



Callington Community
College

EARLY CAREER TEACHER POLICY

January 2023

Version	Date	Review Date
January 2023	January 2023	
Originator: M Inger	Authorised by Governors:	

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1. Aims

The school aims to:

- Run an ECT induction programme that meets all the statutory requirements underpinned by the early career framework (ECF)
- 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

2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for ECTs \(England\)](#) from 1 September 2021

- The [ECF Reforms](#)
- [The Education Induction Arrangements for School Teachers \(England\) Regulations 2012](#)
- [ECT Induction: Covid 19 absence exemption](#)
- The 'relevant standards' referred to below are the [Teachers' Standards](#)

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.

Prior to the ECT serving their induction, the headteacher and appropriate body will agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by South West Institute for Teaching (SWIFT), our 'appropriate body'.

4.1 Posts for induction

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 induction mentor, who will have QTS who will meet with them on a weekly basis in year 1 and a fortnightly basis in year 2
- 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:

- A designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- A designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback through the instructional coaching method based on materials provided by Teach First.
- Observations of their teaching at regular intervals, by both the mentor and induction tutor 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. All meeting minutes will be documented using the SWIFT Meeting Minutes and Action Plan paperwork and will be uploaded to the ECT Manager platform.

- Chances to observe experienced teachers, either within the school or at another school with effective practice.

Year 1 ECTS will:

- have the required additional 10% on their timetable in which they have access to weekly mentoring sessions from a Mentor and are able to follow a high-quality ECF training programme that has been designed by SWIFT's national partners *Teach First*.
- This programme includes access to both an online self-directed learning platform called *Brightspace* and two twilight seminars per half-term that are led by local experts in groupings of approximately 20 ECTs.
- Together this provision ensures all aspects of the ECF are covered by ECTs in Year 1.
- In addition, by undertaking a full induction programme, the mentors of our Year 1 ECTs also have access to nationally recognised evidence-based training – consisting of both online content via *Brightspace* and a half-termly seminar – which ensures that their weekly ECT mentoring sessions are of the highest possible value.
- These weekly interactions employ an instructional coaching model and there is a *Teach First* mentor handbook that ensures mentoring interactions follow a structured programme that interacts with the ECT's online learning and seminars. This said, mentors have license to deviate from the programme outlined in the mentor handbook if it is more appropriate for the development of the ECT in question in relation to them meeting [The Teachers' Standards](#) by the end of their 2-year induction.

Year 2 ECTs will have:

- The required additional 5% on their timetable in which they have access to fortnightly mentoring sessions and continue to follow SWIFT's *Teach First* curriculum via Brightspace Learning
- This ECF-based curriculum is unique in the sense that it is delivered to both ECTs and mentors from a phase and subject-specific perspective.
- The programme is structured around half-termly "development cycles" which formalise the opportunity for ECTs to learn from other expert colleagues from within the school.

4.3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT Induction Tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Induction Tutor will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. 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 successfully completed 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 will complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will 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 against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance based on SWIFT's PSP documentation.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support 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 induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Use their reduced timetable allowance to engage in Teach First's online training modules and twice half termly seminars.
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- 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 (noting that until 1 September 2022, absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
- Keep copies of all assessment reports (these will be uploaded to ECT Manager).

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 (SWIFT) at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

5.2 Role of the Induction Tutor

The SLT ECF Lead/ Induction Tutor will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, that SWIFT will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Act as a point of contact for ECTs and mentors as required
- Ensure ECTs have access to an appropriate mentor, namely someone who is an excellent practitioner with at least 2 years teaching experience; has the capacity to carry out the role; is enthusiastic about supporting ECTs; and is excited about high-quality, evidence-based professional development.
- Ensure mentors have appropriate time on their timetable to undertake mentoring interactions and participate in the training programme with SWIFT and Teach First
- Ensure that mentoring interactions take place at the required frequency (weekly for Year 1 ECTs and fortnightly for Year 2 ECTs) – ideally timetabling ECF periods for mentors and ECTs at the same time to facilitate a meeting during the working day.
- Provide support to ECTs and mentors if SWIFT notify us that they are not engaging appropriately with the ECF programme
- Work with SWIFT to ensure appropriate part-time adjustments to the programme are in place for relevant ECTs and mentors
- Check in with ECTs and mentors at least once per half-term to reflect on their ECF programme and discuss how it links to the wider mission of the school
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate (terms 3 and 6)
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments. Share records with the ECT, headteacher and appropriate body
- Carry out progress reviews in terms where a formal assessment doesn't occur (1,2,4 and 5)
- Make sure 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
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory and share all progress review and assessments with the Headteacher
- Take prompt, appropriate action if the ECT appears to be having difficulties and work with the appropriate body (SWIFT) to ensure an appropriate support plan is in place.
- Make sure the Headteacher is aware of the support arrangements in place for ECTs so that this can be shared with the governing body
- 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.
- Maintain and keep accurate records of employment that will count towards the induction period (noting that up until 1 September 2022, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the NQT's induction)
- Keep all relevant documentation, evidence and forms on file for 6 years.
- Participate in the appropriate body's quality assurance procedures of the induction programmes

5.3 Role of the induction mentor

The induction mentor will:

- Engage fully in both Teach First's online Mentor programme and SWIFT's face to face seminars.
- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback through the instructional coaching model based on Teach First's ECF programme
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties – making contact with the induction tutor

5.4 Role of the governing body

The governing body will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher / induction tutor 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 procedures
- If it has any concerns or questions, 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 on a termly basis

6. Monitoring arrangements

This policy will be reviewed **annually** by the ECF Induction Tutor and Headteacher. At every review, it will be approved by the full governing board.