



# ECT Policy

## Early Career Teachers Policy

### Document Review

**Author:** Headteacher/ECT Co-ordinator

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## **Equality Statement**

Wrotham School strongly promotes equality of opportunity under all circumstances and in all contexts. We actively seek to ensure that all members of our community and all visitors to the school are treated equally. This includes actively ensuring that discrimination or inequality of any kind does not occur on the basis of the following: - Race - Nationality - Gender (including transgender). - Sexual Orientation - Disability - Age - Mental Health - Marital Status.

Discrimination and inequality can be experienced in the following ways, not exclusively: - Inappropriate or offensive language and terminology. - Cultural misrepresentation - Violence/ physical harm. - Bullying - Online Abuse - Disadvantage in all aspects of progress, care and opportunity.

When inequality or discrimination is seen or reported the school will strongly challenge and will work to resolve the issue. All concerns will be taken seriously and investigated fully and without prejudice.

The school will promote and teach the recognised British values of tolerance and respect throughout our school community. The school will monitor, evaluate and develop strategy in response to all incidents of discrimination or inequality. The school community and its leaders will maintain a current awareness of how discrimination and prejudice.

## Policy for Induction of Early Career Teachers (ECTs)

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### Abbreviations

ECT – Early Career Teacher

QTS – Qualified Teacher Status

## 1. Rationale

Wrotham School's ECT induction process ensures the appropriate guidance, support and training are available to ECTs to ensure the development of skills, knowledge, expectations, and observations. This is provided through a structured yet flexible individual programme of training.

The programme will ensure that ECTs form a secure foundation upon which they can build a successful teaching career.

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/induction-early-career-teachers-2012.pdf) , [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012 \(legislation.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/induction-early-career-teachers-2012.pdf) and [Early career framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/induction-early-career-teachers-2012.pdf) The 'standards' referred to throughout this document are the [Teachers' Standards](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/induction-early-career-teachers-2012.pdf).

## 3. Purposes

Wrotham School's induction process has been designed to make a significant contribution to both the personal and professional development of ECTs.

- To provide programmes appropriate for the individual needs of each ECT through the completion of the Career Entry and Development Profile and frequent review of performance against the relevant standards;
- To provide guidance and support to enable ECTs to meet the relevant standards by the end of their induction year;
- To provide appropriate action planning, reviewing, monitoring and support through the role of an identified mentor;
- To provide ECTs with examples of good practice both within school and at other schools (in particular other schools within the Trust);
- To help ECTs form good relationships with all members of the school community and stakeholders;
- To help ECTs become aware of the school's role in the local community;
- To ensure reflection on their own and observed practice;
- To provide opportunities to identify areas for development and to form action plans to meet identified targets.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people supervising the induction is a crucial factor in its continued success.

## 4. Roles and Responsibilities

### 4.1 The Governing Body

The Governing Body will be fully aware of the contents of [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/induction-early-career-teachers-2012.pdf) , [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012 \(legislation.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/induction-early-career-teachers-2012.pdf) and [Early career framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/induction-early-career-teachers-2012.pdf) which set out the school's responsibility to provide the necessary mentoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The Governing Body will be kept aware and up to date of induction arrangements.

The Governing Body will seek guidance from Kent Teach/Kent Teaching hub if necessary.

#### 4.2 The Headteacher/SLT

The Headteacher at Wrotham School plays a significant and leading role in the process of inducting ECTs into the profession. While the implementation of the Induction Programme will be led by the ECT Mentor, who oversees individual induction, the Teacher Training Lead will also observe each ECT early in the academic year and throughout the year.

Statutory responsibilities are to:

- Clarify whether the teacher needs to serve an induction period or is exempt;
- Notify Kent Teach/Kent Teaching hubing Hub when an ECT who is taking up a post in which they will be undertaking induction joins Wrotham school, before the appointment begins;
- Ensure that the ECT's post is suitable for them to serve induction;
- Register the ECT on the Best Practice Network/Ambition Institute for statutory support on [Early career framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework) through [Welcome | Best Practice Network](#);
- Ensure that an appropriate induction programme is in place;
- Ensure that the ECT has both a reduced timetable (10% (Year 1) and 5% Year 2 ECT time) and PPA time as necessary;
- Where relevant, obtain documentation from the ECT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the ECT's induction programme and period;
- Appoint an induction mentor (who must hold QTS) and ensure that an appropriate cycle of observations, six progress reviews and three formal assessments is scheduled (ideally in advance) and takes place;
- Ensure that induction mentors are appropriately trained and have time to carry out their role;
- Act early, alerting Kent Teach/Kent Teaching hub/Kent Teach/Kent Teaching hubing Hub, when necessary, in cases where an ECT may be at risk of not satisfactorily completing the induction;
- Ensure third party observation of an ECT, particularly if progress towards meeting the relevant standards may be at risk.
- Maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the school part way through a period;
- Monitor absences and notify Kent Teach/Kent Teaching hub as soon as absences over the whole period total 30 days or more;
- Periodically inform the Governing Body about the school's induction arrangements;
- Ensure termly assessment reports are completed and sent to Kent Teach/Kent Teaching hub as required;
- Participate appropriately in Kent Teach/Kent Teaching hub's/Kent Teach/Kent Teaching hubing Hub's Quality Assurance procedures;
- Consult and agree with Appropriate Body the exceptional cases where it may be appropriate to shorten or extend the induction period;
- Make a recommendation to Kent Teach/Kent Teaching hub on whether the ECT has met the core standards, using agreed forms and within 10 days of the ECT completing the induction period;

- Provide interim assessment reports for staff moving in between formal assessment periods and notify Kent Teach/Kent Teaching hub when an ECT serving induction leaves Wrotham School;
- Retain all relevant documentation/evidence on file for six years;

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an induction mentor or SLT member with responsibility for overseeing teacher training. In addition to the statutory requirements the Headteacher will:

- Observe and give written warnings to an ECT at risk of failing to meet the required standards;
- Keep the Governing Body aware and up to date about induction arrangements and where appropriate; the ECT's progress.

### 4.3 Teacher Training Coordinator

The Teacher Training Coordinator oversees the induction of ECTs (when there is more than one ECT working in the school at one time). The Teacher Training Coordinator is responsible for ensuring that induction mentors are fulfilling their roles and to provide support and advice to induction mentors. The Teacher Training Coordinator ensures that all evidence is adequately recorded and that the school has a consistent approach to ECT induction. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of ECT performance.

### 4.4 Induction Mentors

The principal requirement for the induction mentors is to be responsible for the overall management of initiating ECTs into the teaching profession and into the systems and structures of Wrotham School. The induction mentors provide ECTs with day-to-day support and must:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with Appropriate Body if necessary);
- Set aside time for weekly meetings where progress against the [Teachers' Standards](#) and progress on the Best Practice programme of study are discussed;
- Carry out six reviews of progress during the induction period;
- Undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate;
- Undertake six observations of the ECT's teaching and provide the ECT with copies of written feedback;
- 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 and appropriate action if an ECT appears to be experiencing difficulties;
- Ensure that completed assessment reports/forms are sent to Kent Teach/Kent Teaching hub by the appropriate deadlines.
- Engage with Best Practice Network/Ambition Institute for mentor training opportunities.

#### 4.5 Newly Qualified Teacher (ECT)

The ECT has a vital role in their own induction.

##### Before the induction period starts:

- Checking with the DfE Teaching Agency that they have been awarded QTS prior to starting the induction period;
- Providing evidence of QTS demonstrating eligibility to start induction at Wrotham School

##### During the induction period:

- At the earliest opportunity following appointment meet with their induction mentor to discuss and agree priorities for their induction programme and development, and keep these under review;
- Agreeing with their mentor how best to use their ECT reduced timetable;
- Using the resources provided by Kent Teach/Kent Teaching hub to support planning the induction programme;
- Recording evidence of their progress towards the relevant standards;
- Participating fully in the agreed monitoring and development programme;
- Raising any concerns with their induction mentor as soon as practicable;
- Consulting Kent Teach/Kent Teaching hub named contact at an early stage where there are or may be difficulties in resolving issues with their mentor/within the institution;
- Keeping track of and participating effectively in the scheduled classroom observations, six progress reviews and three formal assessment meetings;
- Agreeing with their induction mentor the start and end dates of the induction period/part periods and the dates of any absences from Wrotham School during any period/part period;
- Retaining copies of all assessment forms and other documentation. This, alongside tracking start and end dates for the induction period, is particularly important for ECTs who have had a break/change of employer during the induction period.

In addition to the above:

- Whilst *not* serving induction, ECTs should comply with the limits on supply teaching for those employed in a relevant school, seeking approval from the relevant Appropriate Body to extend the limits.

#### 4.6 The Local Authority

The Local Authority, along with the Headteacher, is jointly responsible for the supervision and professional development of the ECT during the induction period and has the main quality assurance role. Wrotham School works closely with the Local Authority to ensure that the statutory requirements are fully met.

#### 4.7 The Appeal Body

The DfE Teaching Agency (TA) is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the DfE Teaching Agency can:

- Allow the appeal;
- Dismiss the appeal;
- Extend the period for as long as the DfE Teaching Agency sees fit (which may mean substituting a different extension for one originally put in place by Kent Teach/Kent Teaching hub).

### 5. The Induction Programme

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

The programme is quality assured by Kent Teach/Kent Teaching hub, our 'appropriate body'.

#### 5.1 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
- Be provided with mandatory CPD sessions covering a range of pedagogical issues and delivered by experienced members of staff
- Have an appointed induction mentor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
- 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
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

#### 5.2 Support for ECTs

We support ECTs with:

- Their designated induction mentor, who will provide day-to-day monitoring and support, and co-ordinate their 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 at the end of each half term, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

### 5.3 Assessments of ECT Performance

Formal assessment meetings will take place once per year with interim assessments every term, carried out by the ECT's induction mentor.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and Kent Teach/Kent Teaching hub.

After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.

At the end of each year of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The ECT can add their own comments to this final form.

The form will then be sent to Kent Teach/Kent Teaching hub, who will make the final decision on whether the ECT has passed their induction period.

### 5.4 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

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.

## 6. Monitoring arrangements

This policy will be reviewed **annually** by M. Cater (Headteacher). At every review, it will be approved by the Governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Teaching and Learning Policy
- Staff Code of Conduct
- Risk Assessment for Returning to School (September 2020).