



**Holy Trinity
Church of England (VC)
Primary School
Halstead
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**KEY
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LOE**

EARLY CAREER TEACHER POLICY

**Owner: Holy Trinity C of E (VC)
Primary School**

**Signed off by: FGB / S
Rowe**

**Date of review: November
2023**



ECT Induction policy guidelines 2021-2022.

Background

Department for Education (DfE) [Statutory policies for schools and academy trusts](#), states that schools need to have a policy for Early Career Teachers (ECTs).

The DfE specifies that the following schools need to have a policy for ECTs: ▪ Local-authority maintained schools, including maintained special schools and nursery schools

- academies
- free schools, including university technical colleges and studio schools ▪ pupil referral units (PRUs)
- independent schools, not state funded
- sixth-form colleges
- further education institutions

Governors approve the policy and review it annually; policy writing can be delegated to an individual member of staff.

The governing body is responsible for ensuring the school is compliant with the statutory guidance, NB: All references to para that are contained in this document are from ([Induction for Early Career teachers \(England\) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies - revised March 2021](#)).¹

Rationale

Qualified teachers employed in a relevant school must satisfactorily complete their ² statutory induction period to gain their full professional qualification. From September 2021, Induction will normally two academic years and underpinned by the Early Career Framework. Statutory induction is not a legal requirement to teach in FE or independent sectors, academies, free schools and British Schools Overseas. If an ECT is undertaking statutory induction in one of these institutions the statutory guidance must be followed.

A career in teaching is both rewarding and demanding. The statutory induction period is the bridge between initial teacher training and a career in teaching. Fundamentally, statutory induction pivots around a personalised programme of development, support and professional dialogue, alongside monitoring and assessment, against the Teachers' Standards. The role of the school is to walk alongside the ECT with support, advice and guidance.

Distinct roles of mentor and Induction Tutor

The Headteacher must appoint an Induction Tutor and a mentor who has Qualified Teacher Status, has the time and skills to undertake the role.

The role of the **mentor** has been introduced as separate to the role of the Induction Tutor. The mentor will have a key role in supporting the ECT with the Early Career Framework



¹Induction for early career teachers (England) revised March 2021 To come into force on 1st September 2021² A relevant school in England includes: maintained schools; non-maintained special schools; maintained nursery schools; nursery schools that form part of a maintained school; local authority maintained children's centre and pupil referral units (PRUs).
during induction but will not be involved in assessing the ECT against the Teachers' Standards (see paras 2.42 and 2.43 of the Statutory Guidance).

The **Induction Tutor** will oversee the induction process and have the main role in monitoring and assessing ECT progress against the Teachers' Standards (para 2.41). In a small school with one ECT, the Induction Tutor and mentor may be the same person. Larger schools may also choose to have an Induction Co-ordinator who will have responsibility for overseeing the mentors and ECTs.

Prior to beginning work – staff induction day

A planning day should be agreed between the ECT and their Induction tutor. During the day the new member of staff should be made aware of:

- Key personnel and their roles and responsibilities
- School layout – emergency exits, toilets, classrooms etc.
- Term dates, school times, meeting dates and times
- Signing in procedures, fire drill arrangements and other safety and security issues
- Emergency procedures
- Arrangements for first aid
- Accident and incident reporting
- Class lists
- Special Needs information
- Pupils' medical information

There should be an opportunity to:

- Complete any additional paperwork relevant to employment
- Meet with senior staff
- Familiarise themselves with their new role
- Check they have all necessary contact numbers

They should be given to read:

- ECT Induction policy
- The health and safety policy
- Safeguarding policy
- Staff handbook
- Recent newsletters
- Curriculum policy
- Behaviour policy
- Appropriate risk assessments
- School Development Plan and relevant action plans



The ECT's entitlement: New from September 2021

Each ECT should:

- Receive regular support and guidance from an appropriately trained mentor
- Be following a programme of professional development linked to the ECF³
- Be observed for the duration of a lesson each half term and be provided with follow up discussions in year 1, termly in year 2.

³ Early career framework - GOV.UK (www.gov.uk)

- Have a half termly professional review of progress with their Induction tutor in year 1, termly in year 2.
- Be given the opportunity to observe experienced teachers
- Be provided with other professional development activities

The ECT is entitled to a reduced timetable. Arrangements must be made to enable 10% of the timetable be kept free in year 1 and 5% in year 2 in addition to their 10% release time for PPA.

ECTs have a responsibility to:

- Meet with their mentor weekly to discuss and work on agreed targets linked to their ECF programme
- Meet with their Induction Tutor each half term in year 1 and termly in year 2 to review progress against the Teachers' Standards
- Participate fully in the agreed Induction programme
 - Raise any concerns with their Induction Tutor/mentor as soon as possible

The Head teacher/principal

The Head teacher/principal is jointly responsible (with the Appropriate Body) for the monitoring, support and assessment of the ECT during induction and should:

- Check the ECT has been awarded QTS
- Register the ECT with an Appropriate Body for Induction in advance of the start of their induction period
- Register their ECT for a Funded provider led ECF programme or notify and submit plans to the Appropriate Body if they intend to do the Core or school based programme⁴
- Ensure that the school can provide a suitable post for induction, including a reduced timetable
- Ensure the Induction Tutor holds Qualified Teacher Status, is appropriately trained and has sufficient time to carry out their role effectively
- Ensure each ECT has a mentor who holds Qualified Teacher Status, is appropriately trained and has sufficient time to carry out their role effectively
- Make a termly recommendation to the Appropriate Body on whether the ECT's



performance against the Teachers' Standards is satisfactory

- Retain all relevant documentation on file for six years

The Governing Body

The Governing Body should:

- Be satisfied that the school/setting has the capacity to support the ECT
- Investigate any concerns raised by an individual ECT
- Ensure the Headteacher/ Principal is fulfilling their responsibility to provide a suitable post for induction

The Induction Tutor

⁴ <https://www.early-career-framework.education.gov.uk/>

The Induction Tutor will:

- have responsibility for assessing the ECT against the Teachers' Standards ▪ ensure that each ECT is observed every half-term in year 1 and termly in year 2. ▪ ensure rigorous and fair assessment throughout the induction process ▪ inform the headteacher/principal, at the earliest opportunity, if concerns arise that the ECT is at risk of not meeting all of the Teachers' Standards, 'consistently over a sustained period'.
- take prompt, appropriate action if an ECT appears to be having difficulties, including contacting the Appropriate Body.
- have oversight of ECT's use of the timetable reduction
- arrange support when necessary
- organise half termly formal progress review in year 1, termly year 2 ▪ collate information to inform the review discussions, including liaising with the mentor ▪ ensure the ECT is observed for a full lesson and detailed feedback provided once per half term in year 1, termly year 2
- use relevant paperwork provided by the Appropriate Body

The Mentor

The mentor will:

- meet weekly with the ECT following the recommendations from the ECF programme being followed

Observations

During the induction period it is recommended that each ECT should be observed at least once every half term by the mentor and or by others as appropriate. The first observation should ideally take place during the first four weeks. The observations should be followed by professional review discussions at which the ECT and Induction Tutor review progress against the Teachers' Standards.



Observations of experienced teachers

It is likely that the majority of observations will take place in school. However, opportunity could also be taken for ECTs to observe:

- Teaching in a local secondary school
- Teaching in a neighbouring primary school
- Teaching in a school with contrasting catchment

N.B. For the current AY 2021-2022, this will depend upon the restrictions in place regarding Covid19 and whether other schools and settings are prepared to allow visitors on site.

Formal assessment meetings

There should be two formal assessment meetings, one at the end of each academic year for full time ECTs who start in September. They should consist of either the Head teacher and the ECT or the Induction Tutor and the ECT. At these meetings the following should be discussed:

- Lesson observations
- Assessment records of pupils for whom the ECT has been responsible
- Lesson plans, records and evaluations
- The ECT's self-assessment and record of professional development
- Pupils' work

The Appropriate Body for Induction should be notified as soon as possible if it seems as though an ECT will have difficulty meeting the standards at the end of their induction period. The Governing body should also be kept informed as to the progress of ECTs.

Assessments

- ECTs will continue to be assessed against the Teachers' Standards (the Early Career Framework should not be used for assessment purposes).
- There will be two formal assessment points, one midway through induction (end of year 1), and one at the end of the induction period (see para 2.52 – 2.57).
- There will also be regular progress reviews, to take place in each term where a formal assessment is not scheduled (see para 2.46 – 2.51).
- Progress reviews and Assessment reports must be submitted to the Appropriate Body who will review, moderate and feedback on submitted reports.

It is the responsibility of the Head teacher to formally notify, using the final assessment form, the AB as to whether the ECT has met the Teachers' Standards and thus passed Induction.

This policy is regularly reviewed and updated when necessary. Such updating will be based



on the experience of recently appointed staff and the induction coordinator and will take account of their comments and ideas. The Induction Tutor will be continuously evaluating the induction programme at all stages and may submit modifications to the Headteacher and governing body for approval during the school year.

Signed Head teacher

Signed Chair of Governors

Date of review