



Thameside Primary School: Early Career Teacher Policy

Approved by Governors: September 2024

Review date: September 2026



Contents

Rationale and aims	p.3
Legislation and Statutory Guidance	p.3
Roles and Responsibilities	p.4-6
Entitlement	p.6
Assessment & Quality Assurance	p.7
At risk procedures	p.8
Addressing ECT Concerns	p.8
Quality Assurance	p.9

Policy written by:	Ingrid Burton
Key Changes:	This policy remains fit for purpose



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. Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Early Career (ECT) Induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early Career Framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#)



Roles and Responsibilities

We strongly believe in our collective responsibilities to support and nurture our teachers. The following roles and responsibilities are in accordance with those outlined within the DFE's statutory induction guidance for ECT.

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 and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- 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 reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place



- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
 - Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Carry out progress reviews each term
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and appropriate body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and developmental feedback is provided
- Make sure the ECT 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 not making satisfactory progress
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for to produce excessive evidence
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress

Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme



- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be not making satisfactory progress

Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

Entitlement

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.

The key aspects of the Induction programme for ECTs at Thameside are as follows:

- Access to an Induction programme that will commence upon appointment, the induction programme will last for a period of two years.
- Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from a mentor who is adequately prepared for the role and will coordinate the induction programme.
- Weekly meetings with a mentor and, as needed, meetings with subject coordinators, Inclusion Manager etc.
- A programme of observations to be carried out by the induction tutor.
- In the first year of teaching a reduction of 10% of the average teacher's workload (in addition to PPA time) and a reduction of 5% of the average teaching time (in addition to PPA time) during their second year. This time is used for participating in the Induction programme that will be delivered by UCL and/or meetings with mentor.
- Regular observation of ECT's teaching by the induction tutor (at least once every half term in Year 1 and once every big term Year 2) and prompt written feedback on teaching observed with targets and advice as necessary.



- Early intervention and support to address any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner.
- Opportunities for further professional development based on agreed targets and identified needs.
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective. They will carry out termly progress reviews, where a formal assessment is not required. Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6).

Meetings will be informed by clear and transparent evidence gathered from mentor meetings, progress reviews and drawn from the ECT's work as a teacher and from their induction programme.

After each progress review/formal assessment meeting, a report will be completed that clearly shows how the ECT is performing against the teacher standards. The ECT will have the opportunity to add their own comments to progress review and assessment forms.

Formal assessment report will be signed by the headteacher, induction tutor and the ECT. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

A copy of the formal assessment report will then be sent to the appropriate body within 10 working days of the meeting. The appropriate body to make the final decision on whether the ECT has passed their induction period.

If the ECT leaves this post or if they choose to take a career break (e.g for parent leave) after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

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.
- Early identification 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 ECT 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.

The named LA contact, Jeanette Jones, will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Standards.

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 or head teacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named LA contact, Jeanette Jones.

Quality Assurance

The process of induction will be monitored throughout the course of the programme, partly by means of the evidence generated by induction and quality assurance, and partly through the following:

- All ECTs will complete a full evaluation and written survey annually and at the end of their induction period
- The induction tutor and mentors will evaluate the success of the programme each year and write a report on their recommendations for any amendments for the following academic year

Links with other policies



This policy links to the following policies and procedures:

- > Appraisal
- > Grievance
- > Pay

I Burton reviewed September 2024