# EARLY CAREER TEACHER (ECT) POLICY

## 1. AIMS

All schools will:

- Enrol all ECTs on the full induction programme that meets all of the statutory requirements underpinned by the Initial Teacher Training Early Career Framework (ITTECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme
- Contribute to the colleague's sense of job satisfaction, wellbeing and personal achievement.

## 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
- The Early Career Teacher Entitlement
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- The 'relevant standards' referred to below are the Teachers' Standards.

## 3. THE ECT INDUCTION PROGRAMME

The induction programme will be underpinned by the ITTECF, enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF. Prior to the ECT serving their induction, the Headteacher and appropriate body will agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years (Subject to any extension or reductions required). Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Chiltern Teaching School Hub, our appropriate body.

**3. 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 an appointed mentor, who will have qualified teacher status (QTS)

● Have a reduced timetable (in addition to PPA) to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% 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 normally teach outside the age range and/or subjects they have been employed to teach.

**4. Supports for ECTs**

Schools support ECTs with:

● A designated induction tutor, who will provide monitoring and support, and co-ordinate their assessments

● A designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback alongside the Early Career Teacher Programme.

● 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 (except in terms where formal assessment is held), at which their induction tutor will review 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.

**5. Assessments of ECT performance**

Formal assessment meetings will take place in the final term of the ECT's first year (FTE term 3) and the final term of their second year (FTE term 6), and will be carried out by the ECT's induction tutor or, in their absence, a member of the Senior Leadership Team.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Headteacher will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

**6. At risk procedures**

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately by the school, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, to be reviewed.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## 7. ROLES AND RESPONSIBILITIES

### 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 and guarantee engagement with their ITTECF-based induction
- 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 reports.

**When the ECT has any concerns**, they will:

- Raise these with their induction tutor as soon as they can
- Consult with Chiltern Teaching School Hub (ctshadmin@chilternlearningtrust.org) as the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

### 8. 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's post is suitable according to the statutory guidance (see section 3.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively

● Make sure an appropriate ITTECF-based induction programme is in place

● Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching

● Make sure 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

● Retain all relevant documentation/evidence/forms on file for six years

**9. Role of the Induction Tutor**

The Induction Tutor will:

● Provide guidance and effective support to the ECT (with the appropriate body where necessary)

● Carry out regular progress reviews throughout the induction period

● Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate

● Carry out progress reviews in terms where a formal assessment doesn't occur

● Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and appropriate body

● Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments

● Make sure that the ECT's teaching is observed and feedback is provided

● Make sure 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

● Make sure that all monitoring and record keeping is done in the least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents

**10. Role of the Mentor**

The Mentor will:

● Regularly meet with the ECT for structured mentor sessions to provide targeted feedback

● Work with the ECT, and colleagues within the school who are involved in the ECTs induction, to help make sure the ECT receives a high-quality ITTECF-based programme

● Provide, or arrange, effective support, including subject- or phase-specific mentoring and coaching

● Act promptly and appropriately if the ECT appears to be having difficulties.

● Engage with the Early Career Teacher Mentor Programme

**11. Role of the Governing Board**

The Governing Board will:

● Make sure the school complies with statutory guidance on ECT induction

● Be satisfied that the school has the capacity to support the ECT

● Make sure 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 procedures

● If it has any concerns or questions, 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 on a termly basis.

**12. Role of the Appropriate Body**

The Appropriate Body will:

<u>Monitor support</u>

● check that Early Career Teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance
● provide ECTP fidelity checks, ensuring schools are supported to provide ECTs with an ITTECF-based induction.

<u>Monitor assessment</u>

● make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.

<u>Monitoring Arrangements</u>

● this policy will be reviewed **annually** by Chiltern Learning trust. [1]

[1] Approved by Board 5.3.26