

# St John's Church of England Primary School

## Early Career Teacher Policy



*Gather, Grow, Go,*

*The Parable of the Mustard Seed*

*Matthew 13:31-32*

**Date agreed and ratified by Governing Body: January 2025**

**Date of next review: January 2027**

### **1. Introduction and Statement of Intent**

1.1 At St John's, we recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the school endeavours to develop and nurture a promising career.

1.2 The induction period for ECTs will:

- Enable ECTs to build upon existing knowledge, skills and understanding.

- Assist ECTs in becoming full members of the teaching profession and provide a foundation for CPD.
- Enable ECTs to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of ECTs' professional practice.
- Provide support to ECTs failing to make satisfactory progress.

1.3 This policy has been established to ensure that the requirements listed above are met, that all parties benefit from arrangements, and that all staff members know their roles, responsibilities and expected practice.

1.4 The appropriate body providing our ECT programme is the Thames Gateway Teaching Schools Hub.

1.5 The school will follow the Department for Education Induction for Early Career Teachers Statutory Guidance, and will defer to this document for further information in specific situations.

## **2. Legal framework**

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Induction for early career teachers (England)'
- DfE (2021) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2020) 'School teachers' pay and conditions document 2020 and guidance on school teachers' pay and conditions'

2.2 This policy operates in conjunction with all other school policies, particularly:

- Appraisal Policy
- Behaviour Policy
- Child Protection and Safeguarding Policies
- Staff Code of Conduct Policy
- Teaching and Learning Policy

## **3. The roles and responsibilities of the ECT**

3.1 ECTs are responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- Participating fully in the agreed monitoring and development programmes.
- Providing evidence of their progress against the 'Teachers' Standards'.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports.

#### **4. The roles and responsibilities of the mentor**

4.1 Mentors are responsible for:

- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback.
- Working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ECF.
- Providing or coordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.

4.2 Mentors will be approachable and supportive and be a strong practitioner themselves.

4.3 Mentors will notify the headteacher if they feel they are unable to fulfill the role and best support the ECT at any point in their induction period.

#### **5. The roles and responsibilities of the tutor**

5.1 Induction tutors are responsible for:

- Coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

5.2 Induction tutors will ensure ECTs and Mentors are supported in their roles and have a positive working relationship.

#### **6. The roles and responsibilities of the headteacher**

6.1 The headteacher is responsible for:

- Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- Ensuring that the ECT has been awarded QTS prior to undertaking induction at the school.
- Clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Ensuring the requirements of a suitable post for induction are met.
- Agreeing with the ECT on which body will act as the appropriate body, in advance of the ECT starting the induction programme.
- Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively.
- Ensuring the mentor and induction tutor have the capacity to fulfil their roles.
- Ensuring that a personalised ECF-based induction programme is in place.
- Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.

- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.
- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring the ECT knows the school's response to children who go missing from education.
- Ensuring that, under certain circumstances, the following steps are undertaken:
  - Obtaining interim assessments from the ECT's previous post
  - Acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily
  - Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party
  - Notifying the appropriate body if an ECT is absent for a total of 30 days or more
  - Regularly informing the governing board about the school's induction procedures
  - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed
  - Providing interim assessment reports for staff moving in between formal assessment periods
  - Informing the appropriate body when an ECT serving induction leaves the school

## **7. The roles and responsibilities of the governing body**

7.1 The governing body is responsible for:

- Ensuring staff and the school are compliant with this policy and all relevant guidance.
- Ensuring the school has the capacity to support the ECT.
- Ensuring the headteacher is fulfilling their responsibilities.
- Investigating concerns raised by an ECT as part of the school's Grievance Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the induction tutors on the progress of an ECT.

## **8. The roles and responsibilities of the appropriate body**

8.1 The appropriate body for St John's Church of England Primary School is the Thames Gateway Teaching Schools Hub.

8.2 The appropriate body has a quality assurance role and is responsible for:

- Ensuring the headteacher and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- Maintaining full responsibility for their regulatory duties, and not delegating these.
- Consulting with the headteacher on the nature and extent of the quality assurance procedures in the school.
- Ensuring the headteacher has implemented a programme which is clearly based on the ECF.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.

- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Ensuring an agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, or left partway through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the headteacher with information on the types of induction available.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

## **9. Monitoring arrangements**

- 9.1 Monitoring of the ECT will follow the normal teacher monitoring in place in the school as well as formal assessments specific to the ECT.
- 8.2 Formal assessments will be conducted by the headteacher or induction tutor at the end of each ECT year.
- 8.3 ECTs will be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECTs teaching practice, conduct and efficiency against the Teachers' Standards.
- 8.4 Observations will be conducted by the induction tutor, headteacher, or other suitable person from inside or outside the school.
- 8.5 Formal observations will be agreed with the ECT in advance.
- 8.6 Feedback from observations will follow school guidance and be prompt and constructive.
- 8.7 The ECT will be aware of their progress throughout and no outcomes will be a 'surprise'. There should be nothing unexpected.

## **10. Further information and guidance**

- 10.1 Further information and guidance will be led by the DfE Statutory Guidance for the Induction of ECTs.