



# Early Career Teacher Policy

## **1. Statement of Intent**

At Cedars Primary School, teaching and learning is based upon a language rich thematic curriculum where pupils are exposed to a range of experiences to enhance their knowledge, understanding and long term memory. As a result, pupils at Cedars are confident, aspirational, articulate learners who are ready for the next stage of education. We recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the school endeavours to develop and nurture a promising career.

### **1.1 Aims**

Through this policy, we aim to:

- Run an Early Career Teacher (ECT) induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2022.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.

This policy applies to ECTs who start their induction on or after 1 September 2021.

## **2. Legislation and Statutory Guidance**

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.](#)

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

## **3. Roles and Responsibilities**

### **3.1 Role of the ECT**

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 and guarantee engagement with their ECF-based induction.
- 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 reports.

**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 Induction Tutor or within the school.

### **3.2 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.
- Make sure the ECTs 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 an appropriate ECF-based induction programme is in place.
- 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 the Governing Board aware of the support arrangements in place for the ECT.
- Make a recommendation to the appropriate body on whether the ECTs performance against the relevant standards is satisfactory.
- Participate in the appropriate body's quality assurance procedures of the induction programmes.

### **3.3 Role of the Induction Tutor**

The Induction Tutor will:

- Be a senior leader in school with responsibility for overseeing the effective implementation of the ECF programme
- Select an ECT mentor and make sure that they are appropriately trained and have sufficient time to carry out their role effectively.
- Make sure timetables allow for engagement in the programme from both the ECT and ECT mentor
- Make sure the programme complements Statutory Induction
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- 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 ECTs teaching is formally observed and feedback is provided, termly.
- 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.
- 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.
- Quality assure the programme

### **3.4 Role of the Induction Mentor**

The Induction Mentor will:

- Be an experienced teacher who is “paired” with the early career teacher to support them directly through the programme
- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.
- Work with the ECT, and colleagues within the school who are involved in the ECTs 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 by select the highest leverage area of development
- Act promptly and appropriately if the ECT appears to be having difficulties.
- Carry out regular progress reviews throughout the induction period
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Induction Tutor, Headteacher and relevant body.
- Monitor ECT engagement of seminar attendance and self-directed study
- Arrange interactions with other members of staff
- Complete self-directed study and attend seminars

### **3.5 Role of the Governing Board**

The Governing Board will:

- Make sure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.
- Make sure 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 procedures.
- If it has any concerns or questions, 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 on a termly basis.

### **4. The ECT Induction Programme**

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

For a full-time ECT, the induction period will typically last for two academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

Our provider, Best Practice Network will lead the development of the programme.

#### **4.1 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 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 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.

## **4.2 Support for ECTs**

We support ECTs with:

- Their designated Induction Tutor, who will provide day-to-day monitoring and support, and coordinate their assessments.
- Their designated Induction Mentor, who will provide regular structured mentoring sessions and targeted feedback.
- Informal observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Formal observations at the end of each term, carried out by the ECT Induction Lead and the ECT mentor.
- 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

## **4.3 Assessments of ECT Performance**

Formal assessment meetings will take place each term in the ECT's first year (term 3) and in the final term of their second year (term 6), and will be carried out by either the Headteacher or the ECTs Induction Tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECTs 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 each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECTs performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher, Induction Tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this 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 ECTs progress and performance since the last assessment is captured.

#### **4.4 At-Risk Procedures**

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will 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 against the relevant standards.
- An effective support programme is put in place to help the ECT improve their performance.

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

If there are concerns about the ECTs progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the Induction Tutor or Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

#### **5. Links with Other Policies**

This policy links to the following policies and procedures:

- Appraisal and Capability Policy
- Grievance Procedure
- Pay Policy
- Code of Conduct

Date Agreed by Governors: Spring 2023

Governor Review Date: Spring 2026