



Early Career Teacher Policy

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| Signature of Chair of Governors: | |
| Signature of Headteacher: | |

Early Career Teacher (ECT) Policy

This policy sets out processes and procedures which the school follows to support an ECT employed at our school.

ECTs are a great asset to any school, bringing up to date knowledge and understanding of teaching and learning as well as enthusiasm for their role. Taking on an ECT is an investment. We want ECTs who we appoint to be successful so that they and the children in their care can flourish. Teaching is a demanding job and the first few years can be challenging. We aim to provide as much guidance, support and training as possible so that the ECT forms secure foundations upon which a successful teaching career, fulfilling their professional duties can be built.

An ECT is someone who has recently completed their teacher training and is in their first teaching role, undertaking their induction. The induction period for an ECT usually lasts two years.

All qualified teachers who are employed in a relevant school in England must by law, have completed an induction period satisfactorily. To support an ECT in completing their induction, the school should provide the ECT with Early Career Framework based training.

An appropriate body has the main responsibility for checking that the induction programme is in place for the ECT and that it is clearly based on the ECF. At Hollingbourne Primary School, we have nominated our appropriate body to be the Education People ECT induction team. The appropriate body will be notified when an ECT is appointed at our school.

Induction of an ECT is statutory and should combine structured programme of development with support and professional dialogue. It should be underpinned by the Early Career Framework with monitoring and assessment of performance against the Teachers Standards. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

On employment of an ECT we will ensure we:

- Have a headteacher/principal in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the ECT with an ECF-based induction programme;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

In the first year of induction an ECT must not teach more than 90% of the timetable and in the second year, must not teach more than 95%. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA).

We will provide a range of systems and processes to monitor, support and assess ECTs during their induction, including:

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

As a school we will ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence 'learn that' statements and practice 'learn how to' statements. The training will form a central part of induction. At Hollingbourne Primary, we will follow the core induction programme, delivering our own training using the DfE accredited materials and resources. The training provider will be use will be: Education Development Trust

At Hollingbourne Primary, **Mrs Tammie Allen-Harding** is the induction tutor and mentor. **Miss Sarah Howell** will be the nominated ECT governor.

Mrs Allen- Harding will also be the person who observes the ECT (as well as the Headteacher). When being observed, we will ensure:

- the observer holds QTS;
- the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance;
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion; and
- any written record will indicate where any development needs have been identified.

Professional reviews will be carried out with the ECT each term. These will be led by the induction tutor. These will be informed by evidence of the ECT's teaching and will, in turn, inform formal assessments completed. Written records of progress meetings will be kept and shared with the ECT. Development targets will be agreed between the tutor and the ECT. Progress towards these will be reviewed within meetings. Progress after each progress review will be reported to the appropriate body (Education People ECT induction team), to confirm that satisfactory progress is being made. Where progress is not satisfactory, a plan should be put in place to assist the ECT to get back on track. Formal assessment should be completed by the ECT mentor during the final term of the first year and the final term of the second year of induction. Outcomes and reports will be shared with the ECT and appropriate body (Education People ETC Induction team).

An ECT should raise concerns with their induction tutor. Where this cannot be resolved, the ECT may notify the named contact at the appropriate body (Education People ETC Induction team) ect@kent.gov.uk who may investigate issues raised.

On completion of the induction period, the appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory.

Useful links

[Early career framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Induction, training and support for early career teachers \(ECTs\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Early Career Framework – Core Induction Programme \(education.gov.uk\)](http://education.gov.uk)

[Overview of EDTs Core Induction Programme \(education.gov.uk\)](http://education.gov.uk)

[Self-directed study materials – EDT \(education.gov.uk\)](http://education.gov.uk)