



THE  
**NEW GUILD**  
TRUST

Early Career Teacher (ECT) Policy

**POLICY**

This policy has been adopted on behalf of all academy schools in The New Guild Trust:

**Moorpark Junior School  
Jackfield Infant School  
Alexandra Junior School  
Alexandra Infants' School**

**Approval and Review**

Committee to Approve Policy	Trust Board
Date of Trustee Board / Academy Committee Approval	May 2023
Chair of Trustee Board / Academy Committee	Mrs L Eagle
Signature	<i>L. Eagle</i>
Accounting Officer	Mrs K Peters
Signature	<i>K. Peters</i>
Policy Review Period	12 months
Date of Policy Review	May 2024

Version Control			
Version	Date Approved	Changes	Reason for Alterations
Initial	04/03/21		
	15/09/21	Updated with changes in Government policy Sept 21.	Updated with new legislation for ECT's and the ECF.
	May 2022	No changes	
	May 2023	Changes in terminology	

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## **Statement of Intent**

This policy outlines the arrangements made to ensure that ECT induction meets the requirements, as outlined by our Awarding Body. Our ECT induction process will:

- Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective teamwork at the school;
- Ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- Ensure all staff new to the school understand what is expected of them and gain the support to achieve those expectations;
- Build co-operation between all staff in the school; and ensure that all staff are valued and recognised;
- From September 2021, uphold the reforms as set out by the Early Careers Framework (ECF).

## 1. Aims

Each school in The New Guild Trust will:

- Deliver an ECT Induction Programme that meets all the statutory requirements, including those of the Early Career Framework from September 2021.
- Provide ECTs with a supportive environment that enables them to develop as teachers and equips them with the tools to be effective and successful in their role.
- 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 statutory guidance the Early Career Framework review.

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

(September 2021)

The 'relevant standards' referred to below are the [Teachers' Standards](#). This policy complies with our funding agreement and Articles of Association.

## 3. The Early Career Framework

From September 2021, the government is funding an entitlement for all early career teachers in England to access high quality professional development at the start of their career. New teachers will now receive development support and training over 2 years instead of one, underpinned by the early career framework. The offer for early career teachers includes:

- 2 years of new, funded, high quality training
- freely available high quality development materials based on the early career framework
- funding for 5% time away from the classroom for teachers in their second year
- a dedicated mentor and support for these mentors including access to funded high quality training
- funding to cover mentors' time with the mentee in the second year of teaching

From September 2021, the induction period will last for two years, rather than one.

## 4. The Induction Programme

Until September 2021, for a full-time ECT, the induction programme will typically last for a single academic year. From September 2021, as part of the reforms to teacher induction the induction period will be extended to two years. Part-time ECTs will serve a full-time equivalent (subject to reduction for ECT's).

The programme is quality assured by The Golden Thread Teaching Hub, our 'appropriate body' (AB).

### 4.1 Posts for Induction

Each ECT will:

- From September 2021, be entitled to a two-year induction period, under-pinned by high-quality CPD as part of the Early Career Framework (ECF).
- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant teacher standards throughout, and by the end of, the induction period.
- Have an appointed induction tutor and mentor, who holds qualified teacher status (QTS).

- Have a reduced timetable 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 year 1 and from September 2021, 95% in year 2.
- 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.

#### 4.2 Support for ECTs

Each school will support ECTs with:

- Their designated induction tutor, who will ensure that they are allocated a mentor, coordinate their assessments and meet with them on a regular basis to offer support towards meeting their induction targets.
- Their designated subject mentor, who will provide day-to-day monitoring and support, and meet with them on a regular basis (normally once per week) to offer support towards meeting their induction targets.
- 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 informally during mentor meetings and more formally every half term, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- A comprehensive ECT's specific CPD programme, this comprises in-school training, external subject specific training and local school consortium training (from 2021 as part of the The Golden Thread Teaching Hub and the New Guild Trust). From September 2021 this will be underpinned by the ECF.
- Chances to observe experienced teachers, either within the school or at another school, with effective practice.

#### 4.3 Assessments of ECT performance

Formal assessment meetings will take place once per term, carried out by the ECTs induction tutor (from September 2021 there will be two formal assessment points at the end of Year 1 and Year 2).

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's 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 each Headteacher to decide whether the ECTs 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.

#### 4.4 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.
- If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the Headteacher at each school will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. The Headteacher should explain to the ECT the consequences of failure to complete the induction period satisfactorily (in writing).
- If, after continued support, the ECT is still not making satisfactory progress (i.e. at risk of not meeting the Teachers' Standards), the school should confirm the issues with the Appropriate Body so a formal meeting can be arranged as a matter of urgency, well before the end of the induction period.

### 5. Roles and Responsibilities

#### 5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor to discuss and agree priorities for their Induction Programme and keep these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the agreed monitoring and development programme.
- Raise any concerns with their induction tutor as soon as practicable.
- Consult their AB named contacts at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.

#### 5.2 Role of the Headteacher/Head of School/SLT

The Headteacher/Head of School/SLT will:

- Check the ECT has gained QTS and DBS is up-to-date.
- Ensure the post is suitable for induction.
- Share who will act as the Appropriate Body (AB).
- Register the ECT before the start of induction on The DfE portal and with The Golden Thread Teaching hub
- Obtain assessments from previous post, if appropriate.
- Ensure the induction tutor holds QTS, is appropriately trained and given sufficient time to carry out the role.
- Ensure an appropriate Induction Programme is in place and the ECT is given 10% release time (from 2021, 5% in the second year).
- Ensure the ECT's progress is reviewed regularly through observations, feedback and review meetings.
- Ensure the termly assessments are completed and submitted online to the AB.

- Act early, alerting the AB, in cases where an ECT may be at risk of not completing induction satisfactorily.
- Maintain and retain accurate records of employment that count towards the induction period (notify the AB as soon as absences total 30 days). Note: The individual schools attendance policy will be adhered to
- Make the governing body aware of the induction arrangements that have been put in place and keep them updated.
- Make a recommendation to the AB on whether the ECT has met the relevant standards or requires an extension.
- Participate in the AB's quality assurance procedures.
- Retain all relevant documentation on file for six years.
- Agree with the AB - in exceptional cases - when a shortening of induction may be appropriate.
- Provide interim assessments for staff moving schools, between formal assessment periods.
- Notify the AB if an ECT leaves the institution.

### 5.3 Role of the Induction Tutor

The Induction Tutor will:

- Provide, or coordinate, guidance and effective support (including coaching and mentoring) for the ECT's professional development.
- Carry out regular progress reviews throughout the induction period.
- Undertake three formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate (normally one per term or pro rata for part-time staff, from September 2021 this will reduce to two formal assessment points).
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite ECTs to add their comments.
- Ensure that the ECT's teaching is observed and feedback is provided.
- Ensure ECTs are aware how, both within and outside the institution, they can raise any concerns about the Induction Programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

### 5.4 Role of the Local Community Governing Board

The Local Community Governing Board will:

- Ensure the school complies with statutory guidance.
- Be satisfied that the school has the capacity to support the ECT.
- Ensure 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 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 on the progress of the ECT.

### 5.5 Role of the Appropriate Body (AB)

The AB will:

- Ensure Headteachers/Head of Schools are aware of, and are capable of meeting their responsibilities. This includes ensuring that an ECT receives a personalised Induction Programme, designated tutor support and a reduced timetable.
- Ensure the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Consult on a regular basis with Headteachers on the nature and extent of the quality assurance procedures it operates/wishes to introduce ensuring that, where an ECT may be experiencing



difficulties, action is taken to address areas of performance that require further development and support.

- Ensure contact is made with an institution not fulfilling its responsibilities to raise concerns to ensure induction tutors are trained and supported, including being given sufficient time to carry out the role effectively.
- Ensure the Headteacher has verified the award of QTS.
- Retain copies of all assessment forms.
- Ensure the ECT is provided with named contacts within the AB.
- Ensure ECTs' records and assessment reports are maintained.
- Ensure agreement is reached with the Headteacher and ECT where a reduced induction period may be appropriate.
- Ensure a final decision is made as to whether an ECT has met the relevant standards to satisfactorily complete induction or an extension is required and all relevant parties are notified.
- Ensure they provide the DFE with details of ECTs who have started, completed (satisfactorily or not), require an extension, or left school part way through an induction period.

## **6. Monitoring Arrangements**

This policy will be reviewed **annually** by the Trust. At every review, it will be approved by the Full Local Community Governing Board.

## **7. Links with Other Policies**

This policy links to the following policies and procedures:

- LA adopted Human Resource file
- Pay
- Records Management
- Staff Code of Conduct
- Grievance
- Appraisal