



Greenvale School

Early Career Teacher (ECT) Policy

Signed date: May 2022
Review Date: May 2023

1. Aims

The school aims to:

- Run an ECT (Early Career Teacher) induction programme that meets all the statutory requirements
- Provide ECT's with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

2. Legislation and statutory guidance

From September 2021, the Department of Education has introduced a new Early Career Framework (ECF) to support the development of teachers in their first 5 years of teaching. Part of this includes a 2-year induction programme for ECT's (formally called NQTs). This policy is based on the new Early Career Framework (ECF):

- The Department for Education [Early career framework reforms: overview](#), April 2021

The 'relevant standards' referred to below are the [Teachers' Standards](#).

3. The induction programme

The following sets out the statutory minimum for ECT induction programmes.

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

The programme is quality assured by Lewisham Appropriate Body for ECT's.

3.1 Posts for induction

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

3.2 Have an appointed 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 Year 1, and 95% of the timetable in Year 2.

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

3.3 Support for ECT's

We support ECT s with:

A designated induction tutor who will complete their formal review at the end of Year 1 and year 2

A designated mentor, who will provide day-to-day monitoring and support.

Regular professional reviews of their progress with their mentor, providing an opportunity to review and revise objectives in relation to the relevant standards and personal needs and strengths

Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback

CPD programme including opportunities to observe experienced teachers, either within the school or at another school with effective practice

3.4 Assessments of ECT performance

Formal assessment meetings will take place annually, carried out by 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, as well as feedback from their mentor. Copies of the evidence relied on will be provided to the ECT and the appropriate body. After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.

At the end of Year 1 and Year 2, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting 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. The ECT can add their own comments to this final form. The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed.

3.5 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, meaning:

Areas in which improvement is needed are identified

Appropriate objectives are set to guide the ECT towards satisfactory performance

An effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

4 Roles and responsibilities

4.1 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

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 tutor the start and end dates of the induction period, and the dates of any absences from work during the period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
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 tutor or within the school

4.2 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 3.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- 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 (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the ECT's induction)
- 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

4.3 Role of induction tutors

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, headteacher 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.

4.4 Role of mentors

The mentor (or the induction tutor if carrying out this role) 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; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

4.5 Role of the governing board

The governing 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 it wishes, 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 ECF

5. Monitoring arrangements

This policy will be reviewed **annually** by Liz Smith, ECF Coordinator. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

Absence Management Policy and Process

Capability Policy & Procedure

Code of Conduct

Complaints Policy

Disciplinary Procedure

Equality Act Statement 2020

Equality Act Statement 2020

Teaching and Learning Policy

7. Staff roles

Name	School role	ECF role
Lynne Haines	Headteacher	
Emily Garside	Assistant Headteacher	ECF Coordinator ECF Induction tutor ECF Mentor
Caroline Martingell	Lead Practitioner	ECF Mentor

Signed

Dated