



The Stalyhill Schools' Federation

Early Career Teacher Policy

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Within the Stalyhill Schools' Federation we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality

Rationale

The ECT induction process at Stalyhill ensures that the appropriate guidance, support and training are provided to all Early Career Teachers. Support is provided through a structured, but flexible and bespoke, programme. The programme is designed to enable ECTs to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Aims and Purposes

The federation aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- 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

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs.

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by the **East Manchester Teaching School Hub**, in partnership with UCL, our appropriate body.

Detailed information can be found at;

<https://www.eastmanchesterteachinghub.com/early-career-framework/>

The purpose of induction is:

- to provide training programmes appropriate to the individual needs of the ECT
- to provide appropriate coaching and support via the ECT induction tutor and mentor;
- to ensure the ECT has the opportunity to regularly observe effective/highly effective practice;
- to help the ECT to form positive, professional relationships with all members of the school community;
- to encourage the ECT to reflect on their own and observed practice;
- to provide opportunities for the ECT to recognise and celebrate their own good practice;
- to provide opportunities for the ECT to identify their own areas for development;

- to help the ECT to develop a clear overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to support the ECT in performing satisfactorily against the current Teachers' Standards.

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.

Newly qualified teacher (NQT) induction transitional arrangements

From September 2021 the Early Career Framework (ECF) replaces the Induction for Newly Qualified Teachers (NQT) statutory guidance.

The main changes are as follows:

- The term early career teacher (ECT) replaces newly qualified teacher (NQT).
- The standard length of induction has been increased from one school year to two school years.
- ECTs will receive a 5% timetable reduction in the second year of induction in addition to the 10% timetable reduction that they receive in their first year.
- Schools are expected to deliver an induction period that is underpinned by the Early Career Framework. Appropriate bodies will have a role in checking that an ECF-based induction is in place.
- The role of the mentor has been defined and is separate from the role of the induction tutor.
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews, to take place in each term where a formal assessment is not scheduled.

This policy applies to ECTs who **start their induction on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the Headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE) 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

The Governing Body

The governing body 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

The Headteacher

The Headteacher plays an important part in the process of inducing new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an ECT Induction Tutor and Mentor, the Headteacher may also observe each ECT as required, particularly if the performance of the ECT is causing concern.

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

- 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

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by the ECT induction tutor and/or ECT induction mentor.

In addition to the above responsibilities the Headteacher will:

- Observe (if necessary) and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the appropriate body immediately;
- Keep the governing body informed about ECT induction arrangements and the results of any formal assessment meetings.

Roles and Responsibilities - 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
- 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

Roles and Responsibilities - 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

Entitlement

The ECT should be proactive in their own career development. However, our induction programme ensures that new teachers are provided with 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 standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a regular basis as set out in the ECF;
- Structured visits can be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported;
- Help and guidance from an Induction Tutor and Mentor who are both adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the Induction Tutor and Mentor and other key staff as appropriate;
- Time and regular opportunities to meet with other ECTs and teachers.
- Time to observe experienced colleagues teaching;
- A reduction of 10% of the average teacher's workload during the first year of induction. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers;
- A 5% timetable reduction in the second year of induction and in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experienced colleagues on a regular basis;
- To receive prompt written, as well as oral feedback, on the teaching observed and to receive advice with regard to development and target setting;
- Opportunities for further professional development based on agreed targets.

Lesson Observation, Review and Target Setting

These will be followed and completed in accordance with the DfE guidelines on ECT induction.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance;
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used;
- Responsibility for assessment will involve all staff who have a part in the ECT's development in order to gain a reliable overall view;
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation;
- The ECT Induction Tutor will ensure that progress reviews and assessment procedures are consistently applied;
- Copies of any records will be passed to the ECT concerned;
- Progress reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets and support to be provided by the school.

All of the above will be clearly referenced to the Teachers' Standards

At Risk Procedures

If an ECT encounters difficulties in their performance against 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.

Where necessary, the Headteacher will support the ECT Induction Tutor and Mentor and ECT in observations and in planning an appropriate programme to ensure satisfactory completion of the Induction period, ensuring that all steps have been taken to improve the situation.

The ECT will be made aware of any concerns, at all stages, throughout the induction process.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them, the ECT should raise concerns with the induction lead at the Appropriate Body.