



Title:	Early Career Teacher (ECT)
Policy Coordinator:	PK Maselino
Nominated Governor:	J Withers/ L Baxter
Date Reviewed:	21st November 2022
Date Ratified:	21st November 2022
Status:	Statutory
Delegation:	Management Committee
Review Frequency	Annually
Policy Review Date	November 2023

Chair of Management Committee:	Mike Baumring
Head Teacher:	PK Maselino

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Health and Safety at Work Act 1974
- Standards and Framework Act 1998
- Management of Health and Safety at Work Regulations 1999
- Education Act 2002
- Education & Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Induction for Early Career Teachers (England) (DfE)

We are aware that in England all qualified teachers who are employed in the following schools must, by law, have completed an induction period satisfactorily:

- a maintained school;
- a non-maintained special school;
- a maintained nursery school;
- a nursery school that forms part of a maintained school;
- a local authority maintained children's centre;
- and a pupil referral unit (PRU)

However, in further education or the independent sector, academies, free schools and British Schools Overseas statutory induction is not a legal requirement to teach but it may be served in these settings.

We understand statutory induction to be the 'bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards. The programme should support the Early Career Teacher in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher'. (Induction for Early Career Teachers (England) (DfE))

We will use the Teachers' Standards to assess an ECTs performance during the induction period. We are aware that an ECT has only one chance to complete statutory induction. 'An ECT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the National College for Teaching and Leadership, who have failed to satisfactorily complete an induction period'.

We aim to ensure that all new staff, especially Early Career Teachers (ECTs), are made to feel most welcome by providing the necessary support and guidance when they begin their new role at this school. We acknowledge that ECTs need specific support because their first year is part of their training and successful achievement of it contributes to their teaching qualification.

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on the school premises and during school-sponsored activities), equipment and systems of work for all our pupils, school personnel and visitors to the school.

We as a school community have a commitment to promote equality. Therefore, we believe this policy to be in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To follow the National Guidelines for Supporting ECTs in Schools.
- To identify the needs and the personal requirements of ECTs so that they can successfully develop their teaching role.
- To provide a positive learning environment to help ECTs in their first year in teaching.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the duty to ensure that they have the capacity to support the ECT;
- the duty to ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- the duty to investigate concerns raised by an individual ECT as part of the agreed grievance procedures;
- appointed a member of staff to be the Induction Mentor;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- the responsibility of ensuring that all ECTs receive their entitlement;
- delegated to the Headteacher the responsibility of establishing effective induction arrangements for all ECTs;
- delegated to the Headteacher the responsibility of providing effective monitoring, support and assessment procedures;
- the right to request general reports on the progress of an ECT;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Management Committee;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;

- reviewing the effectiveness of this policy with the Management Committee,
- nominated a link Management Committee governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the mentor;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- before the ECT takes up his/her post must undertake pre-employment checks, which must be verified by the appropriate body upon registration;
- check with the National College for Teaching and Leadership that an ECT holds QTS before statutory induction takes place;
- agree with the National Induction Panel for Teachers (NIPT) that the post is suitable for the ECT to serve an induction period;
- be 'jointly responsible with the NIPT for ensuring that the supervision and training of the ECT meets their development needs';
- make the recommendation about whether the ECT's performance against the relevant standards is satisfactory;
- provide the ECT 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;
- ensure the appointment of an induction tutor with QTS;
- All Early career Teachers (ECTs) who start induction from 1 September 2021 will be required to follow the two years induction.
- Ensure the following key changes have been made: Length of induction increased from one to two school years
- The term early career teacher (ECT) replaces newly qualified teacher (NQT)
- Ensure In addition to the 10 per cent timetable reduction in the 1st year, ECTs will also receive a five per cent reduction in the 2nd year of induction.
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- ensure the ECT only teaches the age range and/or the subject/s for which the ECT has been employed to teach;
- ensure the ECT is adequately supported should encounter any pupils who may be challenging or demanding;□
- ensure the ECT teaches the same class(es);
- ensure the ECT uses the same planning, teaching and assessment processes as other teachers;
- provide the ECT with additional non-teaching responsibilities without providing appropriate preparation time and support;
- provide an appropriate induction programme in line with national arrangements;
- provide rigorous but fair monitoring and assessment procedures;
- appoint an experienced teacher to be an induction mentor for ECTs;
- formally notify the local authority when ECTs meet the induction standards;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure confidentiality and data protection;

- work closely with the mentor and nominated governor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Management Committee on the success and development of this policy.

Role of the Induction Mentor

The induction mentor will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- ensure ECTs are entitled to:
 - support and guidance from the Headteacher, senior members of staff and subject leaders;
 - a reduced timetable;
 - PPA time
 - monitoring and follow up discussions;
 - visits to other year groups to observe experienced teachers teaching;
 - visit other schools;
 - professional development opportunities.
- organise an effective induction programme;
- ensure that the ECT understands the induction process;
- establish a negotiated support programme tailored to the needs of the ECT;
- establish effective monitoring and assessment procedures;
- ensure that thorough documentation is kept and complies with the National Guidelines for Supporting ECTs in Schools;
- be involved in the formal, summative assessment at the end of the induction period;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

The Induction Programme

The school's induction mentor will organise specific time with the ECT when the following documentation will be discussed in depth:

- School Handbook
- Staff Handbook
- Policy Documents
- School Development Plan
- National Curriculum Documents
- Schemes of Work
- Assessment, Recording and Reporting Procedures
- Performance Management Policy and Procedures

The following information will also be covered:

- A plan of the school
- Health and Safety policy and procedures

- Procedures such as:
 - evacuation of the building
 - school security
 - first aid
 - reporting and recording accidents
- School personnel – roles and responsibilities
- Class list
- SEN information
- Pupil's medical information
- Planning
- Marking
- Reporting to parents
- Behavioural management
- Child Protection

The induction mentor will:

- negotiate with the ECT a support programme tailored to the needs of the ECT;
- ensure that the ECT understands the induction process;
- establish an effective monitoring and assessment procedure that the ECT fully understands.

Observations

Each half term the ECT will be observed by the induction mentor. A professional review discussion follows each observation when the ECT and induction mentor reviews progress against the ECTs objectives.

Formal Assessment Meetings

Formal assessment meetings take place each term between the Head, the induction mentor and the ECT when the following will be discussed:

- reports from two observations and two review meetings
- pupils assessment records
- ECTs planning and evaluations
- ECTs self assessment
- professional development record
- ECTs progress

A form will be completed after the second formal assessment meeting indicating whether or not the ECT is making satisfactory progress.

Final Induction Assessment

At the end of the induction period the ECT will be assessed against the induction standards. Using the final assessment form the Head will notify the LA as to whether the ECT has met the induction standards.

Complaints

If the ECT wishes to make a complaint about any aspect of the induction process then they may register a complaint using the school's complaint procedure.

Role of the Senior Leadership Team

The Senior Leadership Team will:

- support the new teacher to the profession;
- provide expertise and advice when necessary;
- monitor the progress and development of this policy;
- assess the impact of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- support the new teacher to the profession;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of ECTs

ECTs will:

- 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;
- provide evidence of their progress against the relevant standards;
- 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; and
- retain copies of all assessment forms.

(Induction for Early Career Teachers (England) (DfE))

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook

- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as with newsletters
- reports such annual report to parents and Headteacher reports to the Management committee
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - Safeguarding policy
 - All aspects of this policy
 - Conditions of Service
 - Contract of Employment - Fixed Term
 - Health and Well-being of School Personnel
 - School Personnel Code of Conduct
 - Anti-Bullying and Anti-Harassment at the Workplace
 - Dealing with Allegations Against School Personnel
 - Internet Social Networking Websites
 - Dress Code
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Management Committee for further discussion and endorsement.

Linked Policies

- Safeguarding Policy
- Anti-Bullying and Anti-Harassment at the Workplace
- Conditions of Service
- Contract of Employment - Fixed Term

- Dealing with Allegations Against School Personnel
- Dress Code
- Health and Well-being of School Personnel
- Induction of New Staff Internet Social Networking Websites
- Performance Management
- School Personnel Code of Conduct
- Teaching Staff
- Work-Life Balance
- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form