

Bitterne C of E Primary School



Policy for Early Career Teachers (ECTs)

Headteacher

Reviewed by	Leadership Team and Full Governing Board	Authorised by	Leadership Team
Last Review	July 2022	Date	13 th July 2022
Next Review	July 2024	Review Cycle	Every Two Years

Early Career Teachers at Bitterne CE Primary School

At Bitterne CE Primary School, we understand that the first years of teaching are not only very demanding, but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. The programme is rooted in the school's core Christian values of **Love, Trust** and **Forgiveness** in enabling our Early Careers Teachers (ECTs) to establish a secure foundation upon which a successful teaching career can be built.

Key Individuals:

ECT	The ECT is the Early Career Teacher in the first or second year of their practice for which this policy applies to.
Induction Tutor	To plan, execute and hold the strategic overview of the ECT programme, including: inducting the ECT to school, ensuring the implementation of the personalised programme for the ECT, undertaking formal observations, to deliver the in-school training, reviews and assessments.
Mentor	To meet regularly with the ECT to discuss progress and development; to deliver coaching and to observe informally.
Head Teacher	To have strategic overview of the ECT progress; to ensure the Appropriate Body, Induction Tutor and Mentor are all in place before the ECT is inducted.
Appropriate Body	This is the body / organisation which quality assures the induction process that the ECT receives.

Part 1: Legislation and Guidance

For ECTs, this policy is based on the Department for Education's statutory guidance [Induction for Early Careers Teachers \(England\)](#) and refers to Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended. The 'relevant standards' referred to below are the [Teachers' Standards](#). This policy complies with our funding agreement and articles of association.

This policy has also been written with consideration for the **HISP Teaching School Hub Induction Handbook for 2021-22**.

From the beginning of the academic year 2021-22, the Government have reformed the Early Career Framework for new teachers entering the profession. The legislation can be found at [Changes to Statutory Induction for ECTs](#):

The Department for Education (DfE) rolled out changes to statutory induction across England in September 2021.

These changes are part of the government's [teacher recruitment and retention strategy](#). This aims to improve the training and development opportunities available to teachers.

The 2-year induction programme

Teachers starting induction on or after 1 September 2021 are known as 'early career teachers' (ECTs). ECTs now serve an extended induction over 2 school years. During their induction period, they are entitled to:

- a 2-year training programme based on the [early career framework](#)
- support from a dedicated mentor
- time off timetable for induction activities, including training and mentor sessions
- regular progress reviews and 2 formal assessments against the [teachers' standards](#)

The end of an ECT's induction period is still marked by a decision as to whether the teacher's performance meets the teachers' standards.

Changes to Statutory Induction for Early Careers Teachers, 19th April 2022

Key points (taken from *Induction of Early Career Teachers (England)*):

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

The Induction Programme

An Early Career Teacher (ECT) is a teacher in the first two years of their career. For a full-time teacher, the initial induction programme will typically last for two academic years, with part-time ECTs will serve a full-time equivalent.

ECTs serving a two-year induction are entitled to:

- a two-year programme of Early Career Framework (ECF)-based training
- support from a dedicated mentor
- time off timetable for induction activities, including ECF-based training and mentor sessions
- regular progress reviews and two formal reviews against the teachers' standards

The ECT Induction Programme is quality assured by the Hampshire, Isle of Wight, Southampton and Portsmouth Multi Academy Trust (HISP), our 'appropriate body'. The appropriate body will

The ECF training is provided by the Early Career Profession Development Programme, which is disseminated from HISP to the Induction Tutor. The Induction Tutor will organise the training overview and release the ECT's mentor, who will implement the programme in school. Usually, this involves an hourly training session every week for first-year ECTs, moving to fortnightly for second-year ECTs.

Part 2: Purpose of the Policy

At Bitterne CE Primary, our ECT induction programme has been designed to meet present statutory requirements while organising systems and processes for the forthcoming Early Career Framework reforms. It is designed to 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 school. Following guidance from our Appropriate Body, namely the Hampshire, Isle of Wight, Southampton and Portsmouth Multi Academy Trust (HISP), our programme aims to:

- 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 classroom practice that is good or better
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- 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 the teachers' standards consistently

The whole staff will be kept informed of the school's Early Career Teacher Induction Policy and encouraged to participate, wherever possible, in its implementation and development. Principally, alongside regular support from their mentor, ECTs will be supported by the Inclusion Leader (SENCo), their respective phase lead, Maths Lead and English Lead at regular intervals, whether this be with direct coaching, wider INSET support or as a specialised part of the training programme.

At Bitterne CE Primary, we have a clear structured whole school approach to teacher induction, that recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Part 3: Posts for induction

Each ECT will:




















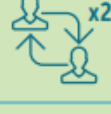
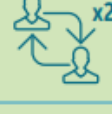














- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed induction mentor who will have qualified teacher status (QTS).
- For the first year, have a reduction in the average teacher's teaching time by 10%, in addition to PPA. The designated ECT release time will be used for participating in the school's induction programme, other professional development activities and meetings with their mentor.
- For the ECT's second year, they will have a reduction in the average teacher's teaching time by 5%, in addition to PPA. This additional release time will again be used for participating in the school's induction programme, other professional development activities and meetings with their mentor.

During the induction period:

- Have regular observations in their first year (at least once per half term) moving to termly observations in their second year.
- Have training according to the blocks as set out by the Early Career Development Programme. This will be the equivalent of an hour of training per week in the first year of induction, and an hour every two weeks in the second year of induction.
- Have regular coaching – at least once every two weeks, bespoke to the individual's needs (e.g. coaching in-class, coaching for planning, coaching for assessment, coaching for behaviour management for classes or individuals).
- To attend regular designated training from the HISP Multi Academy Trust (contact: Georgina Crooks, Early Career Teacher Lead, HISP).
- 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 to lead a subject, unless the school deem that, in the second year, the ECT can take on this additional responsibility while still keeping up with the ECF training.

Part 4: Summary of Training

Below is a summary of the training roles and responsibilities as outlined by the Early Career Professional Development materials supplied by HISP.

		YEAR 1			YEAR 2			
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	HOURS
ECT	Regional training		 5 HRS		 6 HRS			11 HRS
	Local group sessions 3 HRS EACH							12 HRS
	Webinars 1 HR EACH	 x2						7 HRS
	Self-study	  26 HRS			  5 HRS			31 HRS
		Weekly mentor sessions			Fortnightly mentor sessions			
		YEAR 1			YEAR 2			
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	HOURS
MENTOR	Regional training 5 HRS EACH							5 HRS
	Local group sessions 3 HRS EACH							6 HRS
	Peer-to-peer 1 HR EACH	 x2	 x2		 x2	 x2		10 HRS
	Webinars 1 HR EACH	 x2	 x2		 x2	 x2		10 HRS
	Reading and reflection	 3 HRS 			 2 HRS 			5 HRS

A summary of the training blocks are listed below:

Year 1	
Block 1	Establishing a positive climate for learning
Block 2	How pupils learn: memory and cognition
Block 3	Developing effective classroom practice: teaching and adapting
Block 4	The importance of subject and curriculum knowledge
Block 5	Assessment, feedback and questioning
Block 6	A people profession

Year 2	
Block 7	Embedding a positive culture for learning
Block 8	How pupils learn: making it stick
Block 9	Enhancing classroom practice: grouping and tailoring
Block 10	Revisiting the importance of subject and curriculum knowledge
Block 11	Deepening assessment, feedback and questioning
Block 12	Continuing your professional development

Part 5: Support for ECTs

We provide a range of support for ECTs at Bitterne CE Primary.

- ECTs' support will be led primarily by their designated induction mentor, who holds the strategic overview of support and training at Bitterne CE Primary. Their mentor will provide monitoring activities and co-ordinate assessments for their induction period (see pages 11-12 for further details)
- ECTs will be supported by their phase leader, who will provide day-to-day direction, support and feedback, and escalate any concerns, queries or areas to celebrate to the designated induction mentor.
- Observations of their teaching at regular intervals by their tutor, both formal and informal via coaching or learning walks, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place on a regular basis, 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

Assessments of ECT performance

At Bitterne CE Primary, our Assessments of ECT performance are rigorous and objective. The assessments collate information from all colleagues who have had a significant role in the development of the ECT and draw on a wide range of evidence, such as lesson observations, coaching reports and pupil progress data.

The formal assessment will take over two years. The formal assessments will take place in the summer term, with termly staging posts called Progress Reviews. These reports will be submitted using ECT manager and be received by the Appropriate Body (the HISP Multi Academy Trust).

Formal assessment meetings will take place on a termly basis, carried out by the ECT Designated Induction Mentor or the Headteacher. 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, ECT will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. 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.

At-risk procedures

We understand that the the first years of teaching, for any professional, can be demanding and challenging. Our aim is that all support for our ECTs will be rooted in the school's core Christian values of Love, Trust and Forgiveness, regardless of the level of support required. The ECT process should be open and honest throughout and any concerns discussed in a timely and effective manner.

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must be put in place immediately.

The process for this would be:

- Areas in which improvement is needed are identified
- An expectation that any support established would enable the weaknesses to be addressed.
- Appropriate SMART objectives are set to guide the ECT towards enabling them to make sufficient progress
- An effective support programme is put in place to help the ECT improve their performance, which could include further coaching or observing more experienced colleagues model these areas.

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 ECT, updating objectives as necessary

and giving details of the improvement plan for the next assessment period. This would be indicated through the Progress Review, where unsatisfactory process would be noted. Additional measures would be put in place, which are:

- An Additional Support Plan would be put in place, in consultation with the ECT's Induction Tutor, mentor, phase lead and head teacher (as appropriate).
- The Appropriate Body will be informed of the additional support put in place, who would receive a copy of the Additional Support Plan. The Appropriate Body may contact or visit the school to ensure that this support is appropriate and proportionate.
- HISP recommend that the Additional Support Plan is designed to last for four weeks.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, HISP Appropriate Body should be informed and the Headteacher should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is very clearly made aware that they are not making satisfactory progress and are aware of where they need to improve their practice and that they are given every opportunity to raise their performance. The Headteacher and the Appropriate Body should be satisfied that:

- areas in which improvement is needed have been correctly identified.
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support plan (as detailed above) is in place to help the ECT improve their performance.

If there is a dispute about improvement areas, objectives or support plans, it is HISP Appropriate Body that holds the final decision regarding the progress that an ECT is making towards meeting the Teachers' Standards.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment period, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Headteacher and HISP Appropriate Body.

Action if the ECT's Progress is still unsatisfactory:

Where there are still concerns about the ECT's progress between formal assessment one and two, the Induction Tutor should explain clearly to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

As with all progress reviews, the progress review form should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the Appropriate Body alongside the corresponding support plan. The completion of the assessment report will reflect the current rate of progress and include brief details of the issues discussed.

Action in the event of serious capability problems

In a few particularly serious cases, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. HISP TSH Appropriate Body should be informed.

Making an appeal against a decision by the appropriate body

If an ECT fails induction, or has their induction extended, the Appropriate Body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council. Further guidance about the appeals process is available at: <https://www.gov.uk/government/publications/induction-appeals-process>

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Mentor, Coordinator, Head Teacher) in the first instance.

Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact.

The named Appropriate Body contact is **Georgina Crooks**, Early Career Teacher Lead.

Part 6: Roles and Responsibilities

The ECT in their first year of teaching 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

The ECT in their second year of teaching

- Continue to meet the Teachers' Standards and develop from the point that they reached at the end of their Induction period
- Follow the Bitterne CE Primary Code of Conduct for Staff
- Participate in coaching sessions, both in-class and at the planning or review stage, scheduled classroom observations, and other formal progress meetings (such as Pupil Progress)
- Participate fully in the training and development programme
- Provide evidence of their progress against the Teachers' Standards
- Raise any concerns with their Induction Tutor as soon as possible
- Liaise with the Assessment Lead regarding training required for Subject Leadership, and be supported to lead their subject in conjunction with the Curriculum Policy.
- Retain copies of all records, including coaching notes, minutes from meetings, Progress Reviews and Formal Assessments.

The Role of the Head Teacher

The Head Teacher will in liaison with the Business Manager:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- 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
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure that the ECT mentor 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
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Notify the appropriate body if an ECT's absences exceed 30 days.
- Keep all relevant documentation, evidence and forms on file for 6 years.

The Role of the Induction Tutor

The induction tutor will:

- Liaise with the Business Manager to ensure that the Induction period, including all policies and Staff Code of Conduct, are shared with the ECT before they start
- 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 ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- To deliver the ECF Training and support the ECTs in accessing the self-directed content;
- To 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;
- Take prompt, appropriate action, if an ECT appears to be having difficulties; and
- 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.

The Role of the Mentor

The role of the mentor is to:

- To regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- To provide, or broker, effective support, including phase of subject specific mentoring and coaching; and
- To take prompt, appropriate action if an ECT appears to be having difficulties.

Role of Governance at Bitterne CE Primary

The local governing body 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.

For further details, please see the **HISP Teaching School Hub Induction Handbook for 2021-22**.

Monitoring arrangements

This policy will be reviewed annually by James May, ECT Induction Mentor and Assistant Head, in communication with Andy Peterson, Head Teacher.

It will be approved by the Full Governors Board.