

Forest Way School

Early Career Teacher (ECT) Policy

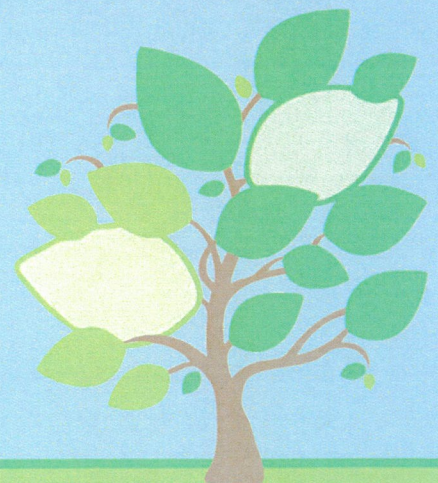
Name: James Shanley

Signature: _____

Title: Chair

Date: September 2022

Next Review Date: September 2023



Statutory

Non-Statutory

About This Policy

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1. Aims

The school aims to:

- Run an ECT, two-year 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 ECT induction programme

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, Induction for Early Career Teachers and Appropriate Bodies Guidance: Induction and the Early Career Framework.

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

This policy complies with our funding agreement and articles of association.

3. The induction programme

For a full-time ECTs, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent.

The programme is quality assured by Leicestershire and Rutland Teaching School Hub, our 'appropriate body'.

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 mentor and induction tutor, who will have qualified teacher status (QTS)

- Have a reduced timetable to allow them to undertake activities in their induction programme, as per the ECT guidance (10% timetable reduction in year one and 5% reduction in year two).

- 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 mentor and induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments as per ECT guidance.

Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback as per ECT guidance.

Regular professional reviews of their progress, to take place on a weekly basis, 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

3.3 Assessments of ECT performance

Formal assessment points will take place on two occasions over the two-year induction period, one midway through and one at the end of the induction period, carried out either by the ECTs induction tutor. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period and drawn from the ECT's 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.

At the end of the programme, 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.

An ECT has only one chance to complete statutory induction. An ECT who has completed induction and judged to have failed to meet Teacher Standards, is not permitted to repeat induction.

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, in collaboration with the appropriate body.

4. Roles and responsibilities

4.1 Headteacher

The headteacher 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 has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has 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; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher is expected to:

- obtain interim assessments from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;

- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

4.2 Induction Tutors

The induction tutor is expected to:

- 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, headteacher 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 ECTs 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; and
- 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.

4.3 Mentors

The mentor is expected to:

- regularly meet 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; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

5. Monitoring arrangements

This policy will be reviewed **annually** by the Headteacher. At every review it will be approved by the full Governing Body.

6. Links with other policies

This policy links to the following policies and procedures:

Forest Way Code of Conduct

Forest Way Staffing Policy