



THE FEDERATION OF NETTLESTONE AND NEWCHURCH PRIMARY SCHOOLS

# EARLY CAREER TEACHERS (ECTs) POLICY

Revision: 1



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Co-Chair of Board of Governors

Executive Headteacher

All the Governors and staff of The Federation of Nettlestone & Newchurch Primary Schools are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place to support families, children, and staff of the school.



## Table of Contents

Table of Contents	2
Document Control	2
Intent	2
Induction Programme	2
Roles and Responsibilities	3
Support	3
Assessment and Quality Assurance	4
At Risk Procedures	4
Addressing ECT Concerns	4

## Document Control

Policy Owner: AJ				
Revision	Date Issued	Prepared By	Approved	Comments
1	May 2023	AJ	PC	New policy created.

## Intent

1. The Federation of Nettlestone and Newchurch Primary Schools recognise that the early years of teaching are not only very demanding but also of critical significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support.
2. Our Federation's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Early Career Teacher (ECT) induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.
3. This policy must be read in conjunction with the statutory guidance on *Induction for Early Career Teachers*.
4. The Federation may continue to employ Newly Qualified Teachers (NQTs) who are those teachers who started induction prior to September 2021 when the new ECT-based induction arrangements were introduced. References to ECTs throughout this policy should be read as also referring to NQTs.

## Induction Programme

5. The Federation's ECTs induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the *Teachers' Standards* and make a valuable contribution to our schools.
6. Specifically, we will:
  - Register with an appropriate body in a timely manner and will work with them to provide high quality support to our ECTs.



- Provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs.
  - Provide individualised support through high quality mentoring and coaching.
  - Provide ECTs with examples of good classroom practice.
  - Help ECTs form productive relationships with all members of the school community and stakeholders.
  - Support ECTs to become reflective practitioners.
  - Provide opportunities to recognise and celebrate success.
  - Act quickly to help ECTs address any areas of concern.
  - Provide a foundation for longer-term professional development.
  - Ensure a smooth transition from teacher training to help ECTs meet all of the *Teachers' Standards*.
7. All staff will be kept informed of the Federation's *ECT Induction Policy* and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

## Roles and Responsibilities

8. The Federation carries out its responsibilities in line with the [Statutory Guidance on induction for early career teachers](#).

## Support

9. Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to the *Teachers' Standards* as achieved during training.
10. The key aspects of the induction programme for ECTs at our schools are as follows.
- Access to a high quality and personalised induction programme.
  - At an early stage, time with the ECTs induction tutor to discuss developments needed and how they will be assisted in making these.
  - Help and guidance from an induction tutor who holds qualified teacher status, is adequately prepared for the role and who will coordinate the induction programme. Meetings should take place during designated ECT/tutor time allocated on the timetable.
  - As required, meetings and support from subject or phase/key stage leads, SENCo, etc.
  - A programme of observations of experienced colleagues' teaching.
  - Regular observation of ECTs teaching by experienced colleagues.
  - Prompt written, as well as oral, feedback on teaching observed with targets and feedback/advice provided.
  - Confronting of any areas of practice or behaviour that may prevent the ECTs meeting the *Teachers' Standards* in a timely, honest and professional manner.
  - Opportunities for further professional development based on agreed targets and identified needs.
  - Detailed success criteria for any areas identified as making an ECTs at risk of not meeting the *Teachers' Standards*.
  - In addition to the above, ECTs are encouraged to develop and access professional networks to support them, including those available via their professional association.
  - A reduction in workload (in addition to PPA time) of 10% in the first year and 5% in the second year. This Continuous Professional Development (CPD) time is used for participating in the Federation's induction programme, other professional development activities and meetings



with their mentor.

11. In addition to the bullet points above, any NQTs appointed will receive:
  - A reduction in workload of 10% in addition to Planning, Preparation and Assessment (PPA) time. This CPD time is used for participating in the school's Induction programme, other professional development activities and meetings with the tutor.

## Assessment and Quality Assurance

12. The assessment of ECTs will be rigorous and objective:
  - The criteria used for formal assessments will be shared and agreed in advance.
  - Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
  - Assessment will draw on views from all staff who have a part in the ECTs' development in order to gain a reliable overall view.
  - Assessment will draw on evidence from planning, pupils' work - and the progress they make - relationships with staff, pupils, and parents, as well as formal observations of teaching.
  - The induction lead will ensure that assessment procedures are consistently applied and validated by the Heads of School.
  - Copies of any records will be passed to the ECT concerned.
  - Professional Review meetings will cover:
    - Areas of strength.
    - Areas requiring development.
    - Evidence used to inform judgement.
    - Targets for the coming term.
    - Support to be provided by the school.

## At Risk Procedures

13. If an ECT encounters difficulties with meeting the *Teachers' Standards*, the following procedures will be put into place:
  - The tutor will use the '*Unsatisfactory Progress or Concerns*' guidance to structure the support available to the ECT, put in place a formal Action Plan and to formally write to the ECT to outline the concerns when appropriate.
  - An expectation is established that the support provided will enable any weaknesses to be addressed.
  - A record of the exact nature of the problem and advice given on how to address this and the support to be provided.
  - Agreed, attainable targets for action within an agreed timescale, with specific and practical steps outlined for securing an improvement in practice.
  - Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
  - Early warning of the risk of failure to meet one or more of the *Teachers' Standards* will be given to the ECT. The named appropriate body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the *Teachers' Standards*.

## Addressing ECT Concerns

14. If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (tutor, mentor, Lead or Head of School) in the first instance. Where the school does not resolve the concerns the ECT should raise them with the named appropriate body contact.



(For more information on appropriate bodies please refer to the DofE's *Appropriate Bodies Guidance: Induction and the Early Career Framework Guidance, April 2023*. [Click here.](#))

15. ECTs are also encouraged to contact their professional association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school or Federation.