



Early Career Teacher (ECT) Policy

Ratified by Governors on:

Ratified 22nd March 2022

Review date:

September 2022

SLT Link Area:

Teaching and Learning

Chair of Governors:

Mairi Probin

Headteacher:

Dorothy Trussell

Introduction

FGS aims to run and ECT induction programme that meets all of the statutory requirements underpinned by Early career framework (ECF) and national professional qualification (NPQ) inspection framework and [handbook](#)

(ECF) from September 1st 2021. We will provide ECTs with a supportive environment that enables them to grow personally and professionally, to be effective and successful teachers and make sure all staff understand their role in the ECT induction programme.

This policy sets out how we aim to manage this personalised programme over a two-year period to support early career teachers during their induction, to satisfactorily meet the Teachers' Standards (the relevant standards) by the end of this period. This policy does not form part of any employee's contract of employment and may be amended at any time.

Rationale

The first years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. We will adhere to the requirements outlined in the ECF and NPQ inspection framework and our lead providers will support with quality assurance and ongoing development of our ECT support and provision. Our ECTT Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

Purposes

Our school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of early career teachers, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- Provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- Provide individualised support through high quality mentoring
- Provide ECTs with examples of good classroom practice
- Help ECTs form productive relationships with all members of the school community and stakeholders

- Encourage reflection on their own and observed practice
- Provide opportunities to recognise and celebrate success
- Act quickly to help ECTs address any areas of concern
- Provide a foundation for longer-term professional development
- Ensure a smooth transition from teacher training, to help ECTs meet all the teachers' standards,

The whole staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. 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.

Prior to starting induction

We will follow our Recruitment and Selection Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded QTS. The ECT should provide evidence that they have QTS and are eligible to start induction. We will identify and agree an organisation to act as the appropriate body (Bright Futures) and ECF provider (Teach First) and will notify them of the appointment of the ECT by completing the relevant ECT Induction Registration paperwork. We will also register them on the government DFE registration site for Early Career Teachers. The appropriate body, who has the main quality assurance role within the induction process, will determine a start date for induction which will be agreed with us and the ECT in advance. The appropriate body should provide the ECT with a named contact with whom to raise concerns that they are unable to resolve via their induction tutor, and will also notify the Teaching Regulation Agency (TRA) of the ECT's appointment.

The Headteacher will agree with the appropriate body whether or not the post that it is intended for the ECT will serve induction in is suitable for this purpose, in order to facilitate a fair and effective assessment of the ECT against the relevant standards. This will include ensuring that the post:

- Provides the necessary tasks, experience and support to demonstrate satisfactory performance against the relevant standards;
- Will not make unreasonable demands upon the ECT;
- Will involve the ECT regularly teaching the same classes, normally within the age range and/or subject of the post that they have been employed to teach;
- Involve similar planning, preparation and assessment processes to other teachers in the school;
- Will not present unreasonably demanding discipline problems on a day to day basis;

- Will not involve additional non-teaching responsibilities without appropriate preparation and support.

We will also ensure that there will be a 10% reduction of teaching hours on their timetable than that of other main pay range teachers in their first year of teaching, and a 5% reduction in their second year, in order to undertake induction activities. The ECT will agree with their induction tutor how best to use their reduced timetable allowance (This is outlined in the ECT Guidance Pack 2021).

The Induction Tutor will appoint a subject mentor for the ECT's with QTS, who has the necessary skills and knowledge to provide effective coaching and mentoring, and will ensure that they are appropriately trained and have sufficient time to carry out the role effectively. The induction mentor will meet with the ECT at the start of the programme to discuss and agree priorities for their induction and will be responsible for the bespoke CPD offers and support, as well as coordinating assessments. If the ECT has any concerns about their induction programme, they should be raised with the induction tutor who will seek to resolve them.

The induction period

The minimum length of the induction period will normally be two school years, or six school terms. Where the ECT has or is serving some of the induction period in another setting, or in non-standard settings such as in the FE sector, the appropriate body will determine the equivalence to one school year. We will also follow the statutory guidance in relation to any special circumstances which may apply, to reduce or extend the induction period.

Where an ECT is part time, this will be the full time equivalent of one full school year. We will agree with the appropriate body a fair length of induction for each ECT if appropriate, taking account of the NQT's working pattern.

Where an ECT applies for a post that is fixed term or temporary, posts of a minimum of one term or more may count towards the induction period.

Where an ECT is eligible to carry out short-term supply work, and is undertaking short term supply work of less than one term, this cannot count towards induction. However if it becomes clear that short-term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.

Observation and assessment during the induction period

Monitoring and support will take place throughout the induction period. This will be personalised to meet the professional development needs of the ECT. It will include ongoing support and guidance from the induction tutor, the ECT observing experienced teachers either in this school or another appropriate institution where effective practice has been identified and the following, which the ECT should keep track of and participate in effectively:

The induction tutor or another suitable internal or external person with QTS will regularly observe the ECTs teaching against the relevant standards, normally on a

half termly basis. Following observation, the observer will give advance notification to meet with the ECT to provide prompt and constructive feedback and a written record will be made of the feedback given at the meeting. Any development needs will be identified.

The induction tutor will review the ECTs progress based on the evidence of their teaching, normally on a half termly basis, and as a result objectives may be reviewed to take account of the needs and strengths of the ECT. The ECT should record evidence from their practice towards objectives and any agreed steps to support them in meeting those objectives.

A formal assessment will normally be carried out on a termly basis, as near to the end of each term as possible, by the induction tutor, and signed off by the Headteacher. We will agree with the ECT exactly when these assessment dates will be. The assessment will use evidence gathered from the ECTs work as a teacher, from their induction programme during the preceding assessment period, and may require input from other colleagues as appropriate. Copies of the evidence used will be provided to the ECT and the appropriate body. Following the first and second assessment, the person carrying out the formal assessment will complete a formal assessment report showing an assessment of the ECTs performance against the relevant standards. The ECT will have an opportunity to add their comments to each of the formal assessment reports, which will then be signed by the induction tutor, the Headteacher (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body shortly after each meeting.

Performance will be assessed against the relevant standards throughout and at the end of the induction period, based on what can reasonably be expected of an ECT at that stage of their induction and taking into account the work context, within that framework. As part of assessing performance throughout induction, the ECT should provide evidence of their progress against the relevant standards and participate fully in the agreed monitoring and development programme.

Leaving or joining part way through induction

If an ECT joins the school part way through their induction period and has carried out part of their induction at another institution, the Headteacher will contact the NQT's previous appropriate body to:

- Obtain copies of any assessment forms;
- Establish how much induction time remains to be served.

If an ECT is due to leave a post with us after completing one term or more, but before the next formal assessment or the final assessment at the end of the induction period would have been carried out, then the Induction Tutor will complete an interim assessment before they leave in order to ensure that their progress since the last assessment is captured. This will include any concerns about progress which may have arisen.

If the induction period is extended by the appropriate body after completion, and the ECT leaves before completing the extension, the Induction Tutor will complete an interim assessment.

The Induction Manager will notify the appropriate body that the ECT has left before completing induction, or if the induction period is extended and the ECT leaves before completing the extension.

Absences during the induction period

The number of ad-hoc absences permitted has been extended, in line with the extended length of induction. It is now 30 days not including statutory leave, such as maternity or paternity. If an ECT is absent during induction for a period of 30 days or more, the Headteacher will notify the appropriate body as soon as the absences total this number. The induction period will automatically be extended by the same number of total aggregate days of absence, as long as this extension can be served in the same setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.

In the case of statutory maternity leave, the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be granted and their performance will be assessed against the relevant standards.

The above also does not apply to absences taken before 1st September 2021 related to the COVID-19 outbreak. Therefore absences due to school closures, sickness or self-isolation before 1st September 2021, because of coronavirus, do not count towards the 30 days limit referred to above. However if at the end of the induction period there are concerns that an ECT has not achieved the standards, who has had absences related to coronavirus and so has not had sufficient opportunity to demonstrate their ability to meet the standards, we will consider what further support may be appropriate and/or whether to recommend an extension to the period, to allow the ECT further time to do so.

Where there are concerns

If it becomes apparent during the induction period that the ECT is not making satisfactory progress, we will inform the appropriate body and meet with the ECT at an early stage, to make them aware of where they need to improve their practice. This meeting can take place at any time during the induction period. The meeting will:

- Make clear the areas in which improvement is needed;
- Give the ECT the opportunity to comment on and discuss the concerns;
- Find out if there are any issues (both in or outside of work) that are affecting their performance that the induction tutor or another appropriate person can assist with or provide support;

- Put in place additional monitoring and any support that will be provided to help address the specific areas and improve their performance;
- Notify the Awarding Body of concerns and support plans in place to support the ECT;
- Set appropriate objectives/targets to guide the ECT towards satisfactory performance against the relevant standards;
- Make clear how, and by when, progress will be reviewed, giving every opportunity for improvement.

If at the next formal assessment point (if this is not the final assessment), there are still concerns about the ECT's progress despite the additional monitoring and support measures put in place, the Headteacher will discuss the following with the ECT, brief details of which will be included on the formal assessment report:

- The identified weaknesses and the evidence used to inform the judgement;
- Give the ECT the opportunity to comment on and discuss the concerns;
- The agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives;
- The additional monitoring and support put in place and put in place any further monitoring and support that will be provided to address the specific areas and improve their performance;
- Details of the improvement plan for the next assessment period;
- The consequences of failure to complete the induction period satisfactorily.

If the next formal assessment point due is the final assessment, the meeting outlined above will normally take place prior to the final assessment, however discussion regarding the updating of or setting new objectives, additional monitoring and support to be put in place and the improvement plan will take into account the current stage of induction and the period of time remaining until the final assessment.

If the concerns about the ECTs progress are very serious, we may instigate formal capability proceedings in line with our Capability Policy, which may lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the appropriate body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body whether or not the ECT has failed to satisfactorily complete induction.

Completion of the induction period

A final assessment will normally be carried out at the end of the induction period, by the induction tutor, and signed off by the Headteacher. We will agree with the ECT

exactly when this assessment date will be. The assessment will use evidence gathered from the ECT's work as a teacher and from their induction programme during the preceding assessment period, and may require input from other colleagues as appropriate. Any judgements made will relate to the relevant standards, based on what can reasonably be expected of an ECT by the end of their induction period, and taking into account the work context, within that framework. Copies of the evidence used will be provided to the ECT and the appropriate body.

Following this final meeting, the person carrying out the formal assessment will complete a final assessment form which will include a recommendation to the appropriate body as to whether the ECT's performance against the relevant standards is considered satisfactory, unsatisfactory, or whether an extension should be considered.

The ECT will have an opportunity to add their comments to the final assessment report, which will then be signed by the induction tutor, the Headteacher (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body within 10 working days of the final assessment meeting.

The appropriate body will make the final decision as to whether or not the ECT's performance against the relevant standards is satisfactory within 20 working days of receiving the final assessment report from us, drawing on the recommendation of the Induction Tutor made in the final assessment report and all available evidence. They will then notify the ECT and us of the decision in writing, within three working days of making the decision. The decision will either be that the ECT:

- a. Has performed satisfactorily against the required standards and so has completed their induction period; or
- b. Requires an extension of the induction period; or
- c. Has failed to satisfactorily complete the induction period.

If the decision is to extend the period of induction or that the ECT has failed their induction period, the appropriate body will also notify the TRA within three working days.

Right of appeal to the Appeals Body

If the appropriate body extends the induction period or decides that the ECT has failed to satisfactorily complete the induction period, the ECT has the right of appeal against that decision within 20 working days of the decision to the Appeals Body, which is the Teaching Regulation Agency. The appropriate body will inform the ECT of their right of appeal and how to exercise that right.

Failure to complete induction and dismissal

Failure to complete the induction period satisfactorily means that the ECT is longer eligible to be employed as a teacher in a relevant school, which includes maintained schools and non-maintained special schools. Therefore, we will normally dismiss an

ECT who has failed induction:

- Within 10 working days of the ECT giving notice that they do not intend to exercise their right to appeal; or
- Within 10 working days from when the time limit for making an appeal expires, without an appeal being brought; or
- Within 10 working days of being told the outcome of an appeal where an appeal is heard and the outcome of the appeal is that the ECT is judged as having failed induction.

Roles and Responsibilities

Role of the ECT

The ECT must:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction mentor how best to use the additional time from their reduced timetable loading (outlined in the ECT Guidance Booklet)
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate fully in the ECF programme - completing at least 50% of all self-directed study and attending all webinars
- Participate in scheduled lesson observations, progress reviews and formal assessment meetings
- Agree with their induction mentor 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, minutes from formal meetings, Lesson Observation feedback forms, any Quality Assurance feedback forms.

If the ECT has any concerns, they will:

- Raise these with their subject mentor (or with the Professional Mentor if their concern is about their mentor) as soon as possible
- If concerns have not been addressed then raise them with the Professional mentor (Camilla Kelly), or Assistant Headteacher for Teaching and Learning (Nicki Wilson)

- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues within the school

Role of the Induction Manager (Assistant Headteacher (Teaching and Learning) / Professional Mentor)

Acting on behalf of, and as necessary in consultation with, the Headteacher, the Induction Manager 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 (Bright Futures)
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's statutory entitlements are in place and that the ECT has no unreasonable demands made upon them
- Ensure the induction 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
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Monitor the engagement in the ECF of all ECTs and mentors
- Keep all relevant documentation, evidence and forms on file for 6 years
- 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

Role of the Subject Mentor

The Subject Mentor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring

- Provide wellbeing and workload support to the ECT
- Engage fully with the ECF mentor program - completing at least 50% of the self-directed study and attending all webinars
- Carry out regular progress reviews throughout the induction period in line with the ECF requirements
- Undertake termly 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
- Alert the Professional mentor (Camilla Kelly) or the Assistant Headteacher for Teaching and Learning (Nicki Wilson) if there are any issues or concerns about the ECT's development and performance

Role of the Headteacher

The Headteacher will

- Ensure that a suitably qualified and experienced member of staff is appointed as Induction Manager, with sufficient time to carry out the role effectively
- Ensure that staff acting as Subject Mentors are suitably qualified and are given sufficient time to carry out the role effectively
- Maintain and keep accurate records of the ECT's employment that will count towards the induction period
- Make the governing board aware of the support arrangements in place for the ECT
- Read and sign all formal assessments sent to the appropriate body
- Make a final recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory

Role of the Governors

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support ECTs

- Ensure the headteacher is fulfilling their responsibility to meet the ECT's entitlements
- Investigate concerns raised by ECTs 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 ECTs