



Early Career Teachers (ECT) Policy

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ECT Policy

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1 RATIONALE

The initial two years of teaching are not just incredibly challenging but also highly impactful on a teacher's professional trajectory. Our school's Early Career Teacher (ECT) induction process aims to provide the necessary guidance, backing, and training to foster the development of abilities and knowledge. Observations are incorporated into a structured yet adaptive personal programme to assist this process. This programme will create a robust base on which an ECT can construct a prosperous teaching career and fulfil their professional responsibilities.

- The induction phase bridges the gap between Initial Teacher Training (ITT) and a full-fledged teaching career. It offers the chance to refine skills acquired in ITT and navigate the real-world responsibilities of a teacher that can only be encountered in practice.
- The induction grants ECTs a well-organised curriculum of professional growth in tandem with ongoing support and professional discourse, all in line with the directives of the Early Career Framework (ECF). This programme involves routine monitoring and evaluation of an ECT's performance relative to the Teachers' Standards.
- The training rendered during the induction period aspires to guarantee that an ECT can showcase satisfactory performance aligned with the Teachers' Standards by the end of this phase.

By the end of their induction, ECTs should be armed with all the essential tools and skills to become efficient and accomplished teachers.

2 AIMS

Our school's Early Career Teacher (ECT) Induction scheme, which is tied to the Early Career Framework (ECF), aims to significantly contribute to the ECT's professional growth as well as personal development. The objectives of the Induction process include:

- To tailor programmes to meet the unique requirements of each ECT.
- To provide suitable guidance and support through the designated Mentor and Induction Tutor.
- To promote ECT wellbeing and love for teaching.
- To offer opportunities to acknowledge and commend excellent practice.
- To present ECTs with instances of high-quality practice.
- To aid ECTs in cultivating positive relationships with all members of the school community and key stakeholders.
- To help ECTs achieve all induction standards, namely, the Teacher's Standards.
- To help ECTs understand the role our school plays in the local community.
- To foster self-reflection on personal and observed practices.
- To present opportunities to identify potential areas for improvement.
- To assist ECTs in developing a comprehensive understanding of teachers' roles and responsibilities.
- To establish a foundation for enduring professional development.

This policy embodies a structured, school-wide approach to teacher induction and acknowledges that the dedication and quality of those overseeing the induction process are essential to its ongoing success.

3 ENTITLEMENT

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 induction Mentor, who will have QTS.
- Have a reduced timetable 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 have unreasonable demands made upon them.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

4 SUPPORT FOR ECTS

We support ECTs with:

- Their designated Induction Tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Their designated Induction Mentor, who will provide regular structured Mentoring sessions and targeted feedback.
- 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 ROLES AND RESPONSIBILITIES

The ECT

The ECT will:

- Provide proof of their Qualified Teacher Status (QTS) and their eligibility to commence induction.

- Initiate a meeting with their Induction Tutor at the programme's outset to set and regularly review priorities.
- Collaborate with their Induction Tutor to determine optimal usage of their reduced timetable allowance and assure their engagement with the ECF-based induction.
- Present evidence of their progression against the applicable standards.
- Fully engage in the monitoring and development programme.
- Take part in planned classroom observations, progress reviews and formal assessment meetings.
- Coordinate with their Induction Tutor to establish the commencement and conclusion dates of the induction period and record any periods of absence.
- Retain copies of all assessment reports.

If the ECT has concerns, they should promptly communicate them to their Induction Tutor or consult with their designated contact at the appropriate body if issues cannot be resolved within the school.

The Headteacher

The Headteacher at Cann Bridge School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to the Induction Tutor, the Headteacher might choose to observe each ECT as necessary. This may form part of the standard observational process for all teachers, or as an additional support and monitoring observation specific to the ECT.

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.
- 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 ECF-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 sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.
- Make the governing board aware of the support arrangements in place for the ECT.
- Keep the Governing Body aware and up to date about Induction arrangements and the results of formal assessment meetings.

While the Headteacher must not delegate these responsibilities, many of the associated tasks will be carried out by the Induction Tutor or another suitably experienced colleague.

The Induction Tutor

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into Cann Bridge School's systems and structures. It entails not only a co-ordination role, but also monitoring the quality assurance of provision, ensuring appropriate and supportive working relationships between the ECT and Mentor, and monitoring ECT progress both through discussions with the Mentors and via direct observation and meetings with ECTs.

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 2 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 relevant 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 supportive 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, working with the ECT and appropriate body to create a supportive and specific plan to improve practice and/or address concerns.
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

The ECT Mentor

In conjunction with the Induction Tutor, whose duty it is to formally assess the ECT, we will designate an ECT Mentor to offer continuous support on a day-to-day basis. The ECT Mentor might assist in gathering evidence pertaining to the ECT's progress in alignment with the Teacher's Standards, but the Mentor's role is primarily to provide support and share knowledge, rather than to negatively critique. If the Mentor is to have input on the evaluations related to progress against the Teacher's Standards, this role will be explicitly clarified to the ECT.

The ECT Induction Mentor will:

- Regularly meet with the ECT for structured Mentor sessions to provide targeted supportive feedback.
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme.

- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or Mentoring.
- Act promptly and appropriately if the ECT appears to be having difficulties through direct discussion with the ECT's Induction Tutor.

The Appropriate Body

Cann Bridge School works with the South Central Teaching School Hub and uses them as the Appropriate Body for ECTs. South Central Teaching School Hub ensures that ECTs receive their statutory entitlements, that they are fairly and consistently assessed against the Teachers' Standards, receive support and training in line with the Statutory Early Career Framework induction guidance and ensure Induction Leads / Tutors, Mentors and ECTs are well-supported should any concerns arise. Additionally, they supply a Quality Assurance Officer who engages and establishes supportive connections with the ECT, Induction Mentor, and Induction Tutor.

The appropriate body will ensure that:

- The school has put an ECF-based induction programme in place for any ECT and that their programme of support is also based on the ECF.
- The school is providing a suitable post for an ECT's induction programme.
- Any procedures put in place, such as monitoring, support, assessment and guidance, are fair and appropriate.
- Action is taken to address areas of performance requiring further development and support, for any ECT experiencing difficulties.
- They raise any concerns if the school are deemed to not be fulfilling their responsibilities.
- Induction Tutors and Mentors have sufficient time and abilities to carry out their roles effectively.
- They consult with the headteacher on any quality assurance procedures it operates or wishes to introduce.
- The headteacher has certified that the ECT has been awarded QTS.
- The school provides a reduced timetable (ten per cent in the first year of induction and five per cent in the second year of induction) in addition to PPA time.
- Any ECT is given a named contact(s) within the appropriate body with whom they may raise concerns.
- Appropriate records and assessment reports of an ECT's progress are maintained.
- All monitoring and record-keeping is as streamlined and undemanding as possible and that any requests for evidence from an ECT draw on existing working documents and do not require the creation of new documentation.
- An agreement is reached with an ECT and the headteacher over any reduction in the induction period.
- Relevant parties are notified of any ECT's satisfactory performance against the Teachers' Standards and make any final decisions on whether an extension is required.
- They provide the Teaching Regulation Agency with relevant details of any ECTs.
- They respond to any requests from the school. the headteacher, Induction Tutor or Mentor for guidance, support and assistance with ECT induction programmes.
- They provide the headteacher with information on the types of induction available.

The Governing Body

The Governing Body will:

- Ensure that the induction programme and all parties involved comply with the guidance set out in 'Induction for early career teachers (England)'.
- Ensure that the Headteacher meets the requirements of provision for the ECT as outlined in this policy.
- Investigate any concerns raised by an ECT, in line with the grievance policy.
- Seek guidance from the appropriate body on the quality of school's induction arrangements and the roles and responsibilities of the parties involved in the induction process.
- Request general reports on an ECT's progress if they desire.

6 ASSESSMENT OF ECT PERFORMANCE

The Induction Tutor will conduct formal assessment meetings at the end of the first year (term 3) and the second year (term 6) of the ECT's induction. The basis for these meetings will be clear, transparent, and with evidence gathered from progress reviews in the corresponding assessment period. This evidence will be derived from the ECT's performance as a teacher and their participation in the induction programme. Copies of the supporting evidence will be shared with both the ECT and the relevant body.

Following each formal assessment meeting, a detailed report will be compiled, demonstrating the ECT's performance in relation to the relevant standards. At the end of the programme, in the final assessment report, the headteacher will recommend to the appropriate body whether the ECT's performance meets the relevant standards.

The ECT will have the opportunity to add their personal comments to the report. The formal assessment report will bear the signatures of the headteacher, the Induction Tutor, and the ECT. A copy of this formal assessment report will then be dispatched to the appropriate body. The final report should reach the appropriate body within ten working days from the date of the meeting, so as to allow them to make the final decision on the ECT's successful completion of their induction period.

In the event that the ECT leaves their post after completing one term or more but before the next formal assessment would take place, the Induction Tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

7 AT-RISK PROCEDURES

In the event that a termly progress review or the first formal assessment indicates that the ECT is not progressing adequately, immediate action will be taken to provide additional support and monitoring. This will involve the following steps:

- Identifying the areas where improvement is needed.
- Setting suitable objectives to steer the ECT towards satisfactory performance against the relevant standards.

- Implementing an effective support programme to assist the ECT in enhancing their performance.

The record of the progress review or the formal assessment report, along with the support plan, will be shared with the appropriate body for review.

Should there be ongoing concerns about the ECT's progress during subsequent progress reviews or formal assessments, provided it is not the final formal assessment, the Induction Tutor or Headteacher will engage in a discussion with the ECT. They will revise the objectives as needed and modify the support plan for the next assessment period.

8 CONFIDENTIALITY AND DATA PROTECTION

All parties involved in the induction process, including the Headteacher, Induction Tutor, Induction Mentor, and the Appropriate Body, will make suitable arrangements to ensure the effective protection and secure transfer of any relevant data.

The induction process, assessments, and any paperwork generated from these activities will be treated confidentially at all times.

If any individual is given access to, or views, the induction documents, they will be made aware that these documents are confidential. Furthermore, any ECT will be informed if someone is given access to their assessments.

The governing body can request general progress reports for ECTs, but they will not be automatically entitled to view an individual ECT's assessment reports. However, if an ECT has raised concerns about a particular issue or assessment, following Cann Bridge School's grievance procedure, an exception would be made to this rule, allowing the governing body to investigate.

If the governing body has any questions or concerns about the induction arrangements, or about the roles and responsibilities of staff, they will seek guidance from the Appropriate Body.

The Headteacher will retain all forms, paperwork, and assessments relevant to the induction period for a period of six years following the end of the induction period.

9 POLICY INTEGRATION

The contents of this policy, or the supportive programs within, do not contrast or conflict with the wider policies relevant to the employment, support, capability, or professional conduct of the ECT who remains fully under all processes and policies within Cann Bridge School, including but not limited to:

- Anti-Bullying and Anti-Harassment Guidance & Policy (Staff)
- Attendance Policy (Teachers)
- Child Protection & Safeguarding Policy
- Compliments, Comments and Complaints Policy
- Disciplinary Policy & Procedure
- Grievance Resolution Policy & Procedure
- Health & Safety Policy
- Intimate Care Guidance & Policy
- Menopause Policy

- Self-Harm Guidance & Policy
- Social Media Policy
- Staff Dress Code
- Whistleblowing Policy

10 REVIEW AND MONITORING

This policy is to be reviewed and monitored every two years. The Headteacher will monitor this policy.