



Policy for Early Career Teachers (ECT)

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Agreed by Governing Body: July 2024

Signed: Victoria Davis

Chair of Governing Body

Next review due date: July 2025

Walmley Infant School is committed to providing consistently high-quality teaching and learning. To achieve this, we are dedicated to providing the culture and level of support to ensure that Early Career Teachers (both ECT and ECT+1) meet the needs of their learners and have the best start to their teaching career. The support given to ECTs will ensure that they have the knowledge and skills they need to carry out their role, help them continually improve their performance and develop to their full potential which will in turn improve outcomes for our learners. Support to teachers early in their career is vital in providing highest standards of education.

Scope and purpose

This policy relates to the appointment, induction, development, monitoring and assessment of Walmley Infant School's ECTs. It has regard for the latest statutory guidance, 'Induction for Early Career Teachers' (updated April 2024). This policy also relates to the ECT Induction that was introduced in March 2021 and the national roll out of the Early Career Framework. The induction period for teachers was extended to two years for ECT and ECT+1 from this date.

Roles and responsibilities

The Headteacher is responsible for making recommendation for the successful completion of the induction period to the Appropriate Body (AB) on behalf of the school and for ensuring that senior and middle leaders provide effective monitoring and support for ECTs. In cases of unsatisfactory progress, the Headteacher should ensure that judgements have been quality assured and communication with the ECT and AB is effective and timely. The Headteacher should ensure that the Induction Tutor has the expertise and time to fulfil his/her role.

The Headteacher is also responsible for ensuring that Induction Tutors provide the appropriate support, development, monitoring and assessment processes and that they follow statutory guidance, are kept up to date and reviewed annually.

The Headteacher will also ensure that identified mentors are highly effective teachers and have at least the potential to be highly effective mentors with sufficient time dedicated to the role.

ECT Mentors should be trained and undergo observation and feedback on their mentoring.

School Induction Tutors are responsible for the timely registration and assessment process for ECTs. They are responsible for ensuring that ECT mentors provide formal, structured and flexible support to ECTs. The Induction Tutor has overall responsibility for the training of ECT mentors, engagement with the ECT training programme, ensuring regular observations have taken place and verification of the formal assessment of each ECT. This is a departure from the previous policy where assessment was undertaken by the Mentor and Induction Tutors. Induction Tutors liaise with the AB for reporting and

assessment and where ECTs are at risk of failing to meet the Teacher Standards, Induction Tutors ensure that ECT mentoring and coaching is of a high standard.

ECT mentors provide ongoing support and guidance on a regular basis and will support training as well as provide instructional coaching to ECTs. They offer knowledge and resources including schemes of learning to support ECT workload. They communicate with the Induction Tutor regarding ECT progress but are not responsible for making a judgement for the final assessment against teacher standards as this is undertaken by the Induction Tutor.

The role of the Induction Tutor and ECT Mentor could be held by the same person in smaller schools but this is not ideal. Schools should work to separate these roles and could consider gaining support from another school for assessment purposes.

The ECT has responsibility to participate in the training, self-study, coaching and monitoring activities which support the ECF.

The Arthur Terry Teaching Hub also has a role in ensuring that their ECTs continue to make good progress and can provide additional support where they are facing significant difficulty.

Additional QA or support can also be provided by Arthur Terry Teaching School Hub.

Formal QA is provided by the AB. The AB for Walmley Infant School is the Arthur Terry Teaching School Hub.

The Governing Body has a role in ensuring compliance to this policy and will hold the Headteacher accountable for the numbers of ECTs successfully completing the programme and meeting Teacher Standards.

ECT appointments

The appointment of ECTs will be made with consideration of the capacity of the school to provide appropriate mentoring and support and fulfil the statutory obligations of monitoring, support and assessment.

ECT induction support and development

The statutory monitoring and assessment period is two academic years for full time teachers. This is also the duration of the statutory entitlement to the ECF training programme. At the end of this period ECTs will be formally assessed against the DfE Teacher Standards. Pro- rata adjustments will be made for part- time ECTs. These are statutory expectations, however, further guidance for this is provided in the government document 'Induction for early careers teachers'. As with all Walmley Infant School staff, there is an expectation of high alignment with our staff code of conduct.

Support for ECTs should be provided in the form of a formal ECT induction programme for ECT teachers (alongside other new staff), support for engagement with the formal

ECF programme delivered by Arthur Terry Teaching School Hub, provision of a suitable ECT Mentor and regular observation and feedback with instructional coaching. ECT staff should have a teaching timetable of no more than 90% of that of a main scale teacher and weekly instructional coaching to enable professional learning and the application of the ECF. The timetable reduction for ECT+1 staff is 5% with fortnightly coaching.

A majority of training and induction is delivered through ECT Mentors and weekly coaching rather than extensive additional training sessions. This should include opportunities to practise, co-plan and develop subject knowledge and subject pedagogy by observing and working with team members. As novice teachers, ECTs will benefit from explicit instruction, modelled examples, instructional coaching and deliberate practice. ECTs should also be supported to form positive relationships and be an active part of the school community. Support for teacher workload and well-being should form part of weekly mentoring.

In cases where an ECT requires additional support, this will be in line with Birmingham City Council's Appraisal Policy and with reference to HR and the AB.

Induction Tutors and the CPD Lead need to be conversant with the content of the ECF framework and the sequencing of the ECT programme and adjust whole school CPD accordingly.

ECT monitoring and assessment

ECT Mentors will provide regular short observations, as detailed in the Arthur Terry Teaching Hub requirements to support instructional coaching. Induction Tutors will support these observations, which will be referenced to the Teacher Standards and incorporate reference to the ECT Career Entry and Development record as a baseline at the start of the ECTs first year.

The period of employment that can contribute to the assessment of an ECT against the Teacher Standards can be reduced in exceptional circumstances at the discretion of the AB and on recommendation from the Headteacher. Early assessment must be with the agreement of the ECT and if they wish to serve the full induction period this must be permitted. Early assessment should be wholly justified by the Headteacher as access to the ECF programme, its associated funding and accompanying reduction in timetable is a two - year entitlement for all ECTs. The induction period for part-time ECTs will be the equivalent of two full-time academic years.

Concerns about an ECT failing to meet professional standards will lead to provision of formal additional support and can, in exceptional circumstances, lead to the extension of the formal induction period in conjunction with the AB. In these instances, clear targets and support will be identified and reviewed as soon as concerns arise. The ECT should be made aware of the required improvements, support programme and timeline. Mentor observations, and assessment judgements will be quality assured by Induction Tutors.

Where concerns about the programme of an ECT against Teacher Standards remain, an additional support plan should be implemented with reference to the AB.

The ECT induction period can be extended for special circumstances such as maternity or extended absence.

The ECTs and Headteacher should remain up to date about progress against Teacher Standards.

Induction Tutors will ensure that AB assessment and reporting deadlines are met.

Weekly / fortnightly targets set by the ECT Mentor will form the focus for professional learning during the induction period.

The two-year induction period has no adverse impact on pay or career progression. ECTs are able to progress before the end of their induction.

If an ECT leaves an institution having started but before completing their assessment, including an extension, the Headteacher should complete an interim assessment report and notify the AB.

ECT concerns

ECTs concerns about their support or assessment should be raised with their Induction Tutors in the first instance and then with senior leadership team if unresolved. Concerns that remain unresolved in school should be referred to the AB.