



ECT Early Careers Teacher Policy

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Next Review Due:	September 2023
Committee Responsible:	Curriculum and Standards Committee
Document Location	School

Approved By	Date of Approval	Key Changes
Curriculum and Standards Committee	08/06/2022	New Policy: Policy adapted from previous NQT policy and updated to reflect DFE policy for Early Careers Teachers. (ECTs)
C&S Committee	September 2023	Policy reviewed: no changes made

SUMMARY

This policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Health and Safety at Work Act 1974. • Standards and Framework Act 1998.
- Management of Health and Safety at Work Regulations 1999.
- Education Act 2002.
- Education & Inspections Act 2006.
- Equality Act 2010 & Education Act 2011.
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

This policy should be read in conjunction with all other school policies in particular those relating to Health and Safety. If you require further details of this policy then please refer to the Executive Head Teacher or Head of School.

This document will be reviewed annually or updated as and when changes occur. This is to be recorded in the minutes of the Curriculum and Standards Committee.

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MAIN DOCUMENT

1 INTRODUCTION

The (Early Career Teachers) ECT induction process at St.Helen's CE Primary School ensures that a programme of support is given to include the development of skills, knowledge, expectations for an ECT teacher and observations are provided in a flexible individual programme. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

We are aware that in England all qualified teachers who are employed in our school must, by law, have completed an induction period satisfactorily.

We understand statutory induction will focus on the content of the ECF (Early Career Framework) to build on and complement ITT (Initial Teacher Training.) The ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence. As is the case for other professions, areas covered in initial training will be covered in greater depth as part of induction as teachers continue on their journey to becoming experts. We will use the Teachers' Standards to assess all ECTs' performance at the end of the induction period.

An ECT has only one chance to complete statutory induction. 'An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: see paras 4.9–4.10 of the DfE Statutory Induction Guidance). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.'

We aim to ensure that all new staff, especially Early Career Teachers (ECTs), are made to feel most welcome by providing the necessary support and guidance when they begin their new role at this school. We acknowledge that ECTs need specific support because their first two years are part of their training and successful achievement of it contributes to their teaching qualification.

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on the school premises and during school-sponsored activities), equipment and systems of work for all our pupils, school personnel and visitors to the school.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

2 PURPOSE

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the ECTs.
- To provide appropriate counselling and support through the role of an ECT 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 current Teachers' Standards.

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.

3 ROLES AND RESPONSIBILITIES

3.1 The Governing Body

The governing body will be fully aware of the contents of the DfE Statutory Guidance on Induction for Early Career Teachers Sept 2021 (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be aware about induction arrangements and the results of formal assessment meetings.

3.2 The Head of School.

The Head of School plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an ECT Mentor, the Head of School will also observe each ECT as required, but at least once a term.

Statutory responsibilities are:

- Selecting an ECT Mentor and ensuring they are registered with South Gloucestershire LA.
- Registering the ECT with South Gloucestershire LA.
- There are three approaches schools can choose from to enable the delivery of an ECF based induction. It is up to the Head of School to choose the approach that best suits the needs of their ECTs and mentors. The three approaches are:
 - 1). A funded provider led programme - Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.
 - 2). Schools deliver their own training using DfE accredited materials and resources - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.
 - 3). Schools design and deliver their own two-year induction programme for ECTs based on the ECF
- The school reserves the right to make its own decision based on the quality of the available options at the time.
- Informing South Gloucestershire LA as to whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction. While the Head of School may not delegate these responsibilities, many of the associated tasks will be carried out by an ECT Mentor or other suitably experienced colleagues.

In addition to the statutory requirements the Head of School will:

- Observe and (if necessary) give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing South Gloucestershire LA immediately.

- Keep the governing body informed about ECT induction arrangements and the results of formal assessment meetings.

3.3 The ECT Mentor

The principal requirement for the ECT Mentor is to provide regular support. The mentor will match judgements about ECT performance against the Teachers' Standards. The role also requires the ECT Mentor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in school, providing support and guidance and enabling the rigorous but fair assessment of ECT performance. Where possible the ECT mentor will be the ECTs' partner teacher if it is deemed by the Head of School that the ECT Mentor has the relevant skills and expertise themselves to fulfil the role to a high standard.

4 ENTITLEMENT

The ECT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported.
- Help and guidance from an ECT Mentor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with the ECT Mentor and other key staff as appropriate.
- Time and regular opportunities to meet with other ECTs and teachers.
- Observe experienced colleagues teaching.
- During Year 1, a reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% noncontact time already allocated to teachers. During Year 2, the ECT will receive a reduction of 5% of the average teacher's workload in line with the Induction for ECT guidelines.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting.
- Opportunities for further professional development based on agreed targets.

5 LESSON OBSERVATION, REVIEW AND TARGET SETTING

These will be followed and completed in accordance with the DfE guidelines on ECT induction.

6 ASSESSMENT & QUALITY ASSURANCE

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.

- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.

(All of the above will be clearly referenced to the Teachers' Standards 2011.)

7 AT RISK PROCEDURES

If an ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to South Gloucestershire LA without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Head of School will support the ECT Mentor and ECT in observations and in planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

8 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 a named South Gloucestershire LA contact.