

Mossley Hollins High School



Early Career Teacher ECT Policy

At Mossley Hollins we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality

Data Protection Statement

The procedures and practice created by this policy have been reviewed under our Data Protection Policy in line with GDPR.

Date reviewed: October 2021
Next review October 2022

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1. Aims

The school aims to:

- Run a ECT induction programme that meets all the statutory requirements
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Induction for early career teachers \(England\)](#) and the [Early Career Framework](#) and

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

3. The induction programme

The term early career teacher (ECT) replaces newly qualified teacher (NQT).

From September 2021 the standard length of induction has been increased from one school year to two school years.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

The induction programme is quality assured by our 'Appropriate Body'.

3.1 Suitable posts for induction

Each ECT post will:

- Provide the ECT with an ECF-based induction programme
- Provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period
- Include the appointment of an induction tutor who is expected to hold QTS
- Include the appointment of a designated mentor who is expected to hold QTS
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme (In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%).
- Not make unreasonable demands upon the ECT
- Not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach
- Not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- Involve the ECT regularly teaching the same class(es)

- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

3.2 Monitoring and support

ECTs will be provided with a suitable monitoring and support programme, structured to meet their professional development needs (including the development needs of part-time ECTs). This will include:

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements
- Regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively
- Support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively
- Observation of the ECT's teaching with written feedback provided
- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

3.3 Assessments of ECT performance

- An ECT's performance will continue to be assessed against the Teachers' Standards. (The ECF is not and should not be used as an assessment tool).
- From September 2021 there will be two formal assessment points: one midway through induction and one at the end. These will be supported by regular reviews to monitor progress, to take place in each term where a formal assessment does not.
- The induction tutor is expected to conduct a progress review with an ECT in each term where a formal assessment is not scheduled.

See [Statutory Guidance](#) for full guidance.

3.4 At-risk procedures

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher/principal and the appropriate body should be satisfied that:

- Areas in which improvement is needed have been correctly identified;
- Appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards;
- An effective support programme is in place to help the ECT improve their performance.

4. Roles and responsibilities

4.1 Role of the ECT

The ECT is expected to:

- 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 and guarantee engagement with their ECF-based induction programme
- Provide evidence of their progress against the Teachers' 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
- Retain copies of all assessment reports.

4.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS
- Agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction
- Ensure that the requirements for a suitable post for induction are met
- Ensure the induction tutor has the ability and sufficient time to carry out their role effectively
- Ensure that the mentor has the ability and sufficient time to carry out their role effectively
- Ensure an appropriate ECF-based induction programme is in place
- Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching
- Ensure that assessments are carried out and reports completed and sent to the appropriate body
- Maintain and retain accurate records of employment that will count towards the induction period
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way
- Make the governing body aware of the arrangements that have been put in place to support ECTs serving induction
- Make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- Participate appropriately in the appropriate body's quality assurance procedures

- Retain all relevant documentation/evidence/forms on file for six years.

4.3 Role of the induction tutor

The induction tutor will:

- Provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff)
- Carry out progress reviews in terms where a formal assessment does not occur
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- Ensure that the ECT's teaching is observed and feedback provided
- 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, appropriate action if an ECT appears to be having difficulties
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents

4.4 Role of the mentor

The mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
 - take prompt, appropriate action if an ECT appears to be having difficulties.

4.4 Role of the governing body

The governing body will:

- Ensure compliance with the requirement to have regard to this guidance
- Be satisfied that the institution has the capacity to support the ECT

- Should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction
- Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures
- Can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process
- Can request general reports on the progress of an ECT

The Appropriate Body and the Teaching Regulation Agency also have roles outlined in the [Statutory Guidance](#).

5. Monitoring arrangements

This policy will be reviewed **annually** by [name/job title of individual]. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

Appraisal

Grievance

Pay