

Elizabeth Woodville School	
Policy Name:	Early Career Teacher (ECT)
Owner:	Assistant Headteacher Staff Development
Statutory:	Yes
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Aims

Elizabeth Woodville School aims to:

- Run an ECT funded provider led programme through Northamptonshire Teaching School Hub (NTSH) and the elected provider Teach First 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 roles in the full induction programme
- Ensure staff whom started induction as ECTs are supported to complete by summer 2 years later (for full-time staff)

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Induction for Early Career Teachers \(England\)](#)

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

This policy complies with our funding agreement and articles of association.

The full induction programme

For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent e.g. 0.5 would take 4 years to complete the induction. The funded induction programme provider is Teach First and this programme is overseen by NTSH for schools in Northants and within EWS by our Induction Tutor. Staff are able to fast-track if they have completed the Assessment Only route but this is only in discussion with the Induction Tutor & Appropriate Body.

The programme is quality assured by Leicester City Council our 'Appropriate Body'.

3.1 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 Early Career Mentor (ECM) and a named induction tutor, both of whom will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range in Year 1 and 5% reduction in Year 2
- 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

3.2. Support for ECTs

We support ECTs with:

- A designated Early Career Subject Mentor, who will provide day-to-day monitoring and support
- Regular (weekly in Year 1 and fortnightly in Year 2) ECM & ECT meetings to discuss and agree targeted actions / support
- Observations of their teaching at regular intervals (min of one per half term), and follow-up discussions with prompt and constructive feedback
- Chances to observe experienced teachers, either within the school as identified in the EWS My CPD Booklet or at another school with effective practice
- Named Induction Tutor (different to the ECM) who will coordinate CPD and review progress against teacher standards via progress reviews and formal assessments

3.3 Assessments of ECT performance

Formal assessment meetings will take place at the end of term 3 and term 6 carried out by the ECT's induction tutor and progress reviews will take place in term 1,2,4 and 5.

The formal assessment meetings will be informed by clear and transparent evidence gathered during the preceding term(s) and drawn from the ECT's work as a teacher and from their funded induction programme provider via Brightspace against the teacher standards.

After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.

At the end of the induction programme, ECTs 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.

The ECT can add their own comments to each assessment form and to this final form.

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.

3.4 At-risk procedures

If it becomes clear the ECT is not making sufficient progress at a Progress Review, additional monitoring and support measures must be put in place immediately, and shared with ECT and Appropriate Body, 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

If there are still concerns about the ECT's progress at their first formal assessment, the headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period:

- Areas in which improvement is needed are correctly 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

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary
- details of additional monitoring and support put in place
- the evidence used to inform the judgment
- details of the improvement plan for the next assessment period

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at EWS the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

Appeals

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. Further guidance about the appeals process is available at: <https://www.gov.uk/government/publications/induction-appealsprocedures>

Roles and responsibilities

4.1 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
- 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

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 tutor or within the school

4.2. 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 ECT's post is suitable according to statutory guidance
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure that the ECM has the ability and sufficient time to carry out their role effectively
- Ensure an appropriate ECF-based induction programme is in place
- 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

4.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period

- Undertake two formal assessment meetings during the induction period (end of term 3 & 6), 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
- 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.

4.4 Role of the ECM

The Early Career Mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching
- Take prompt, appropriate action if an ECT appears to be having difficulties

4.5 Role of the governing board

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
- Investigate 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

Monitoring arrangements

This policy will be reviewed **annually** by the Senior Assistant Head responsible for Staff Development. At every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay