



# **Early Career Teachers (ECT) Policy**

<b>Start Date:</b>	<b>Autumn 2024</b>
<b>Date of Next Review:</b>	<b>Autumn 2025</b>
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## **Early Career Teachers (ECT) Policy – Haileybury Turnford**

*This policy is in place to support Early Career Teachers from September 2023.*

*The Department of Education introduced the Early Career Framework (ECF) from September 2021.*

### **Rationale**

Our induction programme ensures that all ECTs are fully supported following all statutory guidance in the Department for Education's (DfE) new Early Career Framework which can be viewed here: <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

[Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview)

The Early Career Framework (ECF) is the evidence base which underpins a two-year entitlement to a structured 2-year package of high-quality professional development.

### **Aim**

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of an ECT and provide full support during the 2-year induction period.

The purposes of induction include to:

- provide programmes appropriate to the individual needs of the ECT
- provide appropriate support through the role of an identified mentor
- provide ECTs with examples of good practice
- help ECTs form good relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate good practice
- provide opportunities to identify areas for development
- help ECTs to develop an overview of teacher's roles and responsibilities
- provide a foundation for longer-term professional development
- help ECTs meet all the Teacher Standards

### **Roles and responsibilities**

**The Principal, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:**

- 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 appropriate body
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction
- ensure that the requirements for a suitable post for induction are met

- ensure the induction tutor has the ability and sufficient time to carry out their role effectively
- ensure that the mentor has the ability and sufficient time to carry out their role effectively
- ensure an appropriate ECF-based induction programme is in place
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching
- ensure that assessments are carried out and reports completed and sent to the appropriate body
- maintain and retain accurate records of employment that will count towards the induction period
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way
- 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's performance against the Teachers' Standards is satisfactory or requires an extension
- participate appropriately in the appropriate body's quality assurance procedures
- retain all relevant documentation/evidence/forms on file for six years

There may also be circumstances where the Principal is expected to:

- obtain interim assessments from the ECT's previous post
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
- notify the appropriate body as soon as absences total 30 days or more
- periodically inform the governing body about the institution's induction arrangements
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction
- provide interim assessment reports for staff moving school in between formal assessment periods
- notify the appropriate body when an ECT serving induction leaves the institution

**The Induction Tutor is expected to:**

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- carry out regular progress reviews throughout the induction period
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff)
- carry out progress reviews in terms where a formal assessment does not occur

- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, principal and appropriate body
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT 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
- take prompt, appropriate action if an ECT appears to be having difficulties
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents

**The Mentor is expected to:**

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme
- provide, or broker, effective support, including phase or subject specific mentoring and coaching
- take prompt, appropriate action if an ECT appears to be having difficulties

**Monitoring and supporting our ECTs**

To be awarded Qualified Teacher Status (QTS) trainee teachers must have met standards (1-8 listed below) and meet the standards for personal and professional conduct:

1. Set high expectations which inspire, motivate and challenges students
2. Promote good progress and outcomes by students
3. Demonstrate good subject knowledge and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all students
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

**Personal and professional conduct**

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Observations will take place regularly. These will either be conducted by the Mentor or the Induction Tutor. Following an observation, a meeting will be held where appropriate targets will be set relating to the teacher standards.

At the end of the induction period, new targets will be set in preparation for the school's appraisal system.

#### Unsatisfactory progress

- In the event that an ECT is not making satisfactory progress, early actions will be taken to support and advise the teacher to make necessary improvements. This will be done informally with the Mentor initially, and by those with appropriate responsibility as outlined in this policy. Please see Appendix A for an informal pro forma used by Haileybury Turnford to record additional support put in place for an ECT who is not making satisfactory progress. The use of this pro forma should be agreed by both ECT, Mentor and the Induction Tutor.
- In the event that an ECT is at risk of failure of their induction period due to unsatisfactory progress, the school will contact the Appropriate Body at the earliest possible opportunity to ensure third party support can be put in place for the ECT.



# Haileybury Turnford

## ECT Progress, Target and Support Document

Name of ECT:	Name of Mentor:
Areas of development with reference to the teach standards:	
Specific targets:	Further support required to ensure targets can be met:
Current support in place:	
Other Notes (e.g. prior support details, comments from ECT):	