



# St Andrew's CE VC Primary School

**A church school that learns, grows and achieves together**

“Train up a child in the way he should go,  
and when he is old he will not depart from it”  
Proverbs 22:6

## Early Career Teachers (ECT) Policy

Signed (Chair)	Name Anthony Parker	Date
Signed (Head)	Name Graham Pike	Date
Ratified by Governing Body on		Next Review

### **Equality Impact Assessment (EqIA)**

*This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.*

### **EqIA outcomes**

- The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

# Early Career Teachers (ECT) Policy

## Rationale

We are focussed on investing in the next generation of teachers and leaders, by providing a supportive and developmental induction. We will enable the children of the future to continue to receive an excellent education with teachers who bring fresh ideas, as well as learning from experienced practitioners and through our ethos as a professional growth school.

We recognise that the first few years of teaching is not only very demanding but also of a critical significance in the professional development of a new teacher. It is vital to ensure that there is a smooth transition from training into the teaching profession through appropriate guidance, Continuing Professional Development (CPD) and support.

All staff will be aware of the Early Careers Teacher (ECT) policy and are encouraged to invite ECTs to share best practise in their classrooms, where appropriate.

## Purpose

This document outlines how the school complies with the statutory guidance for the induction of early career teachers (ECTs), Sections 135A, 135B and 141C(1)(b), of the Education Act 2002, and associated Education Regulations (Induction Arrangements for School Teachers) (England) 2012.

## Appointment of an appropriate ECT Induction.

Prior to the commencement of any employment, the school will appoint South Gloucestershire Council as the appropriate body to oversee the induction of an ECT.

## Personalised Programme

As a Professional Growth School Committed to Educational Excellence, we strive to invest in staff development. Consequently, we aim to provide a personalised support package which considers individual development needs; needs that have been identified at the end of Initial Teacher Training (ITT).

This programme should support the mental health and wellbeing of the ECT as well providing:

- Access to an Induction Programme based around the Early Career Framework (ECF) that will commence upon appointment. This will be through Ambition.
- The opportunity to observe high quality teaching within the school and within other local schools with time to reflect upon observed practice.
- Regular meetings with a suitably trained and skilled mentor.

- Meetings with a suitably trained induction tutor to focus attention on the training aspect from the Early Career Framework.
- Opportunities to discuss emerging issues such as planning, marking and behaviour management, acting quickly to help ECTs address any areas of concern.
- Regular development observations by a dedicated mentor who is a practising classroom practitioner.
- A commitment to a reduced timetable of no more than 90% in the first year and 95% in the second year to enable the ECT to undertake activities in relation to their induction period and professional development. PPA time should be in addition to this.
- A commitment to offer external CPD.
- The opportunity to discuss key issues with colleagues, especially curriculum leaders, SENDCos and those responsible for pastoral care.
- Support to form productive relationships with all members of the school community.
- Observations by the induction tutor each term. Focusing on assessments against the Teachers' Standards. This should be followed up with written feedback and the opportunity to discuss the lesson in a supportive environment.
- A supportive action plan that is reviewed each term where no more than four next steps are identified.
- Regular progress reviews over both years.
- A formal assessment against the Teachers' Standards at the end of each year.

## **Legal duties**

The school will:

- Ensure the ECT is aware of the named contact for ECT Induction at South Gloucestershire Council.
- Retain signed copies of the registration form, completed assessments and reviews securely for 6 years. If an ECT leaves during, or at the end of, their induction year they will be given copies of their assessments.
- Share general reports on the progress of an ECT with the governing body as part of general reporting on staffing. Governors are not automatically entitled

to have access to an individual's assessment forms. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the grievance procedures.

- Ensure that it meets the legal requirements detailed within the statutory ECT induction guidance. Sections 5.3-5.8 and 5.11.

## Roles & responsibilities

To ensure an ECT has systematic and effective support, the following roles are defined and expanded upon below:

	<b>ECT</b>	<b>Mentor</b>	<b>Induction Tutor</b>
<b>Role</b>	A practising newly qualified teacher who is engaging in the Early Career Framework.	Each early career teacher is required to have a mentor who supports their development. The mentor should be an experienced, skilled and practising class teacher.	Every school with an Early Career Teacher is required to have an induction Tutor. They are responsible for the effective implementation of the programme across their school. They main contact for the early career programme at the school. They should hold a senior leadership position in school.
<b>Responsibilities</b>	Directed self-study, engagement in instructional coaching and embedding aspects of the framework throughout the programme.	Ensures that the Early Career Teacher understands and successfully embed their learning into their classroom practice through effective instructional coaching and support.	Ensuring that mentors and early career teachers are supported and held account to their responsibilities, as well as completing formal assessments and continually tracking progress of the programme.

## **The 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.
- meet with their mentor to discuss key priorities and areas of support.
- provide evidence of their progress against the Teachers' Standards.
- participate fully in the agreed monitoring and development programme.
- consult their appropriate body names contact should there be difficulties.
- keep track of and participate in the scheduled classroom observations, progress reviews and formal assessments.
- retain copies of all assessment reports.

## **The role of the mentor**

The mentor will:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback and instructional coaching;
- carry out weekly 15 min observations;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching;
- take prompt, appropriate action if an ECT appears to be having difficulties.

Further details relating to mentor and teacher support can be viewed as part of appendix one.

## **Role of the induction tutor**

The induction tutor will:

- act as the schools point of contact for ECTs.
- communicate with the appropriate body to ensure effective support

- ensure that the assessments are carried out and reports completed and sent to the appropriate body.
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching.
- work closely with the mentor to monitor and review provision across the school.
- take prompt action if an ECT appears to be having difficulties and inform the appropriate body
- provide or coordinate the ECT's professional development.

### **Role of the Headteacher**

The Headteacher will:

- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body.
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
- ensure that the requirements for a suitable post for induction are met.
- ensure that the induction tutor has the ability and sufficient time to carry out their role effectively.
- ensure an appropriate Early Career Framework (ECF) based induction programme is in place.

### **Role of the appropriate Body**

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- Headteachers are aware of, and are capable of, meeting their responsibilities for monitoring, support and assessment.
- the ECT receives an ECF-based induction programme.
- the ECT has access to a designated induction tutor and mentor.
- the ECT has a reduced timetable.

The appropriate body will:

- collate notification forms.
- check that the ECT holds QTS
- register the ECT on TRA
- organise and remind schools of ECT assessments
- provide phone support with queries.
- monitor the implementation of the ECF
- make the final decision on satisfactory induction completion.

### **Concerns about performance**

If the ECT's performance is a concern, we are committed to:

- providing additional time and resources to support them.
- informing the appropriate body immediately if we feel the ECT is not on track to pass their induction.
- working with the ECT and appropriate body to provide action plans detailing what the ECT needs to do to improve and how the school will support them over a specific time period. These action plans will be reviewed and monitored systematically with a cycle of support and review continuing until the end of the academic year.

## Appendix One

Flowchart outlining the professional relationship and roles of the RECT and mentor.

