



Early Career Teacher policy

Introduction

At St Aidan's we run an Early Career Teacher (ECT) induction programme which meets all statutory requirements and is quality assured by our 'appropriate body', North East London Teaching School Hub, (NELTSH), delivered through Haringey Education Partnership. This policy sets out the way in which we provide ECTs with a supportive environment that develops them and equips them with the skills they need to be effective and successful teachers, ensuring that all staff understand their role in this programme.

This policy is based on the Department for Education (DfE) statutory guidance *Induction for early career teachers (England)* updated April 2023, the Early Career Framework (ECF) reforms and the Education (*Induction Arrangements for School Teachers*) (England) Regulations 2012. It should be read together with associated school policies, *Teacher appraisal, Grievance and Pay*.

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1 The ECT induction programme

The induction programme is underpinned by the ECF and is quality assured by NELTSH, our 'appropriate body' (AB). The Headteacher and AB will agree that the post is suitable for the ECT before commencement of the programme.

1.1 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.

1.2 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; 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.

1.3 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.

2 Assessment

2.1 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.



- 2.2 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 AB.
- 2.3 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 AB 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.
- 2.4 A copy of the formal assessment report will then be sent to our AB. The final assessment report will be sent within 10 working days of the meeting, for the AB to make the final decision on whether the ECT has passed their induction period.
- 2.5 In the event that the ECT leaves the post after completing one term or more but before the next formal assessment would take place, the induction tutor or Headteacher will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

3 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.

- Areas in which improvement is needed will be identified.
 - Appropriate objectives will be set to guide the ECT towards satisfactory performance against the relevant standards.
 - An effective support programme will be put in place to help the ECT improve performance.
- 3.1 The progress review record or formal assessment report will be shared with the AB , alongside the support plan, for it to review.
 - 3.2 If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessments, 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.

4 Roles and responsibilities

- 4.1 The **Governing Body (GB)** 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;
 - seek guidance from the AB on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process, if it has any concerns or questions;
 - request general reports on the progress of the ECT on a termly basis if it wishes.



4.2 The **Headteacher** will:

- check that the ECT has been awarded Qualified Teacher Status (QTS) and whether they need to serve an induction period;
- notify the AB prior to an ECT taking up a post and undertaking induction and agree that the post is a suitable one;
- make sure an appropriate ECF-based induction programme is in place;
- make sure the induction tutor is appropriately trained and has sufficient time to carry out the role effectively;
- make sure the induction mentor is appropriately trained and has sufficient time to carry out the role effectively;
- 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 AB;
- 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;
- inform the GB about the support arrangements in place for the ECT;
- make a recommendation to the AB on whether the ECT's performance against the relevant standards is satisfactory;
- participate in the AB's quality assurance procedures of the induction programmes;
- keep all relevant documentation, evidence and forms on file for 6 years.

4.3 The **induction tutor** will:

- provide guidance and effective support to the ECT (with the AB 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 about their progress against the relevant standards following progress reviews and share records with the ECT, Headteacher and AB;
- 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;
- ensure that the ECT's teaching is observed and feedback provided;
- make sure the ECT knows how to raise concerns about their induction programme or their personal progress, both within and outside 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.

4.4 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 ensure 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.



4.5 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 the start and end dates of the induction period, and the dates of any absences from work during the period;
- 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;
- keep copies of all assessment reports;
- raise any concerns with their induction tutor as soon as they can;
- consult with their contact at the AB at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

5 Monitoring and review

5.1 The application of this policy will be monitored on a regular basis by the Headteacher.

5.2 This policy will be reviewed annually by the Standards committee and ratified by the full Governing Body.

Date of policy: FEBRUARY 2025

Policy ratified:  (Signature) 3rd February 2025 (Date)

Review due: FEBRUARY 2026