



Early Career Teaching (ECT) Policy

Approved by:	Date: Under review
Last reviewed on:	Under review
Next review due by:	Under review
Dissemination of the Policy: All staff and Governors, School Website	

History of policy changes

Date	Version	Change	Origin of change e.g. change in legislation, request by TU	Changed by

Aims

- To run an ECT induction programme which meets all of the statutory requirements set out in the Early Career Framework from 1st September 2021
- To support the continued professional development of all early career teachers, equipping them with tools in order to be effective and successful teachers
- To ensure that all stakeholders fully understand and are supported in their roles within the ECT induction programme

This policy is designed to be flexible in order to respond to the individual needs of each early career teacher and their varying experiences.

Newly qualified teacher (NQT) induction transitional arrangements

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

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT programme, following GCC guidelines and deadlines

Any NQT's have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance.

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](#).

The ECT induction programme

Early careers teachers at Pittville School will follow the Full Induction Program (FIP) using the Balcarras Teaching School Hub's Gloucestershire programme. The National provider is currently UCL and the ECT, Mentor and Induction tutor will follow that programme.

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 programme is quality assured by Balcarras Teaching Hub, our 'appropriate body'.

ECT support

Early career teachers will have a broad range of support at Pittville School including:

- Having an appointed induction tutor (a senior member of staff) who will provide day-to-day monitoring and support and co-ordinate assessments.
- Having an appointed subject mentor, who will provide regular structured mentoring sessions, in line with the framework, and targeted feedback.

- Being provided with the necessary tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, their induction period.
- Having 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.
- 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 strengths and developmental needs.
- Regularly teaching the same class or classes and not be given additional non-teaching responsibilities without appropriate preparation and support.
- Being given the opportunity to take part in similar planning, teaching and assessment processes to other teachers working in similar posts, and work collaboratively within curriculum teams and alongside their mentor.
- Not having unreasonable demands made upon them, including not normally teaching outside the age range and/or subjects they have been employed to teach.
- Not being presented with unreasonably demanding pupil discipline problems on a day-to-day basis and being offered appropriate support in relation to pastoral care and behaviour as necessary.
- Being given the opportunity to observe experienced teachers, either within the school or at another school with effective practice.

Roles and Responsibilities

The Headteacher will:

- Appoint an Induction Tutor (a senior member of staff) who will oversee the ECT programme within Pittville School. The Induction tutor will lead and work alongside a team of subject mentors.
- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Make sure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make the governing body aware of the support arrangements in place for the ECT.
- Keep all relevant documentation, evidence and forms on file for 6 years.

The Induction tutor will:

- Notify the appropriate body when an ECT is taking up a post and undertaking induction.
- Observe the ECT three times a year (the support of other senior staff such as SLT line managers or Curriculum leaders can be utilised).
- Complete progress reviews.
- Complete formal assessments in line with the appropriate body guidance, including making a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory.
- Follow all training provided by UCL.
- Liaise with Balcarras School Teaching Hub.
- Ensure that Pittville School is registered each year with the Balcarras Teaching School Hub as an appropriate body or an alternative.
- Participate in the appropriate body's quality assurance procedures of the induction programmes.
- 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.

The Subject Mentor will:

- Meet weekly with their ECT in Year 1.
- Meet fortnightly with their ECT in Year 2.
- Ensure that these meetings are 1:1 when requested by the ECT (on occasion it may make sense for them to be paired or in groups).
- Have subject specialist knowledge which enables them to fully support the ECT.
- Ensure that the ECT is accessing the framework materials and assess progress, setting short term targets.
- Follow the full induction programme and partake in all training opportunities offered to them as a mentor.
- 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.

ECT's 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/Subject Mentor 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.

Where an ECT has concerns, they will:

- Raise these with their Induction Tutor or the Headteacher 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.

Role of the governing body

The governing body 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 his/her 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.

Assessment 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 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, in line with appropriate body guidance.

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.

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. It is the responsibility of the Induction Tutor and Subject Mentor to oversee this process.

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.

Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Staff Development