



Early Career Teacher Policy

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Section 1 Aims

Southgate School aims 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 2021;
- 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.

Our ECT induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

The key aspects of the induction programme for ECTs are as follows:

- Access to an induction programme that will commence upon appointment and usually take two years to complete - This is the full induction Early Career Framework programme with Ambition Institute and linked to the Calderdale and Kirklees Teaching School Hub;
- Structured sessions with time to discuss developments needed and how the ECT will be assisted in making these;
- Help and guidance from an induction coordinator who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENDCo (Special Educational Needs and Disabilities Coordinator) etc;
- A programme of observations of experienced colleagues teaching;
- Opportunities for further professional development based on agreed action steps and identified needs using the Ambition Institute training programme;
- A reduction of 10% of the average teacher's workload in year 1 and 5% year 2 in addition to PPA (Planning, Preparation and Assessment) time. This time is used for participating in the Early Career Framework Ambition Institute programme linked to the Calderdale and Kirklees Teaching School Hub.

Assessment Process

- The school induction tutor will complete all formal assessments judging the ECT against the Teachers' Standards, including termly progress reviews and yearly formal assessments;
- Regular observation of ECTs teaching, by experienced colleagues and the induction tutor (not the mentor), in line with the appropriate body programme;
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary;
- Confronting any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner;
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.

Section 2 Newly Qualified Teacher (NQT) induction transitional arrangements

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

Newly qualified teachers (NQTs) who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy, which can be found in the Staff Handbook 2021-22/School Policies. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction;
- An induction mentor for the remainder of the NQT's 1-year induction.

If the newly qualified teachers does not complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

Section 3 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](#). This policy complies with our funding agreement and articles of association.

Section 4 The Early Career Teacher 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. We will ensure our induction process includes the appropriate guidance, support and training to include the development of skills, knowledge and expectations. Our programme will enable an ECT to form a secure foundation upon which a successful teaching career can be built.

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.

Southgate School will follow the full induction programme with Calderdale and Kirklees Teaching School Hub. Induction will follow the Early Career Framework Ambition Institute programme linked to the Calderdale and Kirklees Teaching School Hub. Observations will be provided through a structured but flexible individual programme.

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 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

Southgate School will support ECTs with:

- A designated mentor, who will provide regular structured coaching sessions and targeted feedback via action steps on ambition institutes portal;
- A designated ECF programme of online training via ambition institute;
- Chances to observe experienced teachers, either within the school or at another school with effective practice;

- A designated induction tutor, who will provide monitoring against the teaching standards and co-ordinate their assessments;
- Observations of their teaching at regular intervals by experienced colleagues, and follow-up discussions with prompt and constructive feedback;
- 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;

4.3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews (one per term) 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. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's 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 be available on ECT Manager for the appropriate body to quality assure. 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 ECT's 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 ECT's 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.

Section 5 Roles and responsibilities

5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction;
- Attend the ECT Ambition Institute training linked to the Calderdale and Kirklees Teaching School Hub;
- 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;

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- Consult with their contact at the appropriate body and the Calderdale and Kirklees Teaching School Hub at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

5.2 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 Calderdale and Kirklees Teaching School Hub and the appropriate body when an ECT joins the school/college, before the appointment begins;
- 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;
- Make sure the induction coordinator is appropriately trained by the Calderdale and Kirklees Teaching School Hub;
- Make sure the mentor is appropriately trained by the Calderdale and Kirklees Teaching School Hub and has sufficient time to carry out their role effectively using the Ambition Institute ECT programme;
- Make sure an induction tutor is suitable qualified and has sufficient time to carry out their role effectively;
- Make sure an appropriate ECF-based induction programme is in place;
- Ensure the ECT has both a reduced timetable (10% in year 1 and 5% year 2) and PPA time as necessary.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching by the induction tutor;
- Act early in cases where an ECT may be at risk of not completing induction satisfactorily.
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body (on a pro-rata time scale for part-time staff).
- Maintain and keep accurate records of employment that will count towards the induction period;
- Notify the appropriate body when an ECT serving induction leaves the school
- Monitor absences and notify the relevant individual/department as soon as absences over the whole period total 30 days or more.
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way;
- 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.

5.3 Role of the induction coordinator

The induction coordinator oversees the induction of ECTs when there are multiple ECTs working in the school at one time. The induction coordinator is responsible for ensuring that mentors are fulfilling their roles and providing support to the ECT. The induction coordinator will work closely with the school mentors and induction tutor.

5.4 Role of the induction tutor

The principal requirement for the ECT induction tutor is to be responsible for the overall management of assessing the ECTs against the teaching standards.

The induction tutor will:

- Attend training and meetings from the Calderdale and Kirklees Teaching School Hub;
- Provide guidance and monitoring to the ECT (with the appropriate body where necessary);
- Carry out regular progress reviews throughout the induction period within the appropriate deadlines;
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate;
- Carry out progress reviews in terms where a formal assessment doesn't occur;
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and appropriate body;
- 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 ECT's teaching is observed and written feedback is provided;
- 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 via your normal schools procedure, and that ECTs are not asked for any evidence that requires the creation of new work;
- Liaise with the Headteacher to ensure that all ECT priorities are being met.

5.4 Role of the mentor

The mentor will:

- Attend training and meetings from the Calderdale and Kirklees Teaching School Hub using the Ambition Institute ECT programme

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- Regularly meet with the ECT for structured mentor sessions to provide targeted support and training;
 - 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 ECF-based programme;
 - Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring;
 - Act promptly and appropriately to inform the induction tutor if the ECT appears to be having difficulties committing to the training programme.

5.5 Role of the Local Governing Bodies

The Local Governing Bodies will:

- Make sure Southgate comply with statutory guidance on ECT induction and necessary monitoring, support and assessment;
- Be satisfied that the school have 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.

Section 6 Assessment & quality assurance

The assessment of ECTs will be rigorous and objective against the teaching standards in partnership with the appropriate body:

- The criteria used for formal assessments will be shared and agreed in advance;
- Assessment will draw on views from all teachers who have a part in the ECTs development in order to gain a reliable overall view;
- Assessment will draw on evidence from planning, work produced by students, progress data and relationships with staff, students and parents as well as formal observations of teaching.;
- The induction tutor will ensure that assessment procedures are consistently applied;
- Copies of any records will be passed to the ECT concerned.

Termly progress reviews and annual formal assessments will give details of:

- areas of strength
- areas requiring development
- evidence used to inform judgement
- targets for the coming term
- support to be provided by Southgate School

Section 7 Monitoring arrangements

This policy will be reviewed **annually** by the Chair of Governors. At every review, it will be approved by the Governing Body.

Section 8 Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.