

Early Career Teacher (ECT) Policy

Aim

The aim of this policy is to ensure that all early career teachers (ECTs) complete the required period of Induction in line with the arrangements stipulated by the Department for Education.

The school follows the current Statutory guidance for Induction for early career teachers (England) revised March 2021

Objectives

- To put in place the necessary personnel and procedures to ensure that the induction process is completed fairly and rigorously.
- Ensure all staff understand their role in the induction programme
- To make a recommendation to the Teaching Regulation Agency that is based on rigorous and fair assessment, as to whether the ECT has met the induction standards at the end of the induction period.
- To provide adequate support and guidance to teachers entering the profession, to enable them to develop aspects of their practice in order to reach their full potential.

Strategies for Implementation

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme 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 programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;

- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

The Induction Tutor is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, the Principal and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

The school is expected to:

- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;

- include the appointment of an induction tutor who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme (see paras 2.19 -2.20);
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

ASSESSMENT AND REVIEW

The Principal will ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction. He will inform the nominated Governor with responsibility for staff development about ECT progress at the education sub-committee meeting every term.

The Governors will ensure the school complies with statutory guidance and ensure the Principal and induction tutor are fulfilling their responsibility to meet the requirements of a suitable induction post.

The Governors and Principal of the school will review these arrangements annually and ensure that the school is fulfilling its responsibilities to provide the necessary monitoring, assessment and support for ECTs. The next review will be in March 2022.

Link for Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf