

## **Early Career Teacher (ECT) Policy**

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### **1. Background**

Under statutory guidance from the DfE The Early Career Framework was introduced in September 2021. The new induction process for Early Career Teachers (ECT's) replaced the NQT induction arrangements.

### **2. Aims**

The Westgate School Aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that enables them to grow personally and professionally, to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

### **3. 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.

### **4. The ECT Induction Programme**

The ECT induction programme will act as a bridge between initial teacher training and a career in teaching. For a full-time ECT, the induction programme will last for two academic years. Part-time ECT's will serve a full-time equivalent. Applications for a reduced ECF induction will be reviewed on an individual basis, owing to the colleagues' prior experience. We will work in close collaboration with our appropriate body to support this process as suitable.

The programme is quality assured by an 'appropriate body' TSH Berkshire.

The induction programme combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

## **4.1 Weekly Study**

- Concise, accessible summaries of the evidence, with optional further reading, so teachers can gain understanding quickly
- Videos of experts talking through the most important insights, and showing what they look like in practice.
- Mentor sessions that link closely with the summaries and videos, and provide support so they can conduct effective instructional coaching.

Induction will provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

## **4.2 Each ECT will:**

- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate, at minimum, satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- 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
- Not have unreasonable demands made upon them
- Have a mentor that is experienced and well-prepared for the role. We have chosen mentors carefully. The mentor will be supported by the induction tutor throughout the process.
- The induction tutor will support and lead the team of ECT mentors to ensure all ECTs receive support of the highest quality.
- ECTs will log their professional development using the online portal via UCL Extend and will also be assessed at two points throughout the year, one midway through induction. ECT's will be supported by regular progress reviews to monitor progress, to take place in each term.

The programme is quality assured by the 'appropriate body' TSH Berkshire, who will conduct annual quality assurance visits and provide feedback from each visit.

## **4.3 Support for ECT's**

We support ECT's with:

- Their designated subject mentor tutor, who will provide day-to-day monitoring and support through the Early Careers Framework, and an induction tutor who will have an overview of activity and will co-ordinate assessments.
- 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 [half termly], at which we will review their 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
- A bespoke and effective programme of CPD throughout the year alongside the Early Careers Framework.

- Utilise additional support mechanisms such as IRIS software to support their practice

#### **4.4 Assessments of ECT Performance**

- Each half term an ECT's teaching will be observed against the teaching standards. This should be undertaken by the Induction tutor.
- Each term the ECT and Induction tutor will meet to undertake a professional progress review to identify development targets
- Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.
- The induction tutor will notify the appropriate body, TSH Berkshire, after each progress review to inform whether the ECT is making satisfactory progress. Where this is not the case a supportive plan will be put in to place and shared to outline the strategies in place to support the ECT in getting back on track.
- ECTs are required to undertake 2 formal assessments. This must be undertaken by the headteacher or Induction Tutor. These will take place at the end of the first year (term 3) and in the final term of induction (term 6).
- ECT's should be kept up to date on their progress. There should be nothing unexpected.

#### **4.5 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 appropriate body may be contacted and asked for further support

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for them to review and feedback.

If there are still 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 and/or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

### **5. Roles and Responsibilities**

#### **5.1 The role of the ECT:**

- Meet with their induction tutor and mentor 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
- Keep copies of all assessment reports
- Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and the teaching hub and institution selected to fulfil the ECF requirements

**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

## **5.2 Role of the Induction Tutor**

The induction tutor will:

- Support mentors and ECTs to engage with the programme
- Observe ECTs twice in the year (around formal assessment time)
- To check engagement with the weekly completion of modules on StepLab and the observation feedback
- To ensure that the ECTs are getting the support and challenge they need from their mentor and the wider school community
- To update the head teacher on ECT progression
- To complete progress and formal reports on whether ECTs are making satisfactory progress towards meeting the Teacher Standards or not
- 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
- Keep all relevant documentation relating to the ECF

## **5.3 The Role of the Mentor**

The mentor will hold QTS status and:

- Meet weekly with the ECT for structured mentor sessions to provide effective targeted feedback
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
- Provide, or arrange, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties
- Take part in ECF training as delivered through the external provider.
- Provide guidance and effective support to the NQT, including coaching and mentoring
- Ensure 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

- Work with the induction tutor to ensure any concerns or additional support are dealt with effectively and timely.
- Attend all mentoring meetings held by the appropriate body, TSH Berkshire.

#### **5.4 The 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 a recommendation to the appropriate body on whether the ECT's performance against the Teachers 'Standards is satisfactory or requires an extension.
- participate appropriately in the appropriate body's quality assurance procedures notify the appropriate body as soon as absences total 30 days or more

#### **5.5 The role of the Appropriate Body**

The appropriate body has the main quality assurance role within the induction process

### **6. Monitoring Arrangements**

The headteacher will review this policy annually.

The appropriate body will complete a quality assurance assessment annually.

### **7. Links with other policies**

Teaching and Learning policy  
Performance Management