



Early Career Teacher (ECT) Policy 2022-2023

Reviewed by:	Mr G A Hussain (Headteacher)
Policy Reviewed:	September 2022
Next Review Date:	September 2023

Statement of intent

At Read Academy, we recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the academy and the ECT. ECT's bring new ideas and fresh approaches to teaching. In turn, the academy endeavours to develop and nurture a promising career.

The induction period for ECTs will:

- Enable ECTs to build upon existing knowledge, skills and understanding.
- Assist ECTs in becoming full members of the teaching profession and provide a foundation for CPD.
- Enable ECTs to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of ECTs' professional practice.
- Provide support to ECTs failing to make satisfactory progress.

This policy has been established to ensure that the requirements listed above are met, that all parties benefit from arrangements, and that all staff members know their roles, responsibilities and expected practice.

Aims

Read Academy aims to:

- a) Run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2022.
- b) Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- c) Make sure all staff understand their role in the ECT induction programme.

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.

Roles and responsibilities

ECTs are responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.*
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.*
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.*

- *Participating fully in the agreed monitoring and development programmes.*
- *Providing evidence of their progress against the 'Teachers' Standards'.*
- *Raising any concerns that they have with their induction tutor as soon as practicable.*
- *Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.*
- *Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.*
- *Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.*
- *Retaining copies of all assessment reports.*

The headteacher is responsible for:

- *Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.*
- *Ensuring that the ECT has been awarded QTS prior to undertaking induction at the school.*
- *Clarifying whether the ECT needs to serve an induction period or is exempt from it.*
- *Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.*
- *Ensuring the requirements of a suitable post for induction are met.*
- *Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.*
- *Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively.*
- *Ensuring that a personalised ECF-based induction programme is in place.*
- *Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.*
- *Making sure that completed reports are sent to the appropriate body for review.*
- *Retaining accurate records of employment that will count towards the induction period.*
- *Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.*
- *Informing the board of trustees about the arrangements which have been put in place to support ECTs who are undergoing induction.*
- *Making a recommendation to the appropriate body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.*
- *Participating in the appropriate body's quality assurance process.*
- *Ensuring the school retains all relevant documentation and evidence on file for six years.*

- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring the ECT knows the school's response to children who go missing from education.
- Ensuring that, under certain circumstances, the following steps are undertaken:
 - Obtaining interim assessments from the ECT's previous post
 - Acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily
 - Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party
 - Notifying the appropriate body if an ECT is absent for a total of 30 days or more
 - Regularly informing the board of trustees about the school's induction procedures
 - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed
 - Providing interim assessment reports for staff moving in between formal assessment periods.
 - Informing the appropriate body when an ECT serving induction leaves the school.

Induction tutors are responsible for:

- Coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
 - Observing the teaching of ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.

•Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

Mentors are responsible for:

- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ECF.
- Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties

The governing board are responsible for:

- a) Making sure the school complies with statutory guidance on ECT induction.
- b) Being satisfied that the school have the capacity to support the ECT.
- c) Making sure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post.
- d) Investigating concerns raised by the ECT as part of the school's grievance procedures.
- e) 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.
- f) If it wishes, request general reports on the progress of the ECT on a termly basis.

Support for ECTs

We support ECTs with:

- a) Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- b) Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback.
- c) Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- d) 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.
- e) Chances to observe experienced teachers, either within their placement school or at another school with effective practice.

Beginning induction

The start date for the ECT's induction will be determined by the appropriate body, who will agree this date with the headteacher and the ECT in advance. This start date will be the date the ECT's induction programme formally begins, which may be a different date from when the ECT's contract with the academy begins.

The length of the induction period will also be determined prior to the induction commencing. ECTs are required to serve (part-time or full-time) the full-time equivalent of two academic years to complete their induction. Where an ECT is completing their induction on a part-time basis, the academy and the appropriate body will liaise to decide the length of the induction period required for each individual case – this will be always be fair and consider the ECT's working pattern.

Where an ECT is completing their induction across more than one school, the appropriate body will make the final decision about how the ECT will meet the equivalent of two years' work.

The academy will not commence the ECT's induction until an appropriate body has been agreed. The headteacher will ensure that the appropriate body with whom an agreement is reached matches the criteria for organisations that can act as an appropriate body.

When forming an agreement with an appropriate body, the appropriate body and the headteacher will agree any reasonable charges the appropriate body may make to the school for its service.

The headteacher will ensure the ECT is provided with a reduced timetable for their course of induction.

In addition to their PPA, ECTs will get 10% non-contact time in their first year and 5% non-contact time in their second year. ECT non-contact time is for ECTs to carry out CPD and their early careers framework expectations.

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 Headteacher.

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.

Where an ECT has already completed part of their period of induction in another school, the headteacher will contact the ECT's previous appropriate body to obtain copies of any progress review records or assessment reports, including any interim reports. The headteacher will therefore establish how much required induction time remains for the ECT. The headteacher will also alert the ECT's new appropriate body of any concerns that were raised about the ECT's progress by previous employers, as necessary.

Confidentiality

Read Academy will work with the appropriate body to ensure that effective arrangements are in place to facilitate the protection and secure transfer of data related to ECT inductions. The induction process and assessments will not be shared with others involved in the process and will be treated as confidential. All ECTs will be made aware of who has been granted access to their assessments. The trustees/governing board can request termly general reports on the progress of an ECT but cannot automatically have access to this information. The only exception to this is when an ECT has a concern about an assessment, which would require the governing board to access the assessment forms to review the situation.

Monitoring and review

The Headteacher is responsible for reviewing this policy annually. The effectiveness of this policy will be monitored and evaluated by all members of staff. Any changes to this policy will be communicated to all relevant stakeholders.