



Early Career Teacher (ECT) Policy

Audience:	School and academy staff, particularly Headteachers and administrative staff Local Governing Bodies
Reviewed:	17/10/22 Review November 2024
Other related policies / procedures	Teacher Appraisal Capability Teacher pay
Owner	Director of Education
Policy / procedure model	MAT policy: all Crofty schools use this policy Aligned: Policy to be adapted to school where indicated School policy: specific to needs of the school

1. Aims

Crofty MAT aims to:

- Provide all Early Career with an induction programme that meets all the statutory requirements
- Provide Early Career Teachers 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 Early career framework.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/induction-for-early-career-teachers-in-england). 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 Early Career teacher, the induction programme will typically last for two academic years. Part-time ECTs will complete a full-time equivalent.

Crofty ECTs are enrolled onto the One Cornwall Teaching School/ Teach First induction programme who also fulfil the role of '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 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 in their first year of induction and 95% in their second year.
- 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:

- Delivery of an induction programme which is underpinned by the DfE Early Career Framework.
- Their designated induction tutor, will provide day-to-day monitoring and support, co-ordinate their assessments and make rigorous and fair judgements on the ECTs progress towards meeting the core standards
- 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 [specify frequency, such as on a monthly basis], at which we will review their progress towards meeting the Teacher's standards
- Chances to observe experienced teachers, either within the school or at another school with effective practice

- ½ networking and support meetings as part of the Crofty ECT support programme
- Allocation of a mentor / buddy who will work closely with the ECT, providing day-to-day curriculum and subject support.

3.3 Assessments of ECT performance

- Informal half termly reviews will help the ECT monitor their progress towards their targets and identify any support which would be helpful.
- Formal assessment meetings will take place on a termly basis, carried out by the ECT's induction tutor, coordinating input from other colleagues as appropriate.
- 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.
- 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 summative 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 all three end of term assessment forms.
- At each stage this information is shared with One Cornwall/ Teach first, 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 or induction tutor 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

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 (also shared with training school for agreement)
- 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

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.

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 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 (One Cornwall Teaching School)
- 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

The actions above may be delegated to an Induction Tutor or other appropriate member of staff to act on behalf of the headteacher.

The induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring
- Participate in training provided by One Cornwall/ Teach first to enable them to fulfil their duties
- 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 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
- Keep the headteacher updated with the ECTs progress.

The Trustees 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