



# GILLINGSTOOL PRIMARY SCHOOL

*Inspire ~ Believe ~ Achieve*



## ECT (EARLY CAREERS TEACHER) POLICY

Signed ... 

Name: Dave Llewellyn

Chair of Governors

Date: November 2022

Signed ..... 

Name: Caroline Carter

Headteacher

Date: November 2022

## **1. Rationale**

Investing in the next generation of teachers, by providing a supportive and developmental induction, will enable the children of the future to continue to receive an excellent education with teachers who bring fresh ideas as well as learning from experienced practitioners.

The first few years of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital to ensure that there is a smooth transition from training into the teaching profession through appropriate guidance, CPD (continuing professional development) and support.

All staff will be aware of the Early Careers Teacher (ECT) policy and are encouraged to invite ECTs to share in best practice in their classrooms, where appropriate.

## **2. Purpose**

This policy outlines how the school complies with the statutory guidance for the induction of early career teachers (ECTs), Sections 135A, 135B and 141C(1)(b), of the Education Act 2002, and associated Education Regulations (Induction Arrangements for School Teachers) (England) 2012. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972316/Statutory\\_Induction\\_Guidance\\_2021\\_final\\_002\\_1\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf)

## **3. Appointment of an appropriate body for ECT Induction**

Prior to commencing employment, the school has appointed South Gloucestershire Council (Integra) as the appropriate body to oversee the induction of ECTs.

## **4. Personalised programme**

At Gillingstool Primary School, we believe in investing in our staff and consequently aim to provide a personalised support package, which considers the developmental needs of the ECT agreed at the end of Initial Teacher Training (ITT) that ensures a smooth transition into their first 2 years of teaching.

This programme should include supporting the mental health and wellbeing of the ECT as well providing:

- Access to an induction programme based around the Early Career Framework (ECF) that will commence upon appointment.
- The opportunity to observe high quality teaching within the school and within other local schools with encouragement to reflect on observed practice.
- Regular meetings with a suitably trained mentor (who has undertaken induction mentor training) to focus attention on the training aspect from the ECF.
- Opportunities to discuss emerging issues such as planning, marking and behaviour management, acting quickly to help ECTs address any areas of concern.

- Regular development observations by a dedicated mentor.
- A commitment to a reduced timetable of no more than 90% in the first year and 95% in the second year to enable the ECT to undertake activities in relation to their induction period and professional development. PPA time should be in addition to this.
- A commitment to provide the opportunity to attend some external CPD.
- The opportunity to discuss key issues with colleagues, especially curriculum leaders, SENCOs and those responsible for pastoral care.
- Support to form productive relationships with all members of the school community.
- Observations by the induction tutor each term, with a focus on assessment of teaching based on the Teachers' Standards, with written feedback and the opportunity to discuss the lesson in a supportive environment.
- A supportive action plan that is reviewed each term where no more than four next steps are identified.
- Reviews of progress at the end of term 1 and 2 in both years.
- A formal assessment against the Teachers' Standards at the end of each year (term 3). [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007716/Teachers\\_Standards\\_2021\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers_Standards_2021_update.pdf)

## **5. Legal duties**

The school will:

- Ensure the ECT is aware of the named contact for ECT Induction at South Gloucestershire Council – for the academic year 2022-23, this is Deb Ferris.
- Retain signed copies of the registration form, completed assessments and reviews securely for 6 years. If an ECT leaves during, or at the end of, their induction year they will be given copies of their assessments.
- Share general reports on the progress of an ECT with the governing body as part of general reporting on staffing. Governors are not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the grievance procedures.
- Ensure that it meets the legal requirements detailed within the statutory ECT induction guidance. Sections 5.3-5.8 and 5.11.

## **6. Roles and responsibilities**

### **6.1 Role of the ECT**

The ECT will:

- 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;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- consult their appropriate body named contact if there may be difficulties;
- keep track of and participate in the scheduled classroom observations, progress reviews and formal assessment;
- retain copies of all assessment reports.

### **6.2 Role of the Mentor**

The mentor will:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- carry out weekly 15 min observations;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching;
- take prompt, appropriate action if an ECT appears to be having difficulties.

### **6.3 Role of the induction tutor**

The induction tutor will:

- ensure that assessments are carried out and reports completed and sent to the appropriate body;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that the ECT's teaching is observed and feedback provided;
- take prompt action if an ECT appears to be having difficulties and inform the appropriate body;
- provide or coordinate the ECT's professional development.

### **6.4 Role of the Headteacher**

The headteacher will:

- 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.

### **6.5 Role of the Governing Board**

The governing board will:

- Ensure the school complies with statutory guidance.
- Be satisfied that the school has the capacity to support the ECT.
- Ensure 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 procedure.
- If it wishes, 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.

### **6.6 Role of the Appropriate Body**

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- headteachers are aware of, and are capable of, meeting their responsibilities for monitoring support and assessment;
- the ECT receives an ECF-based induction programme;
- the ECT has access to a designated induction tutor and mentor;
- the ECT has a reduced timetable.

The Appropriate Body will:

- collate notification forms;
- check that the ECT holds QTS;
- Register the ECT on TRA;
- Organise and remind schools of ECT assessments;
- Provide phone support with queries;
- Monitor the implementation of the ECF;
- Make the final decision on satisfactory induction completion.

## **7. Concerns about performance**

If the ECT's performance is a concern, we are committed to:

- Providing additional resources to support them.
- Informing the appropriate body immediately if they feel their ECT is not on track to pass their induction.
- Working with the ECT and appropriate body to provide action plans detailing what the ECT needs to do to improve and how the school will support him or her over a specific time period. These action plans will be reviewed and monitored systematically with a cycle of support and review continuing until the end of the academic year.

## **8. Review**

The policy should be updated annually by the governing body, who should be aware of their responsibilities, within section 5.13 of the statutory guidance.