



Hester's Way Primary School
Early Career Teacher (ECT) Policy
(ECT previously known as Newly Qualified Teacher – NQT)
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ECT Induction policy

Rationale

As a school we feel it important that all staff, both teaching and non-teaching, are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed. We encourage the philosophy of a whole school approach to the life and work of the school. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team and enabled to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school works.

The introduction of the Early Career Framework (ECF) represents a welcome change in support for Early Career Teachers. It provides funded entitlement to a structured 2-year package of high-quality professional development, validated by the Education Endowment Foundation (EEF). These reforms are part of the Government's wider teacher recruitment and retention strategy, which aim to improve the training and development opportunities to teachers. Our school's induction process ensures the appropriate guidance, support, and training are provided that supports ECT's meet the Teachers' Standards.

Aims and Objectives

- To help ECTs to build upon the knowledge skills and understanding developed in initial teacher training.
- To make ECTs feel welcome and at ease in their new environment.
- To provide appropriate coaching and support through the role of an identified mentor.
- To encourage reflection on their own and observed practice.
- To ensure the effectiveness and efficiency of ECTs and to give meaning to school documentation.
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To ensure there is a system of support in place.
- To ensure that systematic and fair assessment procedures are in place based on the ECTs professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements.
- To recognise that the appointment of an ECT is a serious responsibility and that appropriate funding will be given to support the ECT.



Guidelines

The Headteacher and Governors are responsible for the induction and professional development of new teachers. The induction tutor is responsible for the day-to-day supervision of the ECT, ensuring appropriate support, reporting and assessment takes place.

- The ECT will be registered with an Appropriate Body (AB) prior to the start of induction.
- ECTs will be required to complete an induction period of the equivalent of two years.
- Once the induction is successfully completed the teacher will be included in the school's application
- The induction tutor will meet the new teacher(s) on the first day of term in order to initiate the induction process.
- The induction tutor will provide pastoral and professional support by providing frequent advice and support as necessary by meeting regularly, both formally and informally, with the ECT.
- The induction tutor will be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments.
- In consultation with senior managers the induction tutor will make arrangements for additional support, experience and professional development from outside the school if required.
- Formal meetings between the induction tutor and ECT will take place regularly.
- Teaching will be observed regularly by the induction tutor, subject leaders and appropriate senior managers. Constructive written and verbal feedback will be given. Copies of observation and feedback notes will be given to the ECT and a copy retained by the induction tutor.
- Opportunity should be given to the ECT to observe experienced teachers at work within the school and in other schools.
- The ECT will be given early support on major school issues such as SEND, My Plans, assessment, record keeping, reporting to parents, behaviour management, child protection procedures.
- The ECT will be given the opportunity to attend suitable training organised by the LA and other bodies.
- The relevant subject leaders will give the necessary information, support and advice to enable the new teacher to be properly prepared.
- Should problems arise with the progress of an ECT which could affect the completion of induction, advice from the AB will be sought as soon as possible and forwarded.
- Child Protection Issues, Health and Safety and other procedures will be discussed between the ECT and a member of the Senior Leadership Team in accordance with school policies.

Note

1. The member of staff selected to be the induction tutor will have attended a training course.
2. ECTs are assessed against the Teachers' Standards that the Secretary of State has set out for the satisfactory completion of the induction period.
3. At the first meeting between induction tutor and the ECT, the ECT's objectives are set and a timetable drawn up to show how, and when, these objectives will be met.
4. The induction tutor and the ECT meet regularly to discuss progress with the objectives and a formal assessment is held at the end of each term when the induction tutor completes an assessment form and sends it to the LA.



5. The LA, in conjunction with the Headteacher's recommendation, decides if the ECT has satisfactorily completed the induction period.

6. During the induction period the ECT will have 10% non-contact time in the first year and 5% in the second year (in addition to the 10% PPA time) to give him/her time to work on objectives, attend training and visit other schools.

Review the Policy

This policy is regularly reviewed and updated when necessary. Such updating will be based on experience of recently appointed staff and the induction coordinator and will take account of their comments and ideas. The induction tutor will be continuously evaluating the induction programme at all stages and may submit modifications to the Headteacher and Governing Body for approval during the year.

The Headteacher's responsibilities

Overall:

- To ensure that each ECT in their school is provided with an appropriate induction programme, in line with national arrangements;
- To make a recommendation to the Appropriate Body, based on rigorous and fair assessment procedures, as to whether the ECT has met the Induction Standards. The head teacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:
 - Check that the ECT has been awarded QTS;
 - Clarify whether the teacher needs to serve an induction period or is exempt;
 - Agree, in advance of the ECT starting the induction programme, which body will act as the Local Authority;
 - Notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction;
 - Meet the requirements of a suitable post for induction;
 - Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
 - Ensure an appropriate and personalised induction programme is in place;
 - Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
 - Ensure that termly assessments are carried out and reports completed and sent to the local authority;
 - Maintain and retain accurate records of employment that will count towards the induction period;
 - Make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;



- Make a recommendation to the Appropriate Body on whether the ECT has met the relevant standards or requires an extension;
- Retain all relevant documentation/evidence/forms on file for six years; and participate in the Appropriate Body's quality assurance procedures. Whilst much of the statutory responsibility for induction falls to the Headteacher, in practice much is delegated to induction tutors. The head teacher, however must have in place appropriate quality assurance processes to ensure that all the necessary actions are taking place and the judgements being made are equitable and valid.

The Induction Tutor's responsibilities

The induction tutor (or the headteacher if carrying out this role) should:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- Carry out regular progress reviews throughout the induction period;
- Carry out termly progress reviews throughout the induction period. In addition to the termly progress reviews, undertake two formal assessment meetings during the total induction period, in line with the appropriate body guidelines.
- Inform the ECT during the assessment meeting the judgements to be recorded in the formal assessment record and invite ECTs to add their comments;
- Ensure that the ECT's teaching is observed and feedback provided;
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and take prompt, appropriate action if an ECT appears to be having difficulties.

The ECT's responsibilities

The ECT should:

- 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 programme and keep these under review;
- Agree with their induction tutor how best to use their reduced timetable allowance;
- Provide evidence of their progress against the relevant standards;
- Participate fully in the agreed monitoring and development programme;
- Raise any concerns with their induction tutor as soon as practicable;
- Consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and retain copies of all assessment form.



The Governing Body:

- Should ensure compliance with this guidance;
- Should be satisfied that the institution has the capacity to support the ECT;
- Should ensure the head teacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- Can seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and can request general reports on the progress of an ECT.