

Redfield Edge Primary School



Early Career Teacher (ECT) Policy

Date reviewed	October 2023	Next review	October 2024
Policy type	Statutory	Review frequency	Annually
Responsibility	Full Governing Body		
Signed (Chair of FGB)	Name (Chair of FGB) David Taylor	Signed (Head Teacher) <i>L Robinson</i>	Name (Head Teacher) Lisa Robinson
Ratified by FGB on	Signed (Chair of Governors) <i>D Taylor</i>	Name (Chair of Governor) David Taylor	

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 and support.

All staff will be aware of the ECT policy and are encouraged to invite ECTs to watch practice in their classrooms, where appropriate.

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.

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.

Appointment of an appropriate body for ECT Induction

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

Personalised programme

The school believes in investing in its staff and consequently aims 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 as the below:

- 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. These meetings should be recorded and reflected on at each meeting.
- 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.
- Being observed by their induction tutor each term, with a focus on assessment of teaching based on the [Teachers' Standards](#). Being given written feedback and having 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).

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 on a termly basis with the governing body. 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.

If the ECTs performance is a concern, the school is 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.

For the roles and responsibilities of all others involved in the induction process, including those of the ECT, please see Section 5 of DfE *Induction for newly qualified teachers*.