



St. John Paul II Multi Academy

Early Career Teacher (ECT) Policy

Date of last review	5 October 2022	Review period	1 year
Date of next review	October 2023	Owner	HR and Ops/CSEL
Type of policy	Statutory	Board approval	5 October 2022



Early Career Teacher (ECT) Policy

1. Aims

- To ensure that the Early Career Teacher induction Framework is implemented and meets all the statutory requirements.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers in a Catholic school.
- Ensure all staff understand their role in the induction programme.

2. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance Induction for Early Career Teachers (England), and Induction for Early Career Teachers during the coronavirus outbreak.

The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

The 'relevant standards' referred to below are the [Teachers' Standards](#).

3. The induction programme

For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will serve a fulltime equivalent. Our programme is delivered by The Arthur Terry Teaching School Hub in North Birmingham, an approved DfE provider [Full Induction Programme - Arthur Terry Teaching School \(atlp.org.uk\)](#).

3.1 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.
- Be provided with induction on the School and Academy's ethos, culture, policies and procedures.
- Be provided with Child Protection/Safeguarding training.
- Help colleagues to be aware of how they can contribute to improving and developing the overall performance of the school.
- Be briefed on the Academy's Code of Conduct to ensure that they understand what is expected of them and how to access support.
- Have an appointed induction tutor, 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.
- 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.

3.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Addressing training needs.
- Chances to observe experienced teachers, either within the school or at another school within the multi academy.

3.3 Assessments of ECT performance

St John Paul II Multi Academy Company – ECT Policy

- The assessment process for ECT's incorporates performance management and appraisal so the MAC Performance Management Policy and procedures do not apply for the first 2 years of at ECT's employment at the St John Paul II MAC.
- Formal assessment meetings will take place termly carried out by the ECT's induction tutor.
- These meetings will be informed by clear and transparent evidence gathered 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 these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.
- At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Principal to decide whether the ECT's performance is satisfactory against the relevant standards. This decision will be written up in a final assessment form. The ECT can add their own comments to this final form. The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

3.4 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, including:
 - Identified areas in which improvement is needed.
 - Clear and appropriate objectives to guide the ECT towards satisfactory performance.
 - An effective support programme with timescales.
- If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the Principal will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

4. Roles and responsibilities

4.1 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.
- Agree with their induction tutor how best to use their reduced timetable allowance
- 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.
- Keep copies of all assessment forms.
- Raise any concerns with their induction tutor at the earliest opportunity.

4.2 Role of the Principal/Headteacher

The Principal/Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- 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 3.1 above).
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body.
- 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.



St John Paul II Multi Academy Company – ECT Policy

- 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.

4.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring.
- Carry out regular progress reviews throughout the induction period.
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Ensure that the ECT's teaching is observed and feedback is provided.
- 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 appears to be having difficulties.

4.4 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 and has a proper induction process in place.

5. Monitoring arrangements

This policy will be reviewed annually by the Board of Directors.