



Education
Partnership
Trust

Creating outstanding schools
which transform learning, lives
and communities

EARLY CAREERS TEACHERS (ECT) POLICY

Document Control

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1.0 AIMS

1.1 The school aims to:

- Run an ECT induction programme that meets all the statutory requirements
- 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

2.0 LEGISLATION AND STATUTORY GUIDANCE

2.1 This policy is based on the Department for Education's statutory guidance

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england> and [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

2.2 The [Early Career Framework](#)

2.3 The 'relevant standards' referred to below are the Teachers' Standards

2.4 This policy complies with our funding agreement and Articles of Association

3.0 THE ECT INDUCTION PROGRAMME

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

Prior to the ECT serving their induction, the Headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 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.

The programme is quality assured by Star Teaching School Hubs, North West

Posts for induction

3.2 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 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

Support for ECTs

3.3 We support ECTs with:

- Their designated 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
- Formal observations of their teaching at regular intervals will be conducted by their Induction Tutor, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress with their tutor, to take place termly (except in terms where formal assessment is held), 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

4.0 ASSESSMENT OF ECT PERFORMANCE

- 4.1 ECTs are exempt from normal appraisal procedures during their induction period. There will be two formal assessment points, one midway through induction (term 3), and one at the end of the induction period (term 6). These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.
- 4.2 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 each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards.
- 4.3 At the end of the programme, ECT's will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form. 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 ECT's progress and performance since the last assessment is captured.
- 4.4 The ECT will add their own comments to the reports, and these will be signed by the Headteacher, induction tutor and the ECT.
- 4.5 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.

At-risk procedures

- 4.6 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
 - The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review
- 4.7 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 Induction Tutor or the Headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. This information must always be shared with the ECT, Headteacher and appropriate body.
- 4.8 In the event of serious capability concerns, the Headteacher or induction tutor can decide to instigate capability procedures in line with our capability policy. They will inform the appropriate body when these procedures are instigated.
- The ECT's induction process will continue alongside these capability procedures for as long as the ECT remains at the school, or the procedures are concluded.

5.0 ROLES AND RESPONSIBILITIES

Role of the ECT

- 5.1 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
 - 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 forms
- 5.2 **When the ECT has any concerns**, they will:
- Raise these with their tutor first then the 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

Role of the Headteacher

- 5.3 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 (see section 3 above)
 - Ensure the induction 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

Where an ECT serves induction at more than one school in the Trust, we will appoint one Headteacher to act as the **lead Headteacher**.

They will take on overall responsibility for ensuring the above is in place, working with individual Headteachers as necessary. In addition, the lead Headteacher will:

- Provide a fair opportunity for the ECT to demonstrate that they have performed against all of the relevant standards by the end of the induction period
- Consult with, and gather evidence from, the other Headteachers
- Co-ordinate the evidence to make the recommendation to the appropriate body on whether the ECT's performance is satisfactory against all the relevant standards
- Make clear the methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments to the other Headteachers and to the ECT

Role of the induction tutor & induction mentor

5.4 The induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and tutoring
- Carry out 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 record and invite the ECT to add their own comments
- 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
- Make sure that all monitoring and record keeping is done in the least burdensome way possible, and that ECTs are not asked for any evidence that requires the creation of new work
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress

The induction mentor will:

- 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 ECT's induction, to help make sure the ECT receives a high-quality early career teacher entitlement 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

Role of the Local Governing Body

5.5 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
- Work with the Trust to resolve any 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

6.0 MONITORING ARRANGEMENTS

6.1 This policy will be reviewed annually. At every review, it will be adopted by the full governing board.

7.0 LINKS WITH OTHER POLICIES

7.1 This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Teaching and Learning