



Early Career Teachers (ECT) Policy

Signed 

Principal

Date: 30th September 2021

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Chair of Governors

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Reviewed: September 2021

Next Review: September 2023

Daresbury Primary School Policy for the Induction of Early Career Teachers (ECTs) (Based on Halton LA Model Policy)

Rationale

The induction period for Early Career Teachers (ECTs) is not only very demanding but also of critical significance in the ongoing professional development of the new teacher. It is vital new teachers get a good start to their early teaching careers through appropriate transitional support, linked to the Early Career Framework (ECF). The school's induction process, linked to the ECF and chosen provider is aimed at ensuring a smooth transition from Initial Teacher Training (ITT) into the teaching profession through appropriate guidance, support and challenge offered by the ECF and chosen provider. The school's ECT Induction programme, must, regardless of which option associated with the ECF (FIP, CIP, or SBIP) will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Induction for early career teachers (England)'
- DfE (2021) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2020) 'School teachers' pay and conditions document 2020 and guidance on school teachers' pay and conditions'

This policy operates in conjunction with the following school policies:

- Grievance Policy
- Records Management Policy
- Staff Code of Conduct
- Behaviour Policy
- Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy

Purposes

The school's induction process, designed to meet statutory requirements and allied to the ECF and chosen provider materials makes a significant contribution to both the professional and personal development of ECTs, providing support, training, self-study and mentoring which will enable them to develop competence in the Teachers' Standards and make a valuable contribution to the school. Specifically, the school will:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs through the ECF and provider materials
- provide individualised support through high quality mentoring and oversight by the induction tutor
- provide ECTs with examples of good classroom practice through ECF provider materials, webinars, self-study e.t.c.
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development through appropriate NPQs e.t.c.
- ensure a smooth transition to prepare to help ECTs meet all the teacher standards at an appropriate level

The whole staff will be kept informed of the school ECT induction policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to ECT induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities (Also refer to the Halton LA Appropriate Body handbook for ECT induction)

The Governing Body, Principal, Induction Tutor, Mentor and ECT all have a duty to ensure that the ECT is registered with Halton LA AB *before* induction can commence, and, for the CIP or SBIP, the necessary fidelity checks to the ECF have been carried out and submitted to the AB with the ECT registration form, QTS certificate and teacher timetable.

The Governing Body

The governing body will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations in line with the expectations of the ECF and provider time commitments expected of the school. The governing body will be kept aware and up to date about induction arrangements and the progress of ECTs through the headteacher's report and/or direct contact with the ECT induction tutor in school.

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the Principal is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's Grievance Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

For the year 2021/22 the school's Induction Tutor is Kathryn Zuger.

The Principal.

The Principal plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an induction tutor and mentor, the Principal and/or induction tutor will also observe each ECT on an appropriately regular basis and provide appropriate oral and written feedback as specified in the statutory guidance for ECT induction from September 2021. Statutory responsibilities are:

- In conjunction with the appropriate body, monitoring, supporting and assessing the ECT throughout their induction.
- Ensuring that the ECT has been awarded QTS prior to undertaking induction at the school.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Ensuring the requirements of a suitable post for induction are met.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECF-based induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.

- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behaviour Policy and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring the ECT knows the school's response to children who go missing from education.
- Ensuring that, under certain circumstances, the following steps are undertaken:
 - Obtaining interim assessments from the ECT's previous post
 - Acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily
 - Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third-party
 - Notifying the appropriate body if an ECT is absent for a total of 30 days or more
 - Regularly informing the governing board about the school's induction procedures

Many of the tasks associated with the above will be carried out by the mentor and induction tutor, but the Principal will make the final recommendation to HBC as the Appropriate Body. In addition to the statutory requirements the Principal will:

- observe and give feedback, including, when necessary written warnings to any ECT at risk of failing to meet the standards and inform the Appropriate Body of any such early at the earliest opportunity
- keep the governing body aware and up to date about induction arrangements and ECT progress

Induction Tutor

The Principal should identify a person to act as the ECT's induction tutor, 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. It may, in some circumstances, be appropriate for the Principal to be the induction tutor. The induction tutor is a separate role to that of mentor (see below).

Induction tutors are responsible for:

- Coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the Principal and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

Mentor

The Principal should identify a person to act as the ECT's mentor, to provide regular mentoring. The 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 AB mentoring sessions and mentor training where appropriate.

Mentors are responsible for:

- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ECF.
- Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.

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- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards'.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports.

Halton Local Authority Appropriate Body

- Ensuring the Principal and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- Maintaining full responsibility for their regulatory duties, and not delegating these.
- Consulting with the Principal on the nature and extent of the quality assurance procedures in the school.
- Ensuring the Principal has implemented a programme which is clearly based on the ECF.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the Principal has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Ensuring an agreement is reached with the Principal and the ECT to determine where a reduced induction period may be appropriate.

- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, require an extension, or left partway through an induction period, as well as details of the type of induction the ECT is undertaking.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the Principal with information on the types of induction available.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

Entitlement

The ECF full, or ECF based induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to the teachers' standards as achieved during training.

The key aspects of the school's induction programme for ECTs are as follows.

- an individualised programme of mentoring, support and assessment directly linked to the ECF resources being delivered by whichever programme and option the school is using
- a reduced teaching timetable of 90% of normal teaching duties in their first year, to enable them to participate in a range of induction activities and of 95% in the second year
- support from a designated Induction Tutor and a Mentor
- support in setting up an action plan which identifies clear targets to meet the Teacher Standards
- observation of their teaching, followed up with discussion and written feedback
- a formal professional review of progress at least half termly
- opportunities to observe experienced teachers in their own and other schools
- other targeted professional development activities and self-study as part of the ECF resources and sessions being used by the school from an ECF provider
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary allied to objectives on the ECT action plan.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs
- Detailed action plan and success criteria for any areas identified as making an ECT at risk of not meeting the teacher standards during the period of induction.

Assessment & Quality Assurance.

The assessment of ECTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly progress reports) will be used.
- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching and engagement with the relevant provider's ECF materials and self-study.
- The coordinator will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- The school will, as requested by HBC AB be part of the AB annual process of quality assurance of induction in Halton schools, including the sharing of progress reports, completion of fidelity checks as appropriate and attendance at review meetings.
- The assessment reports at the end of each period of induction, will use the formal assessment template and will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school

At risk procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of not meeting the teacher standards in induction periods one and/or two will be given and the school's concerns communicated to HBC AB without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

The named Halton LA AB contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the standards.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, induction tutor, Principal) in the first instance. Where the school does not resolve them the NQT should raise concerns with the named LA contact.

The named Halton AB contact is: Mark Higginbottom, School and Setting Improvement Officer; ECT AB Coordinator

This policy was agreed and adopted in September 2021. It will be reviewed

- as part of the school's development cycle by July 2022
- prior to this date should there be any changes to statutory requirements.