



Mutual respect

Ambition for all

Nurture

Early Career Teacher (ECT) Policy

September 2024



We are a Rights Respecting School with No Outsiders

Rationale

The ECT induction process at Whitley Village Primary School ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built. This policy is fully in-line with the updated Department for Education guidance: Information for schools and early career teachers (ECTs) preparing for ECT induction.

Purposes

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to run an ECT induction programme that meets all the statutory requirements underpinned by the early career framework (ECF)
- to provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- to ensure all staff understand their role in the ECT induction programme
- to provide programmes appropriate to the individual needs of the ECTs
- to provide appropriate counselling and support through the role of an ECT Mentor
- to provide ECTs with varied examples of good practice
- to help ECTs form good relationships with all members of the school community
- to help ECTs become aware of the school's role in the local community
- to encourage reflection on their own and observed practice
- to provide opportunities to recognise and celebrate good practice
- to provide opportunities to identify areas for development
- to help ECTs to develop an overview of a teacher's roles and responsibilities, including how and when to provide online learning
- to provide a foundation for longer-term professional development
- to help ECTs perform satisfactorily against the current Teachers' Standards

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.

Legislation and statutory guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) 'Induction for early career teachers (England)'
- DfE (2024) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2024) 'School teachers' pay and conditions document 2024 and guidance on school teachers' pay and conditions'

This policy operates in conjunction with the following school policies:

- Grievance Policy
- Records Management Policy
- Staff Code of Conduct
- Relationship Policy (formerly 'Behaviour' Policy)
- Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy

The ECT 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.

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 induction period is quality assured and adheres to overarching ECT policies and procedures guided by The Rowan Learning Trust.

Entitlements

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 induction 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

Support for ECTs

We support ECTs with:

- Their designated induction 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
- Observations of their teaching at regular intervals, 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
- Chances to observe experienced teachers, either within the school or at another school with effective practice

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 induction tutor and mentor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews 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 then be sent to the appropriate body. 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.

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, and 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.

Roles and Responsibilities - 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 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
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

Roles and Responsibilities - The Governing Body

The governing body will be fully aware of the contents of the DfE Statutory Guidance on Induction for ECTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities - The Headteacher

The Headteacher plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an Induction Mentor and an Induction Tutor, the Headteacher will keep updated regularly on the progress and development of the ECT.

Statutory responsibilities are:

- 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
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure 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 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

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an Induction Mentor or Induction Tutor.

Roles and Responsibilities - The Induction Mentor & Induction Tutor

The principal requirement for the induction mentor is to provide regular support. The mentor and tutor will match judgements about ECT performance against the Teachers' Standards. The role of induction tutor also involves keeping records of activities and evidence of monitoring of the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in school, providing support and guidance and enabling the rigorous but fair assessment of ECT performance.

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- 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 relevant 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 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, and that ECTs are not asked for any evidence that requires the creation of new work

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 ECF-based 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

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation
- The induction tutor will ensure that assessment procedures are consistently applied
- Copies of any records will be passed to the ECT concerned

- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school. (All of the above will be clearly referenced to the Teachers' Standards 2012)

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with The Director of Primary Education at The Rowan Learning Trust.

Post ECT

Via The Rowan Learning Trust, we offer an extended continued professional development programme for the following 4 years of teaching after ECT has finished, called the 'EET Programme'. This programme aims to ensure our early career teachers are supported not only for not only their first 2 years as an ECT, but the following 4 years as well. See Appendix I for an example of this programme, which is subject to change and amendments.

Rowan Learning Trust – Early Professional Progression

Early Career Framework – Teach First		Rowan Learning Trust – EET Programme		
ECT 1	ECT 2	EET 1	EET 2	EET 3
		Personal leadership and leading learning. (Classroom focus)	Organisational leadership beyond the classroom. (Faculty/Pastoral focus)	Preparing to lead others: Aspiring leaders (Wider school focus)
		'The Chimp Paradox' Prof S. Peters 20Q classroom 360°	Current research - TBC	Resource TBC
<p>6 modules</p> <p>One module each half term carefully sequenced to fit day-to-day teaching and designed with national experts.</p> <p>1. Creating powerful learning environments</p> <p>2. How pupils learn</p> <p>3. What makes classroom practice effective?</p> <p>4. How can you use assessment and feedback to greatest effect?</p> <p>5. How can you support all pupils to succeed?</p> <p>6. Planning a coherent curriculum</p> <p>•Self-directed study</p> <p>•Strategically organised group seminars facilitated by Delivery Leads</p> <p>•Weekly one-to-one instructional coaching with Mentor</p>	<p>6 modules</p> <p>One module each half term carefully sequenced to fit day-to-day teaching and designed with national experts.</p> <p>1. Developing pupils' intrinsic motivation</p> <p>2. Supporting pupils to develop subject specific skills</p> <p>3. Using meaningful and memorable explanations</p> <p>4. Anticipation and addressing common misconceptions</p> <p>5. Using structured talk to develop literacy</p> <p>6. Developing a coherent curriculum</p> <p>•Phase / subject-specific network and training sessions, led by subject / phase experts</p>	<p>6 modules</p> <p>One module each half term carefully sequenced to fit day-to-day teaching and designed with national experts.</p> <p>Pre – course induction – cross trust collaboration on TEAMS</p> <p>After each module there will be inter-session task linked to National College/IRIS/Observe colleagues</p> <p>1. Resetting the classroom climate</p> <p>2. Embedding excellence – questioning</p> <p>3. Feedback and marking</p> <p>4. Embedding excellence – retrieval practice and AFL</p> <p>5. Lesson study</p> <p>6. Lesson study presentations</p> <p>At the end of each module there will be an opportunity to reflect on findings in the form of a mentor meeting</p>	<p>4 Sessions (Directed time)</p> <p>1. School development task planning – critical question: Example of tasks</p> <ul style="list-style-type: none"> ➤ Involvement/understanding QA of faculty documentation/ book looks/learning walks/observation ➤ Data ➤ Pastoral ➤ Transition ➤ SEND ➤ Empowerment – current research TBC <p>2. Action plan development</p> <p>Independent development of project</p> <p>3. Interim review</p> <p>4. Guidance and planning for Headteacher presentation</p> <p>Presentation to Headteacher</p>	<p>2 meetings</p> <p>1. September catch up (reflect and review EET2 project) discuss possible RLT pathways discuss legacy work - involvement with EET/1/2 programme, before PM planning meeting</p> <p>E.g.</p> <ul style="list-style-type: none"> ➤ Aspirant Leader Programme ➤ Teaching Excellence ➤ Facilitator training ➤ Coaching training ➤ Interview ready training – CV update/letter of application/interview techniques ➤ NPQLM – Where appropriate ➤ Leadership shadowing opportunity (Cross trust?) ➤ Volunteer for drop in/open door <p>2. Before PM review meeting discuss opportunities/PM targets and pathways</p>

	<ul style="list-style-type: none">•Fortnightly one-to-one instructional coaching with mentors*•Prompts for reflection, critical to change teacher action over time and prevent over-reliance on habits (Hobisset al., 2020)•additional research and resources to stretch early career teachers <p>Career development modules (summer)</p> <ul style="list-style-type: none">•research in the classroom•leading careers and employability			
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