

Hindley J and I School



Early Career Teacher (ECT) Policy

March 2023 (Review Annually)

Signed on behalf of the School: Mr Wallace

Signed on behalf of the Governors: Mr G Doubleday

1. Hindley Junior and Infant School's ECT induction programme

The induction programme will be underpinned by the Early Career Framework (ECF), enabling ECTs to understand and apply the knowledge and skills set out in the ECF. For a full-time ECT, the induction period will last for 2 academic years. Part-time ECTs will serve a fulltime equivalent over an extended period.

The programme is delivered by Teach First and all ECT's will be quality assured by Generate Teaching Hub our 'appropriate body'.

This policy is based on the following:

- 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

2.1 During the Induction period

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.
- Teach the same class or classes whenever possible.
- 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 support.

2.2 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 ensure regular structured mentoring sessions and targeted feedback take place.
- 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 in their allocated ECT time.

2.3 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 either the Headteacher/Deputy Headteacher or/and the ECT's induction tutor.
- 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. A recommendation to the appropriate body in the final assessment report will also be given at the end of the programme; whether the ECT's performance is satisfactory against the relevant standards.
- The ECT will have the option to 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.
- 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 should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.
- ECT's to be responsible for acting upon feedback and advice which is given.

2.4 At-risk procedures

If it becomes apparent 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 clearly.
- Appropriate SMART targets 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 with the induction tutor.
- The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan.

- If there are concerns about the ECT's progress during their subsequent reviews or further formal assessment, as long as it is not the final formal assessment, the induction tutor or Headteacher will discuss this with the ECT, updating targets as necessary and revise the support.

Roles and Responsibilities

3.1 Role of the ECT

- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review on a fortnightly basis.
- Agree with their induction tutor how best to use their timetable 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 immediately.
 - 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.

3.2 Role of the induction tutor

- Provide guidance and effective support for the ECT.
- 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 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 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.

3.3 Role of the induction mentor

- 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

3.4 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.
- 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

3.5 Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has 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.
- If it wishes, request general reports on the progress of the ECT on a termly basis.