

## EARLY CAREER TEACHER (ECT) POLICY

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### INTRODUCTION

1. This induction process ensures the appropriate guidance, support, training, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, can be built.

### Legislation and statutory guidance

2. This policy is based on the Department for Education's statutory guidance [Induction for Early Career Teachers](#).

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

### The induction programme

3. For a full-time ECT, the induction programme will last for two academic years. In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point.

The programme is underpinned by the [Early Careers Framework](#) and is quality assured by Cornwall Teaching School, 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 induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have qualified teacher status (QTS). The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor
  - The mentor and the induction tutor are two discrete roles with differing responsibilities and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the Headteacher to designate a single teacher to fulfil both roles, which may be the headteacher themselves
- Have a reduced timetable to allow them to undertake activities in their induction programme in their first year, with no more than 90% of the timetable of our existing teachers on the main pay range
- Have a reduced timetable to allow them to undertake activities in their induction programme in their second year, with 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 normally teach outside the age range and/or subjects they have been employed to teach
- Be supported if presented with unreasonably demanding pupil discipline problems on a day-to-day basis

### 3.2 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 mentoring
- Observations of their teaching at regular intervals by their induction tutor, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress against 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 Professional Progress Reviews

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets.

The induction tutor will update headteacher on the ECT's progress after each progress review.

It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist the ECT in getting back on track.

### 3.4 Assessments of ECT performance

There will be two formal assessment points, one midway through induction, and one at the end of the induction period.

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.

The two formal assessments will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will form the basis of the headteacher's recommendation to the appropriate body to decide whether the ECT's performance is satisfactory against the relevant standards. This recommendation will be written up on the final assessment report.

The ECT can add their own comments to this final report.

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 is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction.

### 3.5 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 will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

## Roles and responsibilities

4. Roles of the ECT, Headteacher, induction tutor, induction mentor and governing body are explained below.

4.1 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
- Meet with their new induction mentor at the start of the programme to discuss the upcoming schedule
- Engage with the process and provide copies of existing evidence as agreed with the induction tutor

- 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

#### 4.2 When the ECT has 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

#### 4.3 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 statutory guidance
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the induction mentor (if not the same as 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
- 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

#### 4.4 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT
- Provide a written record of 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 report and invite the ECT to add their own comments
- Observe the ECT and provide feedback as well as a written report for the formal assessment report
- 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
- Inform the headteacher of the ECT's progress

#### 4.5 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentoring sessions to provide targeted feedback
- Work with the ECT and colleagues to make sure the ECT receives a high-quality ECF-based induction programme
- Guide ECTs in growing the skills highlighted in the Early Career Framework
- Provide, or broker, effective support, including subject or phase-specific coaching
- Communicate with the induction tutor in order to provide effective support
- Take prompt action if the ECT is having difficulties

#### 4.6 Role of the governors

The governing board 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

### **Monitoring arrangements**

5. This policy will be reviewed annually by the Raising Standards Lead. At every review, it will be approved by the full governing board.