

<b>Name of Policy:</b> ECT Policy	<b>Version/Last Review Date:</b> May 2022 (V1)
<b>Statutory documents linked to policy:</b> ECT 2021 induction guidance	<b>Previous review date:</b> March 2022 (V1)
<b>Other Policies linked to this policy:</b>	<b>Next Review Date:</b> March 2025 (V2)
<b>Governor Committee Responsible</b>	FPP

## Induction of Early Career Teachers (ECTs)

**Rationale:** In 2021 NQT's will be known as ECT's (Early Career Teachers). In addition to the name change, there is a whole new framework, aptly named the Early Career Framework, developed to provide more support to new teachers. The Early Career Framework (ECF) is a two-year support package of professional development to improve training and development opportunities for teachers.

As a school, we will provide an induction that is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme will support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

### Purpose

- to provide a national Full Induction Programme through a national provider for the ECT;
  - to provide appropriate support through the role of an identified mentor;
  - to provide ECTs with examples of good practice;
  - to help ECTs form good relationships with all members of the school community and stakeholders;
  - 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;
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- to help ECTs perform satisfactorily against the Teachers' Standards.

## Roles and Responsibilities

### **The Governing Body**

The governing body will be aware of the contents of the DfE's [statutory guidance](#) on induction for Early Career Teachers (ECT), which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an

ECT, whether the school currently has the capacity to fulfil these obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The xxxx School will appoint an induction tutor as well as a subject mentor for each ECT. Within the Trust, a director will oversee responsibility for ECT support and delivery.

### **The Headteacher**

The headteacher plays a significant and leading role in the process of inducting new colleagues to the profession.

Statutory responsibilities are:

- Appointment of an Appropriate Body
- Appointment of an induction tutor
- Registration for an ECF full induction programme through a registered provider (the ECF Provider)
- Provide the mentor with one hour per week to coach the ECT
- Ensuring an appropriate induction programme is set up; (this should include ensuring that termly Assessments are carried out and reports are completed and sent to the appropriate body)
- Ensure a timetable reduction of 10% in Year 1 and 5% in Year 2
- Recommending to the Appropriate Body whether or not an ECT has performed satisfactorily Against the Teachers' Standards for the completion of induction.

In addition to the statutory requirements the headteacher will:

- Inform the ECT and Appropriate Body immediately if the ECT displays cause for concern
- Track the progress of the ECT on the ECF
- Keep the governing body aware and up to date about induction arrangements and the results of Formal assessment meetings
- Maintain and retain accurate records of employment that will count towards the induction period

### **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 our school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision.

The Induction Tutor is responsible for

- Organising a central induction
- Providing support and guidance
- Overseeing and quality assuring the support provided by the mentor
- Rigorous but fair assessment of ECT performance
- Ensuring that the ECT is aware of how to raise any concerns regarding their progress
- Taking prompt action if the ECT appears to be having difficulties

### **Mentor**

In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a subject mentor is appointed to provide on-going support on a more regular basis. The mentor should be formally trained as a mentor on the ECF programme and meet with the ECT every week to provide instructional coaching. The mentor should also contribute to judgments about the ECT's performance against the Teachers' Standards.

### **ECT**

The ECT is expected to be an active participant in the induction process. They should:

- Gather and record evidence of their progress towards the Teachers Standards
- Keep hard copies of lesson observations, lesson evaluation forms and assessment forms
- Plan and set appropriate targets
- Successfully complete the ECF programme

### **Entitlement**

The Early Career Teacher should be proactive in his/her own career development. However, our induction programme ensures that early career teachers are provided with support and monitoring 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). The key aspects of the induction programme for ECTs are as follows:

- Access to the Early Career Framework provided by the ECF Provider
- Weekly meetings with the mentor, and time to discuss targets set via the ECF programme
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Meetings with senior leaders and other key staff where appropriate.
- Observe experienced colleagues teaching.
- A timetable reduction of 10% in year 1 and 5% in year 2, in comparison to a main scale teacher, in addition to the non-contact time already allocated to teachers.
- Have teaching observed by experienced colleagues on a regular basis.
- To receive prompt feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

### **At risk procedures**

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay
- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Appropriate Body will support the induction tutor and ECT in observations and planning an appropriate programme to ensure the satisfactory completion of the ECT year and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

### **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. If the ECT has a concern with the ECF, this should be raised with the Teaching School Hub. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact.

This policy is based on and follows the guidance and statutory requirements set out in [Statutory Induction Guidance 2021](#)