Christ Church & Holy Trinity CE Primary Schools Federation
ECT Policy Statement
May 2024

Our shared vision for Christ Church and Holy Trinity Schools

We take inspiration from the Parable of the Sower (Matthew 13:3-23) teaching children to "See with their eyes, hear with their ears and understand with their hearts".

Our schools are united in the Christian vision to educate children for life in all its fullness, working together so that each child may flourish with a delight in seeking wisdom and knowledge. We are learning to love God, one another and ourselves.

Background:

Under statutory guidance from the DFE the NQT induction arrangements will cease and be replaced with induction arrangements for ECT (Early Career Teachers) alongside the ECF (Early Careers Framework) This will change in September 2021 and the induction process will now take two years.

1. Aims

Our Individual schools aim to:

- Run an ECT induction programme that meets all the statutory requirements
- Provide ECT's with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- 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 statutory guidance I*nduction for Early Career Teachers (England)* and *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.*

The 'relevant standards' referred to below are the Teachers' Standards.

This policy complies with our funding agreement and articles of association.

3. The induction programme

For a full-time ECT, the induction programme will last for two academic years. Part-time NQTs will serve a full-time equivalent.

The programme is quality assured by an 'appropriate body' (reviewed annually).

The school follows the DFE Funded – provider led programme. The external provider of the Early Careers Framework is reviewed annually.

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 mentor, who will have qualified teacher status (QTS) and an induction tutor.
- Have a reduced timetable to allow them to undertake activities in their Early Careers Framework induction programme. In the first year a 10% reduction in the second year a 5% reduction should be timetabled when compared to our existing teachers on the main pay range.
- Be assigned to an external provider for the Early Careers Framework.
- 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

Support for ECTs

We support NQTs with:

- Their designated subject mentor tutor, who will provide day-to-day monitoring and support through the Early Careers Framework, and an induction tutor who will have an overview of activity and will co-ordinate assessments.
- 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 [half termly], at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice
- A programme of CPD throughout the year alongside the Early Careers Framework.

Assessments of ECT performance

Each half term an ECT's teaching will be observed against the teaching standards. This should be undertaken by the Induction tutor.

Each term the ECT and Induction tutor will meet to undertake a professional progress review to identify development targets

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

The induction tutor will notify the appropriate body after each progress review to inform whether the ECT is making satisfactory progress. Where this is not the case a plan will be shared to outline the strategies in place to support the ECT in getting back on track.

ECTs are required to undertake 2 formal assessments. This must be undertaken by the headteacher or Induction Tutor. These will take place at the end of the first year (term 3) and in the final term of induction (term 6).

ECT's should be kept up to date on their progress. There should be nothing unexpected.

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, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance
- An effective support programme is put in place to help the ECT improve their performance
- The appropriate body may be contacted and asked for further support

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 headteacher will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

Under the statutory guidance ECT are also required to complete the Early Careers Framework materials provided by the external provider.

4. Roles and responsibilities

Role of the ECT

The NCT 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 Teaching standards
- Participate fully in the monitoring and development (ECF) 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
- Retain copies of all assessment reports.

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

Role of the Induction Tutor

The Induction Tutor will hold QTS status and:

- 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 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, or pro rata for part-time staff).
- 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.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is observed, and feedback provided
- Ensure ECT's 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.
- 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.
- Keep all relevant documentation, evidence and forms on file for 6 years

In exceptional circumstances you may need to ask one person to carry out both roles, but in these cases it's important that the individual understands the distinction between their role as tutor and their role as mentor.

Role of the local governing board

The LGB will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the headteacher 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 procedure
- If it wishes, 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

Role of the Appropriate body

- The appropriate body has the main quality assurance role within the induction process

Role of the Mentor

The mentor will hold QTS status and:

- Regularly meet (weekly) 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.
- Take prompt, appropriate action if an ECT appears to be having difficulties
- Take part in ECF training as delivered through the external provider.
- Provide guidance and effective support to the NQT, including coaching and mentoring
- Ensure the NQT 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 NQT appears to be having difficulties
- Work with the induction tutor to ensure any concerns or additional support are dealt with effectively and timely.

- *The mentor will take part in the DFE ECF (Early Career Framework Training) This will be timetabled.*

Role of the Head Teacher

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and 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 induction tutor and the mentor have 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
- notify the appropriate body as soon as absences total 30 days or more

This policy links to the following policies and procedures:

- Grievance
  Appraisal
- Code of conduct

Signed: Avis Hawkins

Name of Schools Christ Church and Holy Trinity Primary Schools Chelsea

Policy review Date May 2024

Date of next Review May 2026

Who reviewed this policy? Avis Hawkins, FGB

Ratified by Governors May 2024