



EARLY CAREER TEACHER (ECT) POLICY

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This policy should be read in conjunctions with the following policies:

[Induction for Early Career Teachers \(England\) \(2021\)](#)

[Early Career Framework \(2019\)](#)

[Teacher Recruitment and Retention Strategy \(2019\)](#)

[Teacher Recruitment and Retention Strategy One Page Summary for Schools](#)

Aims

The two-year, fully funded Early Career Teacher (ECT) induction process at Joydens Wood Infant School is underpinned by the Early Career Framework (ECF) and aims to ensure that structured training and support linked to the best available research evidence is implemented. We will support Early Career Teachers so that the skills and knowledge they acquire will contribute to form a secure foundation upon which a successful teaching career can be built.

This policy will ensure the following statements are adhered to:

- Joydens Wood Infant School will run a ECT induction programme that meets all the statutory requirements
- Joydens Wood Infant School will provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Joydens Wood Infant School will ensure all staff understand their role in the induction programme

The induction programme

For a full-time ECT, the induction programme will typically last for a two academic years.

Part-time ECTs will serve a full-time equivalent.

Our Teaching School Hub, Thames Gateway, aim to provide high-quality professional development to teachers at all stages of their career and will play a significant role in delivering the Early Career Framework.

Our Appropriate Body, The Education Development Trust, will check that ECTs are receiving their statutory entitlements, ensure schools are supported in delivering the ECF-based induction and will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.

The Induction for Early Career Teachers replaces the Induction for Newly Qualified Teachers and the changes are outlined below:

Early Career Framework reforms: what's changing?

From September 2021, statutory induction arrangements are changing. These new arrangements will **replace** current induction requirements.

	Current Arrangement	from September 2021
Length of support	One year	Two years
Timetable reduction	10% reduced timetable for one year	10% reduced timetable in Year One 5% reduced timetable in Year Two.
Content	No defined content	Induction should be based on the Early Career Framework
Role of the mentor	Role of the mentor not defined as separate from the induction tutor.	Access to two years of support from a designated mentor separate from the induction tutor
Assessment	Marked against Teacher Standards Three formal assessment points	Marked against Teacher Standards Two formal assessments – supported by regular progress reviews Early Career Framework is not an assessment tool
Funding	Funding for induction included as part of core school budget	Schools will receive additional funding to deliver ECF based induction to fund the additional activity in the second year.
ECT Pay	Following first year, teachers can progress up the pay scale	Still be able to progress on the pay scale as current arrangements allow, both during and after induction
Role of the Appropriate Body	Checking new teachers receive statutory entitlements and are fairly and consistently assessed	Checking new teachers receive statutory entitlements, are fairly and consistently assessed, and receive a programme of support and training based on the ECF

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 Teaching Standards throughout, and by the end of, the induction period
- Have an appointed ECT Mentor, who will have qualified teacher status (QTS) who they will liaise with on a regular basis
- 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 the first year and 95% in the second year
- 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

Support for ECTs: Mentors

- The designated ECT Mentor will provide regular mentoring and support to ensure all elements of the Induction Programme are covered.
- ECT Mentors will meet with their ECTs regularly and minute the meetings.
- Regular 'drop in' observations of their teaching and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, 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
- The ECT will have a timetable (Appendix 4) which will be devised in discussion with their ECT mentor to outline the effective use of 10% professional development time, referring to the supporting document (Appendix 5)

Support for ECTs: Induction Tutors

- The role of the Induction Tutor is 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 successfully assess the ECT against 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

Assessments of ECT performance

- Induction Tutors will use the online platform ECT Manager to generate a Full Assessment (in terms 3 and 6) and progress reports (in terms 1, 2, 4 and 5)

Roles and responsibilities

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their ECT Mentor at the start of the programme to agree priorities and keep these under review
- Agree with their ECT Mentor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards in an ECT folder
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their ECT Mentor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms

When the ECT has any concerns, they will:

- Raise these with their ECT Mentor and/or 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 ECT Mentor/Induction Tutor or within the school

The Headteacher will:

- Check that the ECT has been awarded QTS and carry out any necessary pre-employment checks, which must be
- 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 ECT Mentor and Induction Tutor are appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed
- Maintain and keep accurate records of employment that will count towards the induction period
- Make the governing board 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

The Governing Body 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 an 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

Monitoring arrangements

This policy will be reviewed **annually**.