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<b>Early Career Teacher Policy</b>	Issued: December 23
	Review date: December 25
<b>APPROVAL BY</b>	<b>FULL GOVERNING BODY</b>

# Early Career Teacher Policy

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## 1. Introduction

The school aims to:

- Run an Early Career Teacher (ECT) induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF).
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF).

In order for the ECT to serve induction the Headteacher and appropriate body must first agree that the post is suitable for this purpose and that the ECT has achieved QTS by checking with the Teaching Regulation Agency. The Headteacher of the school in which an ECT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT and the conditions under which they work should be such as to

facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the relevant standards.

The Headteacher should be sure that the requirements of ECT Induction can be met by the school. Refer to A Suitable Post (below).

The guidance that this policy is based upon is the Department for Education's: "Induction for early career teachers (England) Statutory guidance for appropriate bodies, Headteachers, school staff and governing bodies" Revised March 2023 [1]

## **2. A Suitable Post**

A suitable post must:

- have a Headteacher to make the recommendation about whether the ECT's performance against the relevant standards is satisfactory;
- have prior agreement with an appropriate body (e.g. the LA) to act in this role to quality assure the induction process;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout and by the end of the induction period (standard length of two years);
- ensure the appointment of an induction mentor with Qualified Teaching Status (QTS) who will provide day-to-day monitoring and support, and co-ordinate their assessments;
- ensure the appointment of an induction tutor with QTS who will provide regular structured mentoring sessions and targeted feedback;
- enable ECTs to attend relevant training;
- have an agreed start date;
- provide the ECT with a reduced timetable (see below) to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged;
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

In addition, the governing body must be satisfied that the institution has the capacity to support the ECT and that the Headteacher is fulfilling their responsibilities.

## **3. Ensuring a Reduced Timetable**

In a relevant school, the Headteacher must ensure an ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of

induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

#### **4. Allocating an Induction Tutor**

The Headteacher should appoint a person to act as the ECT's induction tutor who will provide regular monitoring and support, as well as co-ordinating the assessment process. The induction tutor must have 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 Teaching Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. This person could be the Headteacher.

Responsibilities of the Induction Tutor include:

- providing day-to-day guidance and effective support;
- undertaking two formal assessment meetings during the induction period, co-ordinating input from others as appropriate;
- co-ordinating assessments of the ECT;
- carrying out progress reviews on a regular basis and including: observing lessons, carrying out book looks and analysing the data of the pupils being taught by the ECT;
- ensuring that feedback is given following any monitoring;
- holding regular professional reviews of the progress of the ECT. These reviews to take place at least once a month. At these meetings, the mentor will support the ECT to review the current objectives they are working on, consider their position in relation to the relevant standards, and explore their current strengths and areas for development;
- informing the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments;
- providing opportunities for the ECT to observe experienced teachers, either within the school or at another school with effective practice;
- ensuring that the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school;
- taking prompt, appropriate action if the ECT appears to be having difficulties;
- making sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

#### **5. Assessments of ECT Performance**

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the Headteacher or the ECT's induction tutor.

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 and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly show how the ECT is performing against the relevant standards. The Headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves the post after completing one term or more but before the next formal assessment would take place, the induction tutor or Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

## **6. At Risk Procedures**

If it becomes clear during a termly progress review or at the first formal assessment point that 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 against the relevant standards;
- an effective support programme is put in place to help the ECT improve their performance;

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are still concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final assessment, the induction tutor or Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## **7. Roles and Responsibilities**

The following is based on recommendations from the statutory guidance, linked to section 2 above.

### **7.1. Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction;
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review;
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction;

- Provide evidence of their progress against the relevant standards;
- Participate fully in the monitoring and development programme;
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings;
- Agree with their induction 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 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 induction tutor or within the school.

### **7.2. Role of the Headteacher**

The Headteacher will:

- check that the ECT has been awarded QTS and whether they need to serve an induction period;
- agree, in advance of the ECT starting, who will act as the appropriate body;
- 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 (see Section 2 above);
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively;
- make sure an appropriate ECF-based induction programme is in place;
- 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 and sent to the appropriate body;
- maintain and keep accurate records of employment that will count towards the induction period;
- make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way;
- 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;
- keep all relevant documentation, evidence and forms on file for 6 years.

### **7.3. Role of the Induction Mentor**

The induction mentor will:

- regularly meet with the ECT for structured mentor sessions to provide targeted feedback;
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality Early Career Framework (ECF)-based programme;

- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring;
- Act promptly and appropriately if the ECT appears to be having difficulties;

#### **7.4. Role of the Governing Body**

The governing body will:

- ensure the school complies with statutory guidance on ECT induction;
- 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 has any concerns or questions, 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 on a termly basis.

### **8. Monitoring of Policy**

This policy will be reviewed every two years or on release of new DfE guidance (whichever comes first) and will be approved by the full governing body.

### **9. Safeguarding**

All ECT’s will receive Safeguarding training on induction. Thereafter, refresher training will be delivered as part of the school’s annual safeguarding update in September.

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [2].

Online safety lessons are conducted regularly within the school to help to ensure that children stay safe online – see Online Safety Policy [3] and ICT Acceptable Use Policy [4]

All concerns must be reported to our Designated Safeguarding Leads:

Mrs K O’Connor, Mrs S Smith, Mrs J Appleby and Mrs L Bunker.

### **10. References**

[1] gov.uk, “Induction for early career teachers (England),” September 2023. [Online]. Available: <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>. [Accessed 1 October 2023].

[2] Alfred Lord Tennyson School, “Child Protection and Safeguarding Policy”.

[3] Alfred Lord Tennyson School, “Online Safety Policy”.

[4] Alfred Lord Tennyson School, “ICT Acceptable Use Policy”.