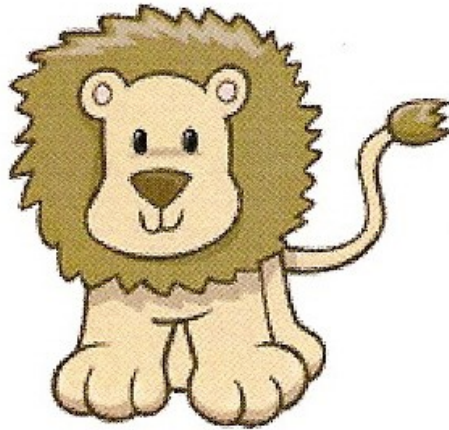


St. Mark's Catholic **Primary School**



Early Career Teacher (ECT) Policy

Date policy last reviewed: September 2021

Signed by:

Headteacher: *Mrs. D. Linley*

Chair of governors: *Mrs. M. Naughton*

Date: 1/9/2021

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Proudly & Joyfully, we Love, Live & Learn as God's Children.

Our Mission

Proudly and Joyfully, we Love, live and learn as God's children

Rationale

As a school we feel it important that all staff, both teaching and non-teaching, are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed. We encourage the philosophy of a whole school approach to the life and work of the school. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team and enabling them to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of our Catholic school, the routines and practices that take place and the way in which the whole school works.

Statement of Intent

At St. Mark's Catholic Primary School, we recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the school endeavours to develop and nurture a promising career.

The induction period for ECTs will:

- Enable ECTs to build upon existing knowledge, skills and understanding.
- Assist ECTs in becoming full members of the teaching profession and provide a foundation for CPD.
- Enable ECTs to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of ECTs' professional practice.
- Provide support to ECTs failing to make satisfactory progress.

This policy has been established to ensure that the requirements listed above are met, that all parties benefit from arrangements, and that all staff members know their roles, responsibilities and expected practice.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Induction for early career teachers (England)'
- DfE (2021) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2020) 'School teachers' pay and conditions document 2020 and guidance on school teachers' pay and conditions'

This policy operates in conjunction with the following school policies:

- Grievance Policy
- Staff Code of Conduct
- Behavioural Policy
- Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy
- Safer Recruitment Policy

Roles and responsibilities

ECTs are responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards'.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports.

The headteacher is responsible for:

- Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- Ensuring that the ECT has been awarded QTS prior to undertaking induction at the school.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECF-based induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body for review.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct and receives Safeguarding training.
- Ensuring the ECT knows the identity and role of the DSL and the deputies in school. The ECT will also receive training on what action they must take should they have any safeguarding or child protection concerns. Safeguarding training will be undertaken in the first instance and this

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will include training on MyConcern (the software St. Mark's staff use to log child protection and safeguarding disclosures and concerns).

As soon as an ECT has been identified as being at potential risk of not passing the first term of assessment, the following steps will be undertaken:

- The appropriate body will be informed and a review of the induction process and level of support will be undertaken internally and externally
- The ECT will be observed by a third party
- The governing body will be informed about the school's induction procedures and the outcome of each term the ECT has completed
- The school will make arrangements to ensure that all appropriate action is taken to ensure that the ECT is well supported to succeed. The duties of the ECT and the school will be clarified to ensure that both parties are aware of their responsibilities.

Induction tutors are responsible for:

- Coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.
- Supporting ECTs to manage their workload and support with managing and prioritising their wellbeing.

As well as receiving support from the Head teacher and the induction tutor, ECTs at St. Mark's will also receive further support from mentors in school. Mentors will be experienced members of staff and they will be able to offer support with general aspects of school life i.e. routines, expectations and day to day duties.

The governing body is responsible for:

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's Grievance Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

Statutory induction

The statutory induction of an ECT is the bridge between initial teacher training (ITT) and a career in teaching. The school will support ECTs in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

The 'Teachers' Standards' will be used to assess an ECT's performance during their induction period. These standards will be considered against what can reasonably be expected of the ECT within their work context. All judgements will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period.

ECTs serving induction on a full-time basis are required to complete an induction period of two academic years, unless they are subject to an official and agreed reduction or extension to this period in some circumstances. ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

Where an ECT is judged to have failed to meet the 'Teachers' Standards' at the end of their induction period, they will not be permitted to repeat induction. They will, however, have the opportunity to appeal against the decision.

The headteacher will ensure the ECT is provided with a reduced timetable for their course of induction. This will amount to teaching:

- In the first year (terms 1-3), no more than 90 percent of the timetable of the school's existing teachers on the main pay range.
- In the second year (terms 4-6), no more than 95 percent of the timetable of the school's existing teachers on the main pay range.

These reductions will operate in addition to the timetable reduction related to PPA time.

Completing induction

ECTs will have completed their induction period when they have served:

- The full-time equivalent of two standard academic years (usually six terms); or
- A reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- A reduced period for part-time ECTs covering but not equivalent to two academic years (as agreed with the appropriate body); or
- An extended period as a result of absences occurring during the period; or
- An extension following a decision by the appropriate body or the appeals body.

Updated: September 2021

Review date: July 2023