Early Career Teacher Policy

September 2024

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
Sept 2024	All	First introduction to UST style policy

Contents

0. Document Control 3
1. Definitions 5
2. Policy Aims and Ethos 5
3. Links to Legislation and Guidance Documents 5
4. The ECT Induction Programme 6
5. Roles and Responsibilities 8
6. Monitoring Arrangements 11
7. Approval Signature 11

1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

An "ECT" is defined as an individual who is in the first two years of their teaching career.

2. Policy Aims and Ethos

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

3. Links to Legislation and Guidance Documents

- This policy is based on the Department for Education's statutory guidance Induction for early career teachers from 1 September 2023

- The Early career framework reforms
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- The 'relevant standards' referred to below are the Teachers' Standards
- This policy complies with our funding agreement and articles of association.

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay

4. The ECT Induction Programme

- The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF
- For a full-time ECT, the induction programme will typically last for two academic years. Part- time ECTs will generally serve a full-time equivalent but this can be agreed with the appropriate body on a case-by-case basis
- The programme is quality assured by our appropriate body, East London TSH.

4.1. Support for ECTs

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
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed 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 in the first year and 95% in the second year
- 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.

4.2. Support for ECTs

We support ECTs with:

- An induction tutor (Director of Early Careers Teaching) who will co-ordinate the ECF course; the completion of progress reviews and assessments; as well as formal observations
- A designated mentor who will provide day-to-day monitoring and support including weekly coaching meetings and short regular formative observations
- Regular professional reviews of their progress, to take place weekly, at which we will review their action steps 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
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths.
- ECT and mentor sessions to be timetabled during teaching hours. In exceptional circumstances however where the school requires flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time

4.3. Assessments of ECT Performance

- Progress review meetings will take place at the end of the Autumn and Spring terms, carried out by the induction tutor and submitted to the appropriate body
- These meetings will be informed by clear and transparent existing evidence gathered during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme
- The reviews will be conducted in sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment
- At the end of each year (terms 3 and 6), ECTs will take part in a formal assessment meeting. The outcomes of this meeting will be used by the Director of Early Career Teaching and the Headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a formal assessment form which is submitted to the appropriate body
- The ECT can add their own comments to this final form
- The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their

induction period

- In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.
- The school is expected to provide appropriate bodies with copies of all progress reviews

4.4. 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.
- In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher/principal is still expected to complete an interim assessment report and provide a copy to the ECT and appropriate body

If there are still concerns about the ECT's progress at their next progress review, so long as it is not the final formal assessment, the Director or Early Career teaching and/or the Headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

5. Roles and Responsibilities

5.1. Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their mentor how best to use their reduced timetable allowance
- Provide existing evidence of their progress against the relevant standards
- Participate fully in the chosen ECF programme, engaging with material and implementing learning into teaching
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms.

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school.

5.2. Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and the length of the induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Maintain and keep accurate records of employment that will count towards the induction period
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years.
- Contact where necessary the ECT's previous appropriate body and has obtained the necessary reports to ensure induction can be continued effectively. Where agreed with the headteacher/principal the appropriate body may contact the ECT's previous appropriate body to obtain the necessary reports.

5.3. Role of the Induction Tutor

The induction tutor will:

- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Carry out regular progress reviews throughout the induction period
- When scheduling or requesting progress reviews, is expected to consider when in the term an ECT started their induction, if there are overlaps with a formal assessment for part-time ECTs and if an ECT is absent at the point of a progress review
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment form and invite the ECT to add their own comments
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT is not making sufficient progress towards meeting teacher standards
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work
- Oversee and quality assure the completion of ECF content and the work of mentors.

5.4. Role of the Mentor

- Provide guidance and effective support to the ECT, including weekly coaching and mentoring for ECT 1 and fortnightly coaching and mentoring for ECT 2
- Ensure the ECT's progress is reviewed regularly, including through formative observations and feedback of their teaching
- Ensure that the ECT's teaching is observed and feedback is provided
- Keep up to date with the ECF programme through the delivery provider's course, including any relevant training and reading.
- Ensure that the Induction Tutor is notified of any concerns about the ECT's progress as soon as they arise.

5.5. 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 ECTs.

6. Monitoring Arrangements

This policy will be reviewed annually by the Deputy Headteacher (Quality of Education) At every review, it will be approved by the full governing board.

7. Approval Signature

Signature of Executive Headteacher _____

Print name _____

Date _____

Signature of Chair of Governors _____

Print name _____

Date _____