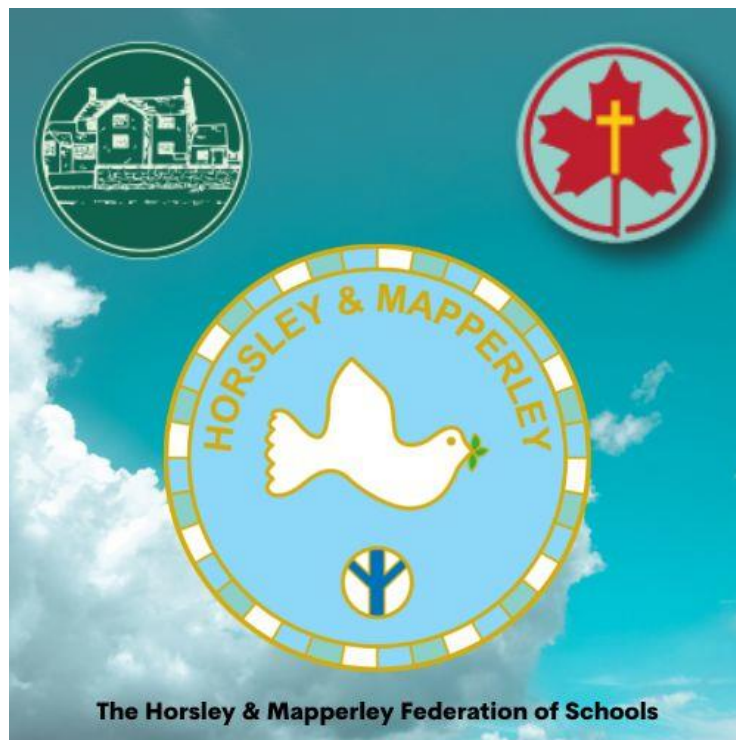


ECT (Early Career Teacher) Policy

**Horsley & Mapperley Federation of
Church of England Primary Schools**



“We know that high-quality teaching is the thing that makes the biggest difference to young people’s academic successes.”

Education Endowment Foundation.

1 Rationale of ECT induction

The Early Career Teacher (ECT) induction process must combine a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and termly assessment of performance against the Teachers’ Standards.

A comprehensive programme will enable ECTs to demonstrate satisfactory performance against the Teachers’ Standards by the end of the induction period; and, will provide a clear framework for continuous professional development in order to equip them with the tools to be an increasingly effective and successful teacher.

2 Aims and Purposes

An induction process should be designed to make a significant contribution to both the professional and personal development of ECTs. Its purpose is:

- to embed the ECF as the core programme of ECT Induction
- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate coaching and support through the role of an ECF Mentor;
- to provide ECTs with varied examples of good practice;
- to help ECTs form good relationships with all members of the school community;
- to help ECTs become aware of the school’s role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher’s roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help ECTs perform satisfactorily against the Teachers’ Standards.

A structured whole school approach to ECT induction combined with a recognition that the quality and commitment of the people who supervise the induction should lead to its success.

3 Roles and Responsibilities

Roles and Responsibilities - The Governing Body

It is the role of the governing body to ensure compliance with [Induction for early career teachers \(England\) Statutory guidance 2021](#) primarily ensuring that: careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations, and whether the post is suitable for induction. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings. The governing body will investigate any concerns raised by an individual ECT as part of the school’s agreed grievance procedures.

The governing body may also seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.

Roles and Responsibilities - The Headteacher

The Headteacher's first responsibility is to ensure the post for induction is appropriate for an ECT and that appointed ECTs have gained Qualified Teacher Status (QTS). During induction, the head teacher provides the first line of quality assurance in the school, checking that appropriate monitoring, support and assessment of the ECT is in place by an induction tutor who has the ability and sufficient time to carry out their role effectively; and ensuring that the mentor (ECM) has the ability and sufficient time to carry out their role effectively. Through these functions, the headteacher ensures an appropriate ECF-based induction programme is securely in place

The headteacher is also involved in the formal assessment of ECTs and will also, as required, observe, and give written feedback on their teaching; they will also inform the ECT and the appropriate body where an ECT is at risk of not completing induction satisfactorily, and secure a third-party observation to clarify this decision.

The headteacher will liaise with the governing body on issues relating to ECTs as they arise and is the main point of contact with the appropriate body.

Roles and Responsibilities – The Induction Tutor

The induction tutor is responsible for coordinating the ECT's professional development and for carrying out regular progress reviews throughout the induction period (see assessment against relevant standards below). The induction tutor will:

- make ECTs aware of how to raise any concerns about their progress (in school and with the Appropriate Body)
- ensure that the ECT's teaching is observed and that timely written feedback is provided.
- 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.

Roles and Responsibilities – The Mentor (ECM)

The mentor will meet regularly with their ECT for structured mentoring sessions to provide effective targeted feedback. The process of mentoring requires full, open engagement in the mentoring discussions so that mentor (ECM) and mentee (ECT) are able to develop a strong, professional relationship; relationships, that enable them to work collaboratively to help ensure the ECT receives a high-quality ECF-based induction programme. From mentoring meetings, the mentor will, as necessary, provide, or broker, effective support, including phase or subject specific mentoring and coaching, and take prompt, appropriate action if an ECT appears to be having difficulties.

Roles and Responsibilities – The Early Career teacher (ECT)

The ECT is expected to take a proactive role in their own career development, they will: provide evidence that they have QTS and are eligible to start induction; meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review. The ECT will agree with their induction tutor how best to use their reduced timetable allowance to guarantee engagement with their ECF-based induction programme. They will meet regularly with their ECM and participate fully in the agreed monitoring and development programme, agreeing targets and working collaboratively with the ECM to help ensure they receive a high-quality ECF-based induction programme.

The ECT will provide evidence of their progress against the Teachers' Standards and keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessments (see assessment against the relevant standards below). The ECT will retain copies of all assessment reports. In the event of any concerns, the ECT will raise these with their induction tutor as soon as practicable.

4 Entitlement

The ECT should be proactive in his/her own career development. However, a structured ECT induction programme ensures that new teachers are provided with support and monitoring to meet their professional development needs in order that they fulfil their professional duties and meet the requirements for satisfactory completion of induction. Schools should therefore aim to create an induction programme that builds on the knowledge, skills, and achievements in relation to standards for the award for qualified teacher status (QTS).

The ECF should be embedded as a central aspect of induction. The key aspects of an induction programme for ECTs are therefore as follows:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements
- regular one to one mentoring sessions from a designated mentor who holds QTS and has the time and ability to carry out the role effectively
- support and guidance from a designated induction tutor who holds QTS and has the time and ability to carry out the role effectively
- regular observation of the ECT's teaching with written feedback provided to guide developmental target setting
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.
- ECT dedicated time (10% in Year 1 and 5% in Year 2) is to be used to fulfil ECT-related activities, such as: meeting with ECM, engaging in the ECF programme, visiting other classrooms, researching teaching and learning practices, etc.
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards
- where the ECT works a full time equivalent (FTE) contract of two school years, there will be one formal review at the end of each academic year and additional informal reviews at the end of every term where a formal review is not held.

The ECF induction approach applied in schools can be through any of the following avenues:

- A funded provider led programme via (details here: [Early Career Framework – Core Induction Programme \(education.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework-core-induction-programme))
- The school's own training using DfE accredited materials and resources
- The school's own two-year induction programme based on the ECF.

In addition to the formal ECF programme, ECTs are required to participate in whole school CPD, twilights and training; additionally, there may be supplementary training identified and agreed during mentoring sessions.

The length of the induction period an ECT is required to serve, is the full-time equivalent (FTE) of two school years. Formal assessments will be carried out against the Teacher Standards at the end of the first academic year and at the end of the induction period. These assessments are conducted with the ECT, by the Induction coordinator or the HT who will submit their recommendations and a copy of the assessment to the appropriate body.

Progress reviews are carried out against the Teacher Standards at the end of each term where a formal assessment is not scheduled. These assessments are conducted by the induction coordinator and provide details on areas of strength, areas requiring development, evidence used to inform judgement, targets for the coming term (wherever possible linked to the ECF cycle) and details of any additional support to be provided by the school.

Assessment of ECTs must be rigorous but also objective. Evidence used in assessments must be clear and transparent; coming from practice, drawing from the ECTs work as a teacher and from their induction programme documents/folder and reviews.

If an ECT leaves post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher must complete an interim assessment against the Teacher Standards and submit this to the appropriate body.

ECTs must be made aware of their progress and any concerns, at all stages, throughout the induction process. If an ECT experiences difficulty in their performance against the Teacher Standards, the school must uphold its legal duty to provide additional support and guidance allowing the ECT to become the best they can be.

At the Progress review stage: If an ECT encounters difficulty in their performance against the Teachers' Standards the following procedures must be put into action by the induction tutor:

- The induction tutor must state the difficulties clearly within the progress review record
- Clearly outline a support plan to assist the ECT in getting back on track
- Notify the appropriate body and share both the progress review record and support plan for the appropriate body to review.

At the Formal Assessment stage: If an ECT encounters difficulty in their performance against the Teachers' Standards the following procedures must be put into action by the head teacher:

- Notify the appropriate body
- Ensure that additional monitoring and support measures are put in place immediately
- Inform the ECT of where they need to improve their practice against the Teacher Standards
- Set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards
- Ensure an effective support programme is in place to help the ECT improve their performance.

Post formal Assessment: If an ECT continues to encounter difficulty in their performance against the Teachers' Standards, the following procedures must be put into action by the induction tutor:

1. The induction tutor must explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:
 - the identified weaknesses
 - the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary
 - details of additional monitoring and support put in place
 - the evidence used to inform the judgement
 - details of the improvement plan for the next assessment period.
2. The induction tutor must:
 - record the ECT's unsatisfactory performance against the Teachers' Standards on the progress review (reflecting the current rate of progress and brief details of the issues discussed)
 - share the review and support plan with the appropriate body and the head teacher.

7 Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named DCC LA contact.