



Early Career Teachers (ECT) Policy

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Introduction

The first years of teaching are not only very demanding but also of critical significance in the professional development of the Early Career Teacher (ECT). It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge.

Our ECT induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

The policy should be read in conjunction with the statutory guidance:

1. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1_.pdf
2. <https://www.gov.uk/government/publications/early-career-framework-reforms-overview>
3. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/991723/Appropriate_bodies_guidance_induction_and_the_early_career_framework.pdf

Key Points

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An Appropriate Body has the main quality assurance role within the induction process. The Appropriate Body is responsible for checking that Head teachers have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

Purposes

Our school's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs

- provide individualised support through high quality mentoring
- provide ECTs with examples of outstanding classroom practice
- 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
- ensure a smooth transition to prepare to help ECTs meet all the Teachers' Standards,

The whole staff will be kept informed of the school Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher 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

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. The governing body will be kept aware and up to date about induction arrangements and the progress of ECTs through the head teacher's report.

The Head teacher The Head teacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction.

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The head teacher at Village Primary School plays a significant and leading role in the process of inducting new colleagues to the profession.

Entitlement

Our 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 induction programme for ECTs at Village Primary School are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENDCo etc.
- A programme of observations of experienced colleagues teaching.

- A reduction of 10% of the average teacher's workload in the first year and 5% in the second year (in addition to PPA time). This time is used for participating in the school's induction programme.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary.
- 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 success criteria for any areas identified as making an ECT at risk of not meeting the Standards.

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 Reviews or Assessment 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. Copies of any records will be passed to the ECT.
- 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.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Termly Progress Reviews and Assessment Reports will give details of: o areas of strength and areas requiring development of evidence used to inform judgement o targets for coming term o 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 address 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 failure will be given and the school's concerns communicated to the Appropriate Body 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 Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.