



# ECT Policy

Policy Creation and Review	
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## 1. Early Career Teacher (ECT)

On the 26th of March 2021, the government published new guidance on the Induction for Early Career Teachers. It contains a lot of detail and updates in relation to the changes coming to the NQT induction period—which has now been formally renamed as the 'Induction for Early Career Teachers'

The main purpose of the ECT induction is to provide a bridge between your teaching training and your career in teaching. It is a combination of a structured programme of development, with support & professional dialogue (underpinned by the Early Career Framework), as well as consistent monitoring and assessment of performance against the [Teachers' Standards](#).

## 2. Legislation and statutory guidance

This policy describes the induction of Early Career Teachers (ECTs) for our school. It takes account of the Early Career Framework (ECF).

- [Induction for early career teachers \(England\) statutory guidance, Revised March 2021](#)
- [Early career framework reforms: overview - 7 June 2021](#)
- [Teachers' Standards - July 2011](#)

## 4. Roles and responsibilities

- [Induction for early career teachers \(England\) statutory guidance, Revised March 2021](#)

### The Early Career Teacher is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their ITT Lead or mentor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their ITT Lead how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their ITT Lead as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their mentor, ITT Lead or within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;

### The Headteacher is expected to:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- 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 ITT Lead 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;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching;
- ensure that assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher is expected to:

- obtain interim assessments from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

**The ITT Lead is expected to:**

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);

- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings (or more if needed) during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

**Mentors are expected to:**

- regularly meet (Weekly in Year 1 and fortnightly in Year 2) with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.
- Observe the ECT using the ECF chosen provider (Ambition Institute)

**The governing body:**

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

## **5. ECT induction**

### **Reduced timetable**

In the first year of induction, ECTs will have a 10% reduction in their timetable and in the second year a 5% reduction. This is in addition to the timetable reduction for planning, preparation and assessment time (PPA) and can support ECTs in their professional development, eg ECF-based training activities, including self-directed study.

### **ECF training programme**

ECTs will receive a programme of training that enables them to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early career Framework-based training is embedded as a central aspect of induction. It is not an additional training programme.

### **Suitable post for induction**

A suitable post will:

- provide the ECT with an ECF-based induction programme;
- include the appointment of an ITT Lead who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

## **6. Support, monitoring and assessment of ECTs**

### **Ongoing Support**

ECTs are supported through:

- their designated mentor and year group colleagues, who will provide day-to-day monitoring and support
- their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- 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

- chances to observe experienced teachers, team teach either within the school or at another school with effective practice

### **Monitoring and assessment**

Ongoing monitoring and support plays a vital role in building a picture of the ECTs' performance over time and hence ensuring that needs are well met. Alongside this, there are key points of assessment and review, see below.

### **Observations**

Observations will be made against the Teachers' Standards with written feedback provided. Feedback will be prompt and constructive with pre-arranged opportunities for the ECT and observer to meet and discuss. The first observation will take place within the first half-term and then take place as scheduled in the school's monitoring cycle. Information from observations, as well as from other monitoring, e.g. drop-ins, planning, book looks, pupil voice, learning environment, curriculum provision, pupil progress data etc, will feed into the professional progress review meeting and will be discussed in mentoring meetings and during post-lesson feedback.

### **Assessment reports**

There are two formal assessment reports, one at the end of the first year and one at the end of the second year.

The first report shows performance against each standard with a judgement about whether progress is satisfactory for this stage. The ECT will be expected to add their comments as part of this process.

The final assessment report, again shows performance against each standard and will include a recommendation to the appropriate body on whether the ECT has met /not met the Teachers' Standards or whether an extension is being requested.

## **7. In the event that satisfactory progress is not being made**

If there is concern that an ECT might not be making satisfactory progress, then additional monitoring and support will be immediately provided by the school using the schools cause for concern template. If the concerns remain then contact will be made with the appropriate body. The ECT will be made aware of the areas of concern and be given every opportunity to raise their performance.

If the teaching and learning does not improve then a support plan will be implemented which details the areas of concern, agrees what success looks like in each of these areas. This plan will be shared and records shared with the appropriate staff members indicating targets met or not met.

### **Capability**

Although unusual, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the setting, the induction process and support continue in parallel with the capability procedure. The Appropriate Body adviser will be informed for quality assurance and support.

### **Making an appeal**

If an ECT fails induction, or has their induction extended, the AB will advise the ECT of their right to appeal, who to appeal to and the time limits etc.

## **8. Review of policy**

This policy will be reviewed annually and at any other time should the need arise.



## New City Primary School General Lesson Observation

<b>Teacher:</b>				
<b>Observer:</b>		<b>Date:</b>		
<b>Year/s:</b>		<b>Subject:</b>		<b>Approx duration:</b>
<b>Primary Focus of Observation:</b>				
<b>Previous Main Target for Development:</b>				

### Context

#### **Pace**

Lesson moves smoothly and engages all learners

- Does planning have clear objectives and success criteria used effectively in the lesson?
- Is teaching pace, creative and inspiring?

#### **Questioning**

Teacher uses questioning and discussion to assess the effectiveness of their teaching and promote pupils learning

- Does the teacher show good subject knowledge and understanding which engages pupils?

#### **Adaptation**

Teaching is engaging and includes all pupils with work that is challenging enough and that meets their individual needs, including most able pupils

- Are support staff and resources well deployed to support learning?

#### **Assessment**

Assessment is frequent and accurate and used to set relevant work (from the Foundation Stage onwards)  
Pupil understand well how to improve their work

Teacher monitors pupils progress within lessons and uses the information well to adapt their teaching

- Is assessment thorough and accurate to inform the next steps for improvement?





### **Progress**

Pupils are taught well so that they are prepared for the next stage of their learning

Pupils responses demonstrate sufficient gains in their knowledge, skills and understanding of English and mathematics

- Does the level of challenge for all learners stretch without inhibiting?
- Where possible, are pupils guided to assess their work themselves and encouraged to be independent learners?
- Do pupils attain well in relation to their ability and make progress?

**SMSC-** Behaviour- the extents to which pupil's attitudes to learning help/hinder progress in the lesson/pupils' attitudes to other pupils, teachers and staff, is there a love of learning, thirst for knowledge including use of different groupings / do children respond quickly to staffs instructions and requests allowing lesson to flow smoothly without interruption.

- Do staff have high expectations of behaviour and are any challenging behaviour managed effectively?
- Do pupils enjoy their work and show a good attitude?
- Are relationships positive and secure allowing equity and opportunity?



### **Main Target for Development**

### **Teacher Comment:**

**Signed by Teacher:** \_\_\_\_\_

**Signed by Observer:** \_\_\_\_\_

**Date:** \_\_\_\_\_



ECT – Cause for Concern

Date

Name of ECT:	Head teacher:
School:	Induction Mentor:
Focus:	

Action steps	Reflections

Other comments:

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