

EARLY CAREER TEACHER (ECT) POLICY

Thomas Gray Primary School



Implemented	July 2023
To be reviewed (bi-annually)	July 2025
Approved by Governors	

Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Our school's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs.

The purposes of induction will:

- Provide programmes appropriate to the individual needs of the ECTs.
- Provide appropriate counselling and support through the role of an identified mentor.
- Provide ECTs with examples of good practice.
- Help ECT's form good relationships with all members of the school community.
- Help ECT's become aware of the school's role in the local community.
- Encourage reflection on their own and observed practice.
- Provide opportunities to identify areas for development.
- Help ECT's to develop an overview of a teacher's roles and responsibilities.
- Provide a foundation for longer-term professional development.
- Help ECTs perform well against the Teachers' Standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

1. Aims

The two-year, fully funded Early Career Teacher (ECT) induction process at Thomas Gray Primary School is underpinned by the Early Career Framework (ECF) and aims to ensure that structured training and support linked to the best available research evidence is implemented.

We will support Early Career Teachers so that the skills and knowledge they acquire will contribute to form a secure foundation upon which a successful teaching career can be built.

This policy will ensure the following statements are adhered to:

- To run an ECT induction programme that meets all the statutory requirements.
- To provide ECT's with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- To 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 (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021.

3. The Induction Programme

For a full-time ECT, the induction programme will typically last for a two academic years.

Part-time ECTs will serve a full-time equivalent.

Our ECT provider, (Best Practice Network), aims to provide high-quality professional development to teachers at all stages of their career and will play a significant role in delivering the Early Career Framework. They will check that ECTs are receiving their statutory entitlements, ensure schools are supported in delivering the ECF-based induction and will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Head teacher's recommendation.

Our Appropriate Body is the Rainbow Hub (Sefton)

The Induction for Early Career Teachers replaces the Induction for Newly Qualified Teachers

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 Teaching Standards throughout, and by the end of, the induction period.
- Have an appointed ECT Mentor, who will have qualified teacher status (QTS) who they will liaise with on a regular basis.
- Have a reduced timetable to allow them to undertake activities in their induction programme.
- 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.

3.2. Support for ECTs: Mentors

We support ECT's with:

- Their designated subject mentor tutor, who will provide monitoring and support through the Early Careers Framework, and an induction tutor who will have an overview of activity and will co-ordinate 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, 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 programme of CPD throughout the two years alongside the Early Careers Framework.

3.3. Assessments of ECT's Performance.

- Each term an ECT's teaching will be observed against the teaching standards. This should be undertaken by the Induction tutor / Head teacher/ SLT
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf
- Each term the ECT and Induction tutor will meet to undertake a professional progress review to identify development targets.
- Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.
- The induction tutor will notify the appropriate body after each progress review to inform whether the ECT is making satisfactory progress. Where this is not the case a plan will be shared to outline the strategies in place to support the ECT in getting back on track.
- ECTs are required to undertake 2 formal assessments. This must be undertaken by the Head teacher / Induction Tutor. These will take place at the end of the first year (term 3) and in the final term of induction (term 6).

- ECT's should be kept up to date on their progress. There should be nothing unexpected.

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.
- The appropriate body may be contacted and asked for further support.
- 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 Head teacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.
- Under the statutory guidance ECT's are also required to complete the Early Careers Framework materials provided by the external provider.

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 Teaching standards.
- Participate fully in the monitoring and development (ECF) 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 and retain copies of all assessment reports.

When the NQT 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 Induction Tutor

The Induction Tutor will hold QTS status and:

- Provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff).
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, head teacher and appropriate body.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is observed and feedback provided.
- Ensure ECT's are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- 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, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the Mentor

The mentor will hold QTS status and:

- Regularly meet (weekly) with the ECT for structured mentor sessions to provide effective targeted feedback.
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

- Take part in ECF training as delivered through the external provider.
- Provide guidance and effective support to the ECT, including coaching and mentoring.
- 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.
- Work with the Induction Tutor to ensure any concerns or additional support are dealt with effectively and timely.

4.4 Role of the Head Teacher

The Head teacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- Check that the ECT has been awarded QTS.
- Clarify whether the teacher needs to serve an induction period or is exempt.
- Agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body.
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
- Ensure that the requirements for a suitable post for induction are met.
- Ensure the induction tutor and the mentor have the ability and sufficient time to carry out their role effectively.
- Ensure an appropriate ECF-based induction programme is in place.
- Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching.
- Ensure that assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and retain accurate records of employment that will count towards the induction period.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
- Make the governing body aware of the arrangements that have been put in place to support ECTs serving induction.

- Make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension.
- Participate appropriately in the appropriate body's quality assurance procedures.
- Notify the appropriate body as soon as absences total 30 days or more.
- Ensure that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct.
- Ensure the ECT knows the identity and role of the DSL and any deputies.

4.5 Role of the Governors

The Governors will:

- Ensure the school complies with statutory guidance.
- Be satisfied that the school has the capacity to support the ECT's.
- Ensure the Head teacher 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 bi-annually.

At every review, it will be approved by the Governing Body.

6. Useful Links

All links and related content can be found on the GOV.UK website below:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

<https://www.gov.uk/government/collections/early-career-framework-reforms>