

ECT POLICY

(Early Career Teacher Policy)

The term early career teacher (ECT) has replaced newly qualified teacher (NQT). During their 2 year induction, ECT staff should receive a package of training and support based on the early career framework (ECF)

Wyndham Park Infants' School
St Mark's C of E Junior School
(Primary Learning Collaboration)

Approved by:	Jenny Baylis	Date: July 2022
Last reviewed on:	July 2022 LGC#6	
Next review due by:	July 2023 LGC#6	

Contents

1. Aims	2
2. Legislation and statutory guidance	2
3. The induction programme	2
4. Roles and responsibilities	4
5. Monitoring arrangements	5
6. Links with other policies	5

1. Aims

The school aims to:

- › Run an ECT induction programme that meets all the statutory requirements
- › Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective, valued and successful teachers
- › Ensure all staff understand their role in the induction programme

2. Legislation and statutory guidance

This policy is based on:

- The Department for Education’s (DfE’s) statutory guidance [Induction for Newly Qualified Teachers \(England\)](#), and [Induction for newly qualified teachers during the coronavirus outbreak](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The ‘relevant standards’ referred to below are the [Teachers’ Standards](#).

There is guidance for Early Career Framework (January 2019) setting out entitlements and expectations:

- [Early Career Framework \(publishing.service.gov.uk\)](#)

From 1st September 2021 the Induction of ECTs is subject to new statutory guidance (Published March 2021)

- [Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](#) – see Annex 1 for headlines of ‘What’s new?’

This policy complies with our funding agreement and articles of association.

3. The induction programme

From September 2021 the induction programme (full-time ECT) will last for **two academic years**.

The programme is quality assured by Wiltshire Council as our ‘appropriate body’. We will also buy into Pickwick Teaching Schools to purchase their support and training package.

3.1 Posts for induction

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 mentor, who will have qualified teacher status (QTS)

- › In the first year have a reduced timetable (10% reduction) to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
- › In the second year have a reduced timetable (5% reduction) to allow them to undertake activities in their induction programme
- › Regularly teach the same class or classes
- › Take part in similar planning, teaching and assessment processes to other teachers working in similar posts. In our schools this will include attending and contributing to year group PPA (Planning, Preparation and Assessment) i.e. weekly sessions
- › Not be given additional non-teaching responsibilities without appropriate preparation, support and agreement
- › 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 challenging pupil discipline problems on a day-to-day basis
- › Attend CPD training sessions in line with other teachers

3.2 Support for ECTs

We support ECTs with:

- › Their designated mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments in line with statutory guidance
- › Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- › Regular professional reviews of their progress, which will take place in a seasonal term, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths. These will take place in a term where a formal assessment is not scheduled
- › There will be **two formal assessment points**, one midway through induction, and one at the end of the induction period
- › Chances to observe experienced teachers, either within the school, in the other PLC school or at another school with effective practice

3.3 Assessments of ECT performance

Formal assessment meetings will take place twice by the mentor and/or a senior colleague if appropriate.

These meetings will be informed by clear and transparent evidence gathered 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 these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The ECT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

3.4 At-risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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
- › An effective support programme is put in place to help the ECT improve their performance

4. Roles and responsibilities

4.1 Role of the ECT

The ECT will:

- › Provide evidence that they have QTS and are eligible to start induction
- › Meet with their mentor at the start of the programme to discuss and agree priorities, and keep these under review
- › Agree with their mentor how best to use their reduced timetable allowance across two years
- › Provide evidence of their progress against the relevant standards
- › Participate fully in the monitoring and development programme
- › Participate in scheduled classroom observations, learning walks/drop-ins, progress reviews and formal assessment meetings
- › Keep copies of all assessment forms

When the ECT has any concerns, they will:

- › Raise these with their mentor 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 mentor or within the school

4.2 Role of the Head of School (HoS)

The HoS will:

- › Check that the ECT has been awarded QTS
- › 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
- › Ensure the mentor is appropriately trained and has sufficient release time to carry out their role effectively
- › Ensure the ECT's progress is reviewed regularly, both formally and informally, including through observations and feedback of their teaching
- › Ensure 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 the Local Governing Committee 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

4.3 Role of the mentor

The mentor will:

- › Provide guidance and effective support to the ECT, including coaching and mentoring

- › Carry out regular progress reviews throughout the induction period
- › Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- › Inform the ECT during the 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 is provided
- › 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

4.4 Role of the Local Governing Committee (LGC)

The LGC will:

- › Ensure the school complies with statutory guidance
- › Be satisfied that the school has the capacity and willingness to support the ECT
- › Ensure the HoS 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 procedure
- › If it wishes, 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 e.g. via HoS Report on the progress of the ECT

5. Monitoring arrangements

This policy will be reviewed **annually** by the LGC. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- › Appraisal
- › Grievance
- › Pay

What's new?

This guidance has been significantly updated since the previous version (issued April 2018). The following key changes have been made from September 2021:

- The term early career teacher (ECT) replaces newly qualified teacher (NQT).
- The standard length of induction has been increased from **one school year to two school years** (see para 2.29).
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction (see para 2.19).
- Schools are expected to deliver an induction period that is underpinned by the ECF (see para 2.39). Appropriate bodies will have a role in checking that an ECF-based induction is in place (see para 5.11).
- The role of the mentor has been introduced (see para 2.42). The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor (see para 2.43).
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period (see para 2.52). These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled (see para 2.46).
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years (see para 3.5).
- The number of ad-hoc absences permitted has been extended, in line with the extended length of induction (see para 3.6).