



Early Career Teachers (ECT) Policy

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Guidance

Please read this policy in conjunction with the Department for Education document Statutory Guidance on Early Career Framework March 2021 and Reforms 7th June 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1_.pdf

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/earlycareer-framework-reforms-overview>

Aim

The aim of this policy is to ensure that Early Career Teachers (ECTs) have the following opportunities during their first 2 years of teaching:

- a) To succeed in their role as a class teacher under acceptable working conditions
- b) To be able to seek help and guidance from an identified, nominated member of staff who should act as mentor
- c) To benefit from ongoing, day-to-day support from all their colleagues
- d) To be able to observe teaching given by experienced colleagues, and/or work alongside colleagues
- e) To visit other schools as and when appropriate
- f) To have their teaching observed and assessed by the induction and departmental tutor at least twice per term and, where appropriate, a representative of the awarding body. To ensure quality assurance some joint observations may be carried out where deemed appropriate. Where this is the case the ECT will be informed prior to the observation
- g) To be given a copy of any written records of teaching observations and assessments made by the induction and departmental tutor and the representative of the awarding body
- h) To have opportunities to meet with other ECTs within their area
- i) To attend professional development activities for ECTs and to be released by the school as and when these occur during school time as far as is practicable.

Support

Early Career Framework (ECF)

From September 2021, statutory induction for new teachers will change as part of the ECF reforms. All early career teachers in England undergoing statutory induction will be entitled to 2 years of high-quality professional development support based on the ECF.

- 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
- 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

- Schools are expected to deliver an induction period that is underpinned by the ECF. Appropriate bodies will have a role in checking that an ECF-based induction is in place
- The role of the mentor has been introduced. The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled

Training A funded provider led programme – UCL accredited by the Department for Education will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education

Appropriate Body

An appropriate body has the main quality assurance role within the induction process, Tees Valley Teaching School Hub. The appropriate body is responsible for checking that the headteacher has put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF. The appropriate body provides opportunities of networking of both Induction Tutors, Mentors and ECTs.

Role of Head of School

Adhere to the statutory guidelines provided by the Department for Education (DfE). Identify a suitable induction tutor and ensure appropriate time is available.

Role of Induction Tutor

Support the ECT through their professional development using the ECT's transition and assessment documentation. To provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

- Facilitate opportunities for the NQT to observe experienced colleagues
- Observe some lessons, providing a written record of observations to the NQT
- Arrange for the provision of additional support and advice as required
- Encourage communication with other NQTs
- Encourage and support their professional development
- Offer full support and provide non-contact time for an effective induction programme
- Liaise closely with mentor

Role of Mentor

Mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the

needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate. Be available, approachable and sympathetic with time to work with ECT.

- Assist with all aspects of planning and recording
- Offer support on how to deal with ‘new events’ – for example, open nights.
- Observe some lessons, providing written a record of observations to the ECT
- Liaise closely with induction tutor

Induction Programme - Overview of programme Year 1

Term	Focus	Details
Autumn 1	Module 1: Enabling pupil learning (Teachers’ Standards 1 and 7)	Setting high expectations for learning and behaviour, and practical strategies for shaping the learning environment to enable pupil learning. A structured programme of observation, reflective practice, scripting and rehearsal equips the ECT with foundational learning skills that underpin self-study and continuing professional development.
Autumn 2	Module 2: Engaging pupils in learning (Teachers’ Standards 2 and 3)	Developing a rich conceptual understanding of pupil learning, memory and subject/specialism expertise. Applying this to teaching through carefully structured activities that connect theory to the ECT’s practice.
Spring 1 and 2	Module 3: Developing quality pedagogy (Teachers’ Standards 4 and 5)	Exploring and applying strategies to support high-quality planning and adaptive teaching that addresses the needs of all pupils.
Summer 1	Module 4: Making productive use of assessment (Teachers’ Standard 6)	Investigating approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom.
Summer 2	Module 5: Fulfilling professional responsibilities (I)	Building skills in working with others within and beyond the school to
	(Teachers’ Standard 8)	improve teaching and manage professional development across a career in education.

Induction Programme - Overview of programme Year 2

Term	Focus	Details
Autumn term 1	Module 6: Inquiry into enabling pupil learning	Revisiting learning from Module 1. Investigating one area of practice, from Standards 1 and 7, and conducting a rapid exploratory inquiry into the impact of the ECT's existing practice.
Autumn term 2	Module 7: Inquiry into engaging pupils in learning	Revisiting learning from Module 2. Using the audit to identify one area of practice, drawn from Standards 2 and 3, to focus a second exploratory inquiry into the impact of the ECT's existing practice, and to identify useful changes to practice.
Spring term and summer term 1	Module 8: Inquiry into developing quality pedagogy and making productive use of assessment	Revisiting learning from Module 3. From an audit of Standards 4, 5 and 6, conducting a more extended inquiry, evaluating the impact on pupils of an alteration to the ECT's practice. Sharing the findings of this inquiry with colleagues
Summer term 2	Module 9: Fulfilling professional responsibilities (II)	Revisiting Module 5 content, reflecting on progress across the programme, exploring and preparing for how the ECT's professional role may evolve as their career develops.

Assessment

Professional Progress Reviews

- The induction tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.
- Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.
- 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.
- A written record of each progress review is expected to be retained and provided to the ECT after each meeting
- The headteacher and appropriate body will be update on the ECT's progress after each progress review.

Formal Assessments

- ECTs will have formal assessments carried out by either the headteacher/principal or the induction tutor.
- Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction.
- It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.
- Evidence for assessments must be drawn from the ECT's work as a teacher during their induction.
- The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

As soon as possible after the ECT takes up the appointment he/she will be advised:

- Who specifically will be involved in the observations of lessons. There will normally be at least two per term by the induction tutor and departmental mentor.
- That the criteria for such formal assessments are based on the Teacher Standards 2012.
- The ECT will be made fully aware of these standards at the beginning of the year.
- That ECTs should contribute to their own evaluation.
- That written records of teaching observations will be kept. These will be seen and signed by the ECT.

ECTS experiencing difficulties

- An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance.
- The school's appropriate body advisor will be informed, consulted for advice and support.
- The appropriate body advisor or a representative from the nominated body may observe at least one teaching session by the ECT. In addition, the appropriate bodies' advisor will monitor the quality and the range of assistance from the school and the matching of the appointment with the ECT's training. The appropriate bodies' advisor will also ensure that a nominated member of the school staff has oversight of each ECT and that this member of staff is known to them.
- The appropriate body will consult with the school on the decision of the completion of the induction period and inform the DfE as to whether the ECT has successfully completed the induction year.
- Recommendations from the DfE guidance in respect of ECTs experiencing difficulties, ECTs will be informed by their Head of School at an early stage when any problems emerge which might lead to an adverse assessment, be warned of the consequences and be given appropriate support to implement advice.

- Reports by the Induction Tutor and appropriate body advisor on ECTs experiencing difficulties will be discussed with the Head of School. Appropriate action should be taken by the school.
- Where an ECT continues to give cause for concerns then the induction period may be extended by 1 term (with liaison with the appropriate body). If it is then likely to conclude without satisfactory performance, the ECT will be informed in writing by the appropriate body, Head of School and Directors that he/she had not successfully completed their induction year and that the DfE will be informed.