

Early career teacher (ECT) induction policy

St Levan Primary School



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Early Career Teacher (ECT) Induction Policy

Adopted by St Levan Primary School

Date ratified:

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1. Rationale

The ECT induction process at St Levan School ensures that the appropriate guidance, support, training to include the development of skills, 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, fulfilling their professional duties, can be built.

2. Aims

The school aims to:

- Run an ECT induction programme that meets all the statutory requirements underpinned by the early career framework (ECF) from September 2021
- 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 induction programme.

3 Legislation and statutory guidance

3.1 This policy is based on the Department for Education's statutory guidance Induction for Newly Qualified Teachers (England) and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

3.2 The 'relevant standards' referred to below are the Teachers' Standards (2011 updated 2013).

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [Early career teacher induction: COVID-19 absence exemption](#)

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

4 The induction programme

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

4.2 The programme is quality assured by Cornwall County Council, our 'appropriate body'.

4.3 Our induction programme follows the Cornwall County Council ECT Induction Programme. It ensures that new teachers are provided with the support, monitoring and assessment 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). 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; and
- to help ECTs perform satisfactorily against the current Teachers' Standards.

4.4 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.

4.5 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 ECT Mentor, who will have qualified teacher status (QTS).
- Have an appointed ECT Tutor (Assessor), who will be a member of the school Senior Leadership Team.
- 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.
- 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 – PE subject leadership responsibility with appropriate training given.
- 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.
- Attend relevant CPD training specific for ECTs, this will be provided by Cornwall County Council and/or the EEEA MAT.

4.6 We support ECTs with:

- Their designated ECT Mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback. These observations are front weighted so that ECTs get the support they need at the start of their year, and any issues are not left unresolved. Therefore, in the first term observations are fortnightly, carried out by the mentor, SLT members (including the tutor) and subject leaders.
- Regular professional reviews of their progress, 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.

4.7 Formal assessment meetings will take place half termly, carried out by the ECT Tutor (Assessor). 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 half term, mid-term targets will be set and progress against the previous targets assessed, this will be recorded in the ECT's handbook. At the end of each term, new targets are set, previous ones reviewed, this is again recorded in the ECT's handbook, but the targets and an overview of the term are also put on the Marlborough ECT Manager online programme. The ECT then has a chance to comment and sign the report, before it goes to the Head Teacher to sign.

4.8 At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting, along with previous progress outcomes will be used by the head teacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final online assessment form, by the ECT tutor. The ECT can also add their own comments to this final form. The form will be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

4.9 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 - will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. The appropriate body (Marlborough) may also be contacted for support.

5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their ECT Mentor at the start of the programme to discuss and agree priorities, and keep these under review.
- Agree with their ECT Mentor 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 effectively in scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their ECT Mentor the start and end dates of the induction period.
- Keep copies of all assessment forms, lesson observations and relevant CPD notes.
- Raise any concerns with their ECT Mentor as soon as practicable.
- 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.

5.2 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 and complete any registration requirements. The SBM will ensure the ECT is registered with the appropriate body.
- Make sure the ECT's post is suitable according to statutory guidance.
- Select the ECT Mentor and ensure the ECT Mentor 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 Local Advisory Committee 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.

5.3 Role of the ECT Mentor

The ECT Mentor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring.
- Carry out regular progress reviews throughout the induction period, the ECT and their mentor will meet weekly to provide support and monitor progress. The mentor will attend the half termly progress review meetings alongside the ECT and the tutor.
- Undertake regular observations of the ECT's teaching and provide the ECT with copies of written summaries. In the first term observations are fortnightly and will be undertaken by the mentor, SLT members (including the tutor) and subject leaders. In the subsequent terms the mentor will observe the ECT half termly.
- 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.

5.4 Role of the ECT Tutor (Assessor)

The ECT Tutor will

- Undertake termly formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate. These assessment meetings are recorded online and submitted to the appropriate body.
- Undertake half termly progress review meetings, which are recorded in the ECT's handbook.
- 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.
- Observe the ECT at least once a term.

5.5 Role of the Local Advisory Committee

The Local Advisory Committee will:

- Ensure the school complies with statutory guidance.
- Be satisfied that the school has the capacity to support the ECT.
- Ensure the head teacher 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

6. Monitoring arrangements

This policy will be reviewed annually by the Governing Body