



Early Careers Teacher Policy

2024 - 2025



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Teagues Bridge Primary School

ECT Induction Policy

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Staff Responsibility	Natalie Woods
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1. Overall aim of this documentation:

The overall purpose of this policy is to make clear the arrangements for Induction of Early Career Teachers (ECTs). It is underpinned and refers largely to the Department for Education's Induction for Early Career Teachers (England) documentation. That is the statutory guidance for appropriate bodies, headteachers, school staff and governing bodies and can be located here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002__1_1.pdf

2. Summary of key points pertinent to school from September 2021:

- The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The Early Career Framework itself will not be used as an assessment tool.
- An ECT has only one opportunity to complete statutory induction (arrangements for managing this are set out below).
- ECTs will teach a reduced timetable of 90% in terms 1-3 and 95% in terms 4-6. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.
- As a school, we have opted into a **fully funded provider led programme** for managing the ECF (Early Career Framework) through the Shropshire and Telford Education Partnership (STEP). Step is the newly designated Teaching School Hub for Telford and are our Appropriate Body (AB). STEP are using Best Practice (BP) as their ECF provider.
- Best Practice ECF components include: access to the Virtual Learning Environment (VLE), self-directed study, meetings/module audits with ECT Mentors, x36 hours ECT training and x36 hours mentor training. Total hours for ECTs = 122. Total hours for mentors = 95, fully funded by the Department for Education. Funding becomes available at the end of the second year of this new programme.

3. Roles and Responsibilities:

Name	Role in School	Responsibility for the Early Career Framework
Sarah Abdulla	Headteacher	Undertake pre-employment checks before the ECT takes up post and notify the AB. Check with the Teaching Regulation Agency (TRA) that the individual(s) holds QTS. Makes final recommendation against the Teachers' Standards to the Appropriate Body.
Natalie Woods	Assistant Head	ECT Tutor and Mentor

4. Responsibilities of the ECT Tutor:

- To undertake professional reviews of progress and to co-ordinate formal assessments.
- To set and review development targets against the Teacher's Standards.
- To provide support and guidance to the ECT Mentor and to the ECT(s).
- To observe the ECT's teaching with post-observation review meetings and written feedback provided.

5. Responsibilities of the ECT Mentor:

- To undertake regular, structured one to one mentoring sessions to provide effective targeted feedback.
- Ensure that the ECT receives a high-quality ECF-based induction programme.
- To observe the ECT's teaching with post-observation review meetings and written feedback provided.
- To attend mentor training (Best Practice).
- Take prompt, appropriate action if an ECT appears to be having difficulties.

6. Responsibilities of the ECT(s):

- To meet with their induction tutor and discuss/agree priorities for induction programme, keeping these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance.
- To engage with the Early Career Framework based training (Best Practice).
- To participate fully in the agreed monitoring and development programme.

(See pages 34-40 of the DfE statutory guidance for full summary of roles and responsibilities.)

7. Professional Progress Reviews of the ECT (undertaken by the ECT Tutor):

- Progress reviews will take place each term (unless a formal assessment is scheduled in Term 3 and Term 6).
- Must be completed with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.
- Written records are expected to be retained and provided to the ECT after each meeting. Records must clearly state whether the ECT is on track to successfully complete induction and any agreed development targets. Objectives are reviewed and

revised in relation to the Teacher's Standards and the strengths and needs of the ECT.

- An update will be provided to the Headteacher after each Professional Progress Review. All documentation will be treated as confidential.
- The ECT Tutor will notify the AB and ECT stating whether satisfactory progress is being made.

8. Formal Assessments (carried out by the ECT Tutor):

- Will be completed in Term 3 and Term 6.
- Are informed by evidence gathered during progress reviews and assessment periods. This will consist of existing documents and working documents.
- The final assessment meeting will form the Headteacher's recommendation to the AB as to whether or not the ECT's performance against the Teacher's Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered.
- When assessment reports are completed, they should be signed by all parties and a copy sent to the AB (within 10 working days of the final assessment meeting).
- The AB makes the final decision as to whether an ECT's performance against the Teacher's Standards is satisfactory, drawing on the recommendation of the Headteacher (within 20 days of receiving the recommendation). They will notify the ETC, in writing, within three working days.
- If an ECT leaves a post after a term or more, an interim assessment should be completed.
- Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school (please see pages 24 and 32-33 of the full DfE guidance for details).

9. Raising Concerns:

An ECT is expected to raise concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the AB.