

Early Career Teacher Policy 2024-2026

Date Reviewed:	March 2024
Next Review:	March 2026
Review Cycle:	Every 2 years
Reviewing committee:	Governing Body
Lead Governor Responsible:	Bruce Anderson (Chair of Governors)
Reviewers:	Headteacher and SLT
Linked Policies:	All statutory and school-based policies, practice and operational guidance.
Policy is based upon:	ECT policy for the Induction of Early Career Teachers
Ratification Date:	March 2024
Signed by Headteacher:	
Signed by Chair of Governors:	

1. Vision

Our school recognises that the early years of teaching are not only very demanding but also of critical significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support.

2. Aims

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

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Induction for Early Career Teachers](#)
- [Early Carer Framework](#)
- [Early career framework reforms](#)
- [Appropriate Bodies Guidance: Induction and Early Carer Framework](#)
- [Early career teacher induction: COVID-19 absence exemption](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [Teacher recruitment and retention strategy](#)

Our school may continue to employ Newly Qualified Teachers (NQTs) who are those teachers who started Induction prior to September 2021 when the new ECF-based Induction arrangements were introduced. References to ECTs throughout this Policy should be read as also referring to NQTs.

All teachers employed as an:

- Early Career Teacher (ECT)
- Newly Qualified Teacher (ECT)

4. ECT Induction Programme

Our school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

Specifically, we will:

- Use an Appropriate Body (South Farnham Teaching School Hub.) We will work with them to provide high quality support to our ECTs.
- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- provide individualised support through high quality mentoring and coaching
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- support ECTs to become reflective practitioners
- 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 from teacher training, to help ECTs meet all the Teachers' Standards.

All staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school 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.

5. Roles and Responsibilities

Our school carries out its responsibilities in line with the Statutory Guidance on Induction for Early Career Teachers as well as the roles set out by our Appropriate Body Service with SFET, as well as the or Statutory Guidance on induction for newly qualified teachers as applicable). See Appendix 1 for an overview of roles and responsibilities.

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 ECT Handbook (will be provided to the ECT at the start of induction, and Headteachers and Tutors will be familiar with its contents.

The key aspects of the Induction programme for ECTs at our school are as follows.

- Access to a high quality and personalised induction programme.
- At an early stage, time with the ECT's Induction Tutor to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an Induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme. Meetings should take place during designated ECT/Tutor time allocated on the timetable.
- As required, meetings and support from subject or Team Leaders, Mentors, Tutor etc.
- A programme of observations of experienced colleagues' teaching.
- Regular observation of ECT's teaching by experienced colleagues.
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- Confronting of 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.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.
- In addition to the above, ECTs are encouraged to develop and access professional networks to support them, including those available via their professional association.

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.
- 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 (noting that up until 1 September 2022, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the ECT's induction).
- 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
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment doesn't occur.
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body (South Farnham Teaching School Hub and Teach First).

- 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 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 having difficulties.
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

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 having difficulties.

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.

In addition to this, ECTs will receive:

- Support from an ECF Mentor, including regular meetings and guidance through the Early Career Framework programme. Meetings should take place during designated ECT/Mentor time allocated on the timetable.
- A reduction in workload (in addition to PPA time) of 10% in the first year and 5% in the second year. This CPD time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.

South Farnham Teaching Hub is an Appropriate Body Induction Programme who provide an in-depth training programme based on the Core ECF materials.

6. Assessment and Quality Assurance

The assessment of ECTs will be rigorous and objective:

- 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 staff who have a part in the ECTs' development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, pupils' work and the progress they make, relationships with staff, pupils and parents, as well as formal observations of teaching.
- The Deputy Headteacher will ensure that assessment procedures are consistently applied and validated by the headteacher.

Copies of any records will be passed to the ECT concerned.

Professional Review meetings will cover:

- areas of strength
- areas requiring development
- evidence used to inform judgement
- targets for coming term
- support to be provided by the school

7. At Risk Procedures

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

- The Tutor will use the 'Unsatisfactory Progress or Concerns' guidance from SFET to structure the support available to the ECT, put in place a formal Action Plan and to formally write to the ECT to outline the concerns when appropriate.
- An expectation is established that the support provided will enable any weaknesses to be addressed.
- A record of the exact nature of the problem and advice given on how to address this and the support to be provided.
- Agreed, attainable targets for action within an agreed timescale, 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 to meet one or more of the Teachers' Standards will be given to the ECT. The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

8. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Tutor, Mentor, Lead or Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact.

ECTs are also encouraged to contact their Professional Association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.