



**Interaction &  
Communication**

— Academy Trust —

# **ICAT Early Career Teacher (ECT) Policy**

Date Published	October 2021
Approved Date	October 2021
Review Cycle	Annually
Review Date	October 2022

## **Rationale**

The first two years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our Trust's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Early Careers Framework (ECF) Induction programme will enable Early Career Teachers to establish a secure foundation upon which a successful teaching career can be built.

## **Legislation and statutory guidance**

This policy is based on the Department for Education's Induction for early career teachers (England) Revised March 2021 and Appropriate Bodies Guidance: Induction and the Early Career Framework (March 2021)

The 'relevant standards' referred to below are the [Teachers' Standards](#) (July 2011, updated June 2013)

## **Purposes**

Our Trust's Induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs. From September 2021 all Trust ECTs will complete the Early Career Framework which replaces the former one-year induction programme. The two-year statutory induction programme is the bridge between initial teacher training and a career in teaching. It combines a structured programme of support, development and professional dialogue underpinned by the ECF, with monitoring and assessment of performance against the Teachers' Standards. The programme will support the ECT and provide them with necessary training to ensure that their performance meets the standards by the end of the 2-year period. Ensuring long-term benefits for the Trust through the recruitment and retention of excellent practitioners. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern

- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help ECTs meet all the core standards,

The whole staff will be kept informed of the Trust Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole Trust approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

### **Roles and Responsibilities**

#### The CEO/Governing Body

The CEO/governing body will be fully aware of the law which sets out the Trust's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The CEO/governing body will be kept aware and up to date about induction arrangements and the progress of ECTs through the Principal's report and/or direct contact with the ECT coordinator in school.

#### The Principal

The Principal at each Trust school plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to a coordinator, Statutory responsibilities are:

- check that the ECT has been awarded QTS
- Clarify if they need to serve an induction period
- Agree in advance the Appropriate Body (AB) and notify the AB when an ECT is taking up post
- Ensure induction tutor has the ability and time to carry out their role
- ensuring an appropriate ECF based induction programme and support are in place
- Ensure the ETC progress is regularly reviewed including through observations of and feedback on their teaching
- Ensure that assessment reports are sent back to the AB
- 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.

In reality, many of the tasks associated with the above will be carried out by a coordinator but the Principal will make the final recommendation to the appropriate body. In addition to the statutory requirements, the Principal will:

- observe and give written warnings to any ECT at risk of failing to meet the Standard

#### Induction Coordinator (Induction Tutor)

The induction tutor (or the headteacher/principal if carrying out this role) 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

#### Mentor

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.

### **Role of the ECT**

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- provide evidence of their progress against the Teachers' Standards (see para 1.8)
- participate fully in the agreed monitoring and development programme
- raise any concerns with their induction tutor as soon as practicable
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period
- retain copies of all assessment reports.

### **Entitlement**

The Interaction and Communication Academy Trust will ensure that from September 2021 all ECTs will have full access to The Early Career Framework programme which is designed to fit in with the day-to-day realities of supporting new teachers.

Each academy will work with an ECF provider accredited by the Department of Education who will design and deliver a programme face to face and online training to ECTs and their mentors. This programme is funded by the DfE

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during

training.

Specifically, the Early Careers Framework ensures:

- Access to an Induction programme that will commence upon appointment and be completed after two years
- Help and guidance from an Induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENDCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the Early Careers Framework programme and will reduce to 5% in the second year.
- Regular observation of ECT's teaching by the mentor and/or other experienced colleagues (and at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary in line with instructional coaching.
- Prompt confrontation of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting Teachers' Standards.
- Opportunities for further professional development outside of the Early Careers Framework as part of the whole school CPD calendar.

### **Assessment & Quality Assurance.**

The assessment of ECTs will be rigorous and objective. It is important to note that the assessment of ECTs through the Appropriate Body is separate from the Early Careers Framework which has no assessment as part of its programme of study.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.
- Assessment will draw on views from all teachers who have a part in the ECTs development in order to gain a reliable overall view.

- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.
- The coordinator will ensure that assessment procedures are consistently applied.
- Completion of 2 formal assessment reports (one mid way and one at completion) the timings of these will be directed by the AB. Where formal assessment reports are not being undertaken there is an expectation of progress reviews (including a written record) to be undertaken.
- In line with the Appropriate Body's report templates, termly reports will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement
  - targets for coming term
  - support to be provided by the school
  - reflection by ECT

### **At risk procedures**

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

### **Addressing ECT Concerns**

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, coordinator,

Principal) in the first instance. Where the school does not resolve them, the ECT should raise concerns with the named AB contact.

### **Monitoring arrangements**

This policy will be reviewed annually by the Board of Directors.

### **Links with other policies**

This policy links to the following Trust policies and procedures:

Appraisal

Grievance

Pay