



Early Career Teacher (ECT) Policy

The Board of Create Learning Trust has adopted this policy. It will be reviewed annually by the Board of Trustees.

Purpose

The Early Career Teacher (ECT) induction process for Create Learning Trust builds on Initial Teacher Training (ITT). It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), and ensures that the ECT is provided with appropriate training to ensure that they can demonstrate that their performance against the Teachers' Standards is at least satisfactory by the end of the period.

Aims

The school aims to:

- Run an ECT induction programme that meets all the statutory requirements.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure that induction is a whole school approach.
- Ensure that all staff understand their respective role in the programme.

Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Induction for Early Career Teachers \(England\)](#), Sections 135A, 135B, 135C and 141C(1)(b), of the Education Act 2002, [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#) as amended and the [Early Career Framework](#).

The Early Career Framework (ECF)

The [Early Career Framework \(ECF\)](#) builds on initial teaching training and sets out what early career teachers should learn about and learn how to do. It's designed to support development in 5 core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

The framework is presented in 8 sections, to align with the Teachers' Standards. Within each one, there are:

- Key evidence statements (starting with 'Learn that...'), and
- Practice statements (starting with 'Learn how to...')

The Early Career Framework is not an assessment tool. ECTs should be assessed against the Teachers' Standards.

The induction programme

For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent.

Suitable posts for induction

To ensure the ECT is in the best position to develop fully without unnecessary burden, posts will be designed appropriately. Each ECT will:

- Be provided 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.
- Have an appointed mentor and induction tutor, who will have qualified teacher status (QTS).
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range in their first year and 95% in their second year.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

Support for ECTs

ECTs will receive a range of support including:

- A designated mentor, who will provide day-to-day support and coaching and an induction tutor who will co-ordinate their assessments and conduct formal observations,
- Observations of their teaching at regular intervals, and planned follow-up discussions with prompt and constructive feedback,
- Regular professional reviews of their progress, to take place on a half termly basis, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths, and

- Chances to observe experienced teachers, either within the school or at another school with effective practice.

Assessments of ECT performance

Formal assessment meetings will take place annually - in the final term of the first year and the final term of the second year. These are carried out by the Induction Tutor or Headteacher. Mentors should not be part of this process.

These meetings will be informed by clear and transparent evidence gathered during progress reviews, including existing documents and working documents. ECTs shouldn't be asked to create anything new for assessment. Copies of the assessment review will be provided to the ECT and the appropriate body. These formal assessment reports will clearly show how the ECT is performing against the relevant standards.

The outcomes of the final assessment meeting (end of second year) will be used by the headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form, to which the ECT must add their own comments. The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period. The Early Career Framework is **not** an assessment tool. ECTs should only be assessed against the Teachers' Standards.

At-risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must be put in place immediately. This will include the identification of areas of improvement, setting appropriate objectives to guide the ECT towards satisfactory performance and an effective support programme to aid improvement.

If there are still concerns about the ECT's progress at their next informal, mentor led, review, so long as it is not the final assessment, the Headteacher or Induction Tutor will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. In appropriate circumstances, support may be sought from the Appropriate Body.

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the Appropriate Body will inform the ECT of their right to appeal and the time limit for doing so.

Roles and Responsibilities

The Trust Board

The Trust Board will:

- Ensure the school complies with statutory guidance.
- 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 necessary, 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 necessary, request general reports on the progress of the ECT.

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.
- Agree, in advance of the ECT starting, which method of delivery of an ECF-based induction is being used (this is likely to be the funded provider led programme).
- Will inform the appropriate body when an ECT is taking up a post and undertaking induction or delegate this to the Induction Tutor.
- Make sure the ECT's post is suitable according to statutory guidance.
- Appoint an Induction Tutor ensuring they are appropriately trained and have sufficient time to carry out their role effectively.
- Appoint a Mentor ensuring they are appropriately trained and have sufficient time to carry out their role effectively.
- Ensure additional funding to deliver the ECF reforms is used to cover ECTs reduced timetable in their second year of induction to allow ECTs to undertake induction activities including training and mentoring and to fund ECT mentors to spend with early career teachers in the second year of induction.
- 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 the Trust 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.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by the Induction Tutor.

The Induction Tutor

The induction tutor will:

- Coordinate the two-year induction period and be the named person for communication with the appropriate body.
- Attend induction tutor training provided by the appropriate body and early year framework provider.
- Assess the ECT's progress against the Teachers' Standards through regular progress reviews, making rigorous and fair judgements.
- Provide or coordinate guidance for the ECT's professional development.
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Ensure that the ECT's teaching is observed and feedback is provided.
- Ensure 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.
- Recognise when early action needs to be taken because an ECT is not making sufficient progress.
- Make sure record keeping and monitoring is done in the least burdensome way.

The ECT Mentor

The mentor will:

- Regularly meet with the ECT for structured mentoring sessions to provide targeted feedback.
- Attend mentor training provided by the appropriate body and early year framework provider.
- Work with the ECT, Induction Tutor and other colleagues to make sure the ECT receives a high-quality ECF-based induction programme.
- Provide, or broker, effective support, including subject or phase-specific coaching.
- Informally observe teaching and feedback to ECT.
- Ensure 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.
- Take prompt, appropriate action if the ECT appears to be having difficulties.

* In exceptional circumstances one person may carry out both roles but in these cases, it's important that the individual understands the distinction between their role as tutor and their role as mentor.

The ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their mentor and induction tutor at the start of the programme to discuss and agree priorities and keep these under review.
- Agree with their mentor and induction tutor how best to use their reduced timetable allowance.
- Provide evidence from their everyday practice 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 tutor 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 mentor, induction tutor or within the school.

Links with other policies

This policy links to the following policies and procedures:

Teachers performance related pay

Grievance

Pay

Health and Safety

Safeguarding

Whistleblowing