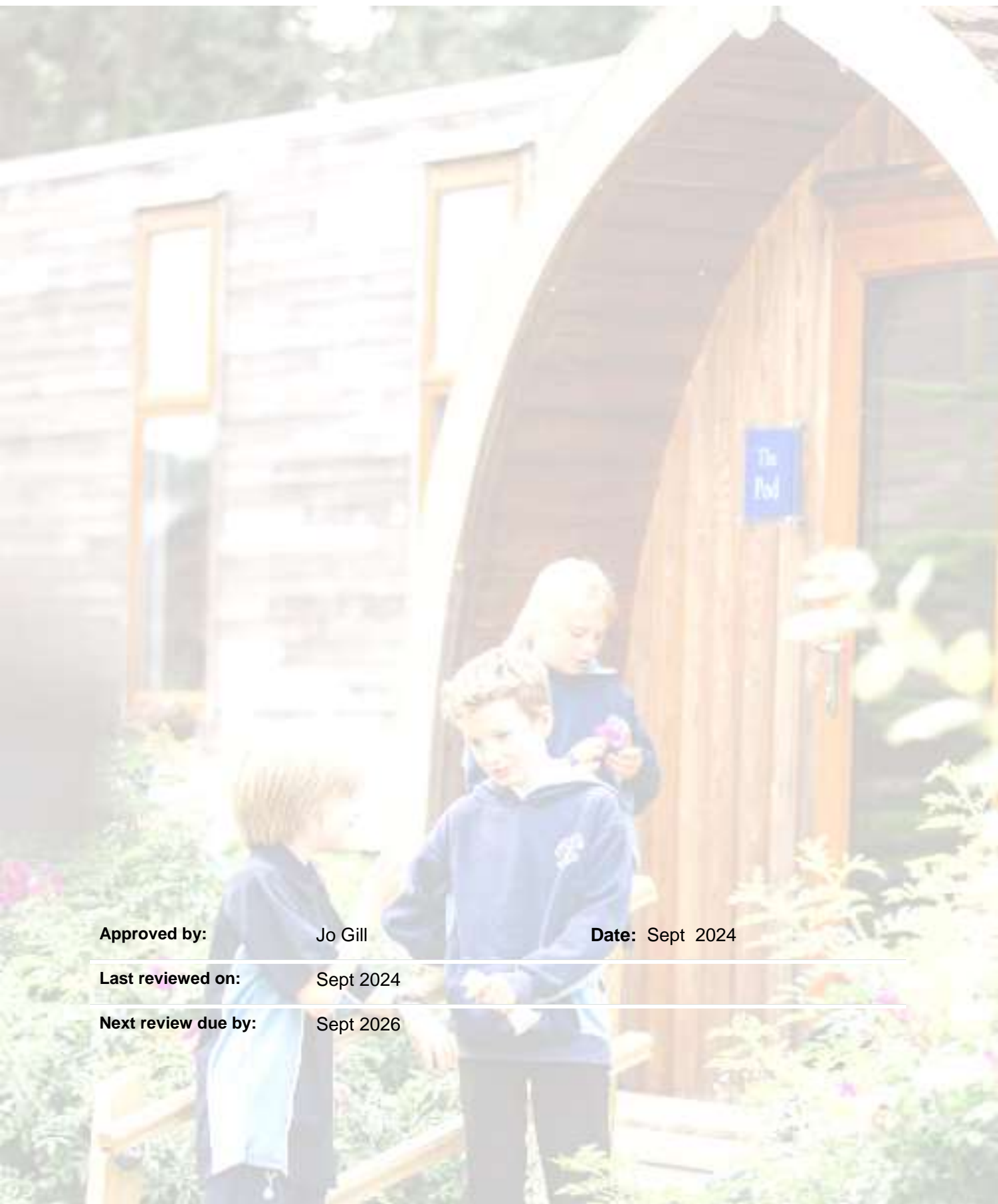


Early Career Teacher Policy (ECT)

St Mary's CE School, Kirkby Lonsdale



Approved by: Jo Gill **Date:** Sept 2024

Last reviewed on: Sept 2024

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1. Aims

The school aims to:

- › Run a ECT 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

[Teacher recruitment and retention strategy](#) [Early career framework](#) [Changes to statutory induction during national roll-out](#)

The ‘relevant standards’ referred to below are the [Teachers’ Standards](#).

3. The induction programme

For a full-time ECT, the induction programme will typically last for a single academic year. Part-time ECTs will serve a full-time equivalent.

The programme is delivered and quality assured by **One Cumbria**.



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 induction tutor, 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
- › 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 induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments over a period of two years.
- › 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 half 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
- › A clear programme of training and support will be developed and communicated

3.3 Assessments of ECT performance

Formal assessment meetings will take place on a termly basis, for two years carried out by 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 ECTs 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 that clearly show how the ECT is performing against the relevant standards and targets set.

At the end of the programme (two year period), 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 is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The ECT can add their own comments to this final form.

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

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 headteacher 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 their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- › Agree with their induction tutor how best to use their reduced timetable allowance
- › Provide evidence of their progress against the relevant standards
- › Participate fully in the monitoring and development programme
- › Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- › 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
- › Keep copies of all assessment forms

Part-time ECTs will keep a record of whole days worked.

From September 2021 all early career teachers, including those who work part-time, will be entitled to an induction period of the full-time equivalent (FTE) of 2 school years. This will ensure access to the support and entitlements of an early career framework-based programme.

In some exceptional circumstances, the length of the induction period may vary from the FTE equivalent of 2 school years. To ensure the induction period is only extended or reduced under appropriate circumstances, we intend to:

- **extend the number of ad-hoc absences permitted, in line with the extended length of induction**
- **advise that, in some cases, part-time teachers' induction periods may be reduced. This will be subject to agreement between the appropriate body and early career teacher**

When the ECT has any concerns, they will:

- › Raise these with their 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 tutor or within the school

4.2 Role of the headteacher

The headteacher 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
- › Make sure the ECT post is suitable according to statutory guidance (see section 3.1 above)
- › Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- › Ensure the ECT's progress is reviewed regularly, including through observations and feedback of 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 induction tutor

The induction tutor will:

- › Provide guidance and effective support to the ECT, including coaching and mentoring
- › Carry out regular progress reviews throughout the induction period
- › Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- › Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record, agree targets and invite the ECT to add their own comments
- › 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

4.4 Role of the governing board

The governing board will:

- › Ensure the school complies with statutory guidance
- › Be satisfied that the school 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** by Governing Body. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- › Appraisal
- › Grievance
- › Pay