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# **Early Career Teacher (ECT) Policy 2024/5**

**Date of Next Review: Autumn 2025**

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## **Background:**

Under statutory guidance from the DFE the NQT induction arrangements has ceased and has been replaced with induction arrangements for ECT (Early Career Teachers) alongside the ECF (Early Careers Framework). The induction process will now take two years.

## **1. Aims**

In DSAT, we aim to:

- Run an ECT induction programme that meets all the statutory requirements
- Provide ECTs 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**

This policy is based on the Department for Education's statutory guidance *Induction for Early Career Teachers (England)* and *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012*.

The 'relevant standards' referred to below are the Teachers' Standards. This policy complies with our funding agreement and articles of association.

## **3. The induction programme**

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

The programme is led and quality assured by an 'appropriate body', which is currently the South Yorkshire Teaching Hub.

Schools in DSAT use the statutory body as named above to deliver training using DfE accredited materials. The external provider of the Early Careers Framework is reviewed annually. South Yorkshire Teaching Hub currently use the EDT training materials (DfE accredited).

### **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.
- Have an appointed mentor, who will have qualified teacher status (QTS) and an induction tutor (who is often the headteacher of the school). Mentors will be registered with the DfE and will have completed or be in the process of completing relevant mentor training.
- Have weekly mentor meetings in the first year and fortnightly meetings in the second year, for the purpose of reviewing and setting targets. These will follow mentor drop ins to support CPD.
- Have a reduced timetable to allow them to undertake activities in their Early Careers Framework induction programme. In the first year a 10% reduction in the second year a 5% reduction should be timetabled when compared to our existing teachers on the main pay range.
- Attend additional DSAT training to supplement the South Yorkshire teaching Hub training.
- 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.

### **3.2 Support for ECTs**

We support ECTs with:

- Their designated mentor, who will provide day-to-day monitoring and support through the Early Careers Framework, and an induction tutor who will have an overview of activity and will co-ordinate assessments.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to take place termly, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths (this will then be uploaded to the SY Teaching Hub portal each term by the Induction tutor).
- Chances to observe experienced teachers, either within the school or at another school with effective practice.
- A programme of CPD throughout the year alongside the Early Careers Framework training provided by South Yorkshire Teaching Hub.
- Providing a link with the DSAT ECT Lead (Sharon Patton) who is responsible for QA and ensuring ECTs are accessing support and training as required.

### **3.3 Assessments of ECT performance**

- Each week in year one, an aspect of teaching will be identified together between the ECT and mentor as a focus for development. The mentor will observe this aspect of teaching (a short drop-in) weekly and will engage in reflections with the ECT about their teaching. In year two, this will take place fortnightly.
- Each term the ECT and Induction tutor will meet to undertake a professional progress review to identify development targets
- Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.
- The induction tutor will notify the appropriate body (SY Teaching Hub portal) after each progress review to inform whether the ECT is making satisfactory progress. Where this is not the case a plan will be shared to outline the strategies in place to support the ECT in getting back on track.
- ECTs are required to undertake 2 formal assessments. This must be undertaken by the headteacher or Induction Tutor. These will take place at the end of the first year (term 3) and in the final term of induction (term 6).
- ECT's should be kept up to date on their progress. There should be nothing unexpected.

### **3.4 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. DSAT will be contacted and asked for further support.

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.

Under the statutory guidance ECT are also required to complete the Early Careers Framework materials provided by the external provider. This should be completed during non-contact ECT time.

## **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 Teaching standards
- Participate fully in the monitoring and development (ECF) programme half termly and with the training materials in their ECT time
- 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
- Keep copies of all assessment forms
- Retain copies of all assessment reports.

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with DSAT ECT Lead (Sharon Patton) at an early stage if there are difficulties in resolving issues with their tutor or within the school

## **4.2 Role of the Induction Tutor**

The Induction Tutor will hold QTS status and:

- 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 ECTs 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.
- Keep all relevant documentation, evidence and forms on file for 6 years

## **4.3 Role of the Mentor**

The mentor will hold QTS status and:

- Regularly meet (weekly) 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.
- Take part in ECF training as delivered through DSAT (mentor training provided by Alison Adair).
- Provide guidance and effective support to the ECT, including coaching and mentoring.
- Ensure the NQT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Work with the induction tutor to ensure any concerns or additional support are dealt with effectively and timely.

#### 4.4 Role of the Head Teacher

The headteacher/principal is, along with the appropriate body, 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
- notify DSAT when an ECT is taking up a post in which they will be undertaking induction (ensuring that the school has capacity to support the appointed ECT)
- ensure that the requirements for a suitable post for induction are met
- ensure the induction tutor and the mentor have the ability and sufficient time to carry out their role effectively
- 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 ECTs performance against the Teachers' Standards is satisfactory or requires an extension.
- participate appropriately in both DSAT's and the appropriate body's quality assurance procedures