



Early Career Teacher (ECT) Policy

Policy: September 2022 v2

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Document Control- Changes History

Version	Date	Amended by	Recipients	Purpose
1.0	June 2021		All Plymouth CAST Early Career Teachers	New policy
2.0		CAST HR	All Plymouth CAST Early Career Teachers	Policy Review

Approvals

This policy requires the following approvals:

Board	Chair	CEO	Date Approved	Version	Date for Review
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	September 2021	1.0	September 2022
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	22nd July 2022	2.0	September 2023

National/Local Policy

☐ This policy must be localised by Academies

☒ This policy must not be changed, it is a CAST/National Policy (only change logo, contact details and any yellow highlights)

Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement? ☒

Yes ☐ No ☐ If yes, the policy status is: ☒ Consulted and Approved ☐ Consulted and Not Approved

☐ Awaiting Consultation

Distribution- This draft document has been distributed to:

Position	Date	Version
All CAST Central employees, CAST Headteacher, CAST Directors, JCC	2021	1.0
All CAST Central employees, CAST Headteacher, CAST Directors, JCC	Sept 2022	2.0

1. Vision and Values

- 1.1. Plymouth CAST is a multi-academy trust of Catholic schools which is part of the mission of the Catholic Church dedicated to human flourishing and the building of a kingdom of peace, truth and justice. The Trust is to be conducted in all aspects in accordance with canon law and the teachings of the Roman Catholic Church and at all times to serve as a witness to the Catholic faith in Our Lord Jesus Christ.
- 1.2. Our vision and values are derived from our identity as a Catholic Trust. Central to our vision is the dignity of the human person, especially the most vulnerable. Our academies are dedicated to providing an education and formation where all our pupils and young people flourish in a safe, nurturing, enriching environment. All governors in our academies are expected to be familiar with the vision, mission, values and principles of the Trust and not in any way to undermine them. They should support and promote the vision and conduct themselves at all times in school and on school business according to the vision and principles of the Trust
- 1.3. Plymouth CAST expects all its employees to recognise their obligations to each school within the Multi-Academy Trust, the public, pupils and other employees and to provide consistently high standards of education and performance at all times and in accordance with Plymouth CAST's vision, mission and principles.

2. Purpose

- 2.1. This policy outlines the arrangements made to ensure Early Career Teachers' (ECT), formally known as Newly Qualified Teachers (NQT's), meets all statutory requirements.
- 2.2. The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Plymouth CAST's ECT induction process will ensure the appropriate guidance, support and training. This will include the development of skills, knowledge, expectations and observations, provided through a structured but flexible learning programme.
- 2.3. This policy aims to enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.
- 2.4. This policy aims to clarify some of the roles and requirements necessary following the appointment of an ECT. The policy reflects a structured whole school approach and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.
- 2.5. By adhering to this policy, it will ensure an effective ECT induction process will:

- Contribute to improving and developing the overall effectiveness of the School, raising pupil achievement, meeting the needs of the pupil and parents, and the wider School community.
- Contribute to job satisfaction, personal achievement, individual and team effort and therefore providing effective teamwork at School.
- Ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice.
- Ensure all staff new to our Trust understand what is expected of them and will gain the support to achieve those expectations.
- Build co-operation between all staff in our schools across the Trust; and ensure that all staff are valued and recognised.
- Uphold the reforms as set out by the Early Careers Framework (ECF).

3. General Principles

- 3.1. All staff will have an understanding of their role in the induction programme.
- 3.2. All employees will be treated fairly and consistently.
- 3.3. The Trust will follow the Department for Education's statutory guidance on the Induction for Newly Qualified Teachers/Early Career Teachers.
- 3.4. The relevant standards referred to in this policy are the Teachers' Standards.
- 3.5. Seek support and guidance from the Education and Standards Team / HR / school business managers as appropriate.

4. Equal Opportunities

- 4.1. The Newly Qualified Teacher/Early Career Teacher (NQT/ECT) policy must always be applied fairly and in accordance with the Department for Education's statutory guidance and Plymouth CAST Equal Opportunities Policy.

5. Roles and Responsibilities

5.1. Head Teachers

- 5.1.1. Head teachers will ensure an ECT induction programme is provided which meets the statutory requirements, including those of the Early Career Framework from September 2021. *In practice the training programme of government commissioned resources will be delivered by teaching school hubs such as Swift or OneCornwall.*

- 5.1.2.** Head teachers will provide ECTs with a supportive environment that enables them to develop as teachers and equips them with the tools to be effective and successful in their role.
- 5.1.3.** Headteachers will ensure all staff understand their role in the induction programme.
- 5.1.4.** Head teachers may delegate responsibility for the implementation of the Induction programme to a senior member of staff but should be kept up to date of all ECT's progress termly (as a minimum).
- 5.1.5.** Head teachers will recommend to the Appropriate Body (AB) whether an ECT has met the requirements for satisfactory completion of the induction period at the end of three terms.
- 5.1.6.** The Headteacher will observe and give written warnings to an ECT at risk of failing to meet the required standards.
- 5.1.7.** Will check if the ECT has gained QTS.
- 5.1.8.** Will ensure the post to be filled is suitable for an ECT as per the guidance in section 6.1.
- 5.1.9.** Will agree who will act as the Appropriate Body and notify them when an ECT is taking up the post and undertaking an induction.
- 5.1.10.** Will ensure the Induction Lead and any mentors used, if this is not being completed by the Head teacher, are appropriately trained and have sufficient time to carry out their role effectively.
- 5.1.11.** Will ensure the ECTs progress is reviewed regularly, including through observations and feedback of their teaching.
- 5.1.12.** Ensure that formal assessments are carried out and reports completed and sent to the Appropriate Body.
- 5.1.13.** Maintain and keep accurate records of employment that will count towards the induction period.
- 5.1.14.** Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory.
- 5.1.15.** Participate in the Appropriate Body's quality assurance procedures of the induction programmes.
- 5.1.16.** Keep all relevant documentation, evidence and forms on file for 6 years.

5.2. The Induction Lead

- 5.2.1. Are responsible for the overall management of initiating ECT's into the teaching profession with their School. They should act as a mentor, overseeing both curriculum and pastoral issues.
- 5.2.2. Will liaise with other key staff to monitor and support the professional development of the ECT.
- 5.2.3. The Induction Lead and the ECT are responsible for completing the online assessment forms at the end of the first two terms and the assessment form at the end of the third term and, after discussing these with the Headteacher (when delegated), will submit them to the Appropriate Body.
- 5.2.4. At the end of the induction period, Induction Leads are responsible for making a recommendation to the Headteacher (when delegated) about whether the ECT has met the requirements for satisfactory completion of the induction period.
- 5.2.5. The Induction Tutor or Mentor will support with the development subject expertise, classroom management and knowledge of Curriculum Area policies, practices, resources and schemes of work. They should demonstrate up to date knowledge of the curriculum for the age group and subjects the ECT teaches.

5.3. Early Career Teachers

- 5.3.1. Will provide evidence that they have QTS and are eligible to start induction.
- 5.3.2. Should participate fully in the programme of monitoring, support and assessment that is agreed with the Head teacher and induction tutor.
- 5.3.3. ECTs should be familiar with the induction standards and should monitor their own work in relation to them.
- 5.3.4. ECTs should take increasing responsibility for their own professional development as the induction period progresses.
- 5.3.5. They should attend the CPD sessions arranged by the induction tutor, and they should use their extra induction time constructively to meet their targets and gather evidence for the Teaching Standards.
- 5.3.6. They should keep documentation and notes (as required) relating to their induction period non-contact time as a record of their training and should use this as a basis for a professional portfolio.
- 5.3.7. Will meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.

- 5.3.8. Will agree with their induction tutor how best to use their reduced timetable allowance.
- 5.3.9. Provide evidence of their progress against the relevant standards.
- 5.3.10. Participate fully in the agreed monitoring and development programme.
- 5.3.11. Raise any concerns with their induction tutor as soon as practicable.
- 5.3.12. Consult their Appropriate Body named contacts at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
- 5.3.13. Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- 5.3.14. Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.

5.4. Mentor

- 5.4.1. Provide guidance and effective support to the ECT, including coaching and mentoring.
- 5.4.2. Carry out regular progress reviews throughout the induction period.
- 5.4.3. Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- 5.4.4. 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.
- 5.4.5. Ensure that the ECTs teaching is observed, and feedback is provided.
- 5.4.6. 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.
- 5.4.7. Take prompt, appropriate action if the ECT appears to be having difficulties.

5.5. HR, Education and Standards Managers and School Business Managers

- 5.5.1.** Advising managers in the application of this policy.

6. Role of the Appropriate Body (AB)

- 6.1. Ensure headteachers are aware of and are capable of meeting their responsibilities. This includes ensuring that an ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- 6.2. Ensure the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- 6.3. Consult on a regular basis with headteachers on the nature and extent of the quality assurance procedures it operates/wishes to introduce to ensure that where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support.
- 6.4. Ensure contact is made with an institution not fulfilling its responsibilities to raise concerns to ensure induction tutors are trained and supported, including being given sufficient time to carry out the role effectively.
- 6.5. Ensure any agreement entered into with an FE institution or independent school is upheld.
- 6.6. Ensure the headteacher has verified the award of QTS.
- 6.7. Retain copies of all assessment forms.
- 6.8. Ensure the ECT is provided with named contacts within the AB.
- 6.9. Ensure ECT records and assessment reports are maintained.
- 6.10. Ensure agreement is reached with the headteacher and ECT where a reduced induction period may be appropriate.
- 6.11. Ensure a final decision is made as to whether an ECT has met the relevant standards to satisfactorily complete induction or an extension is required and all relevant parties are notified.
- 6.12. Ensure they provide the TRA with details of ECTs who have started, completed (satisfactorily or not), require an extension, or left school part way through an induction period.

7. Education and Standards Team

The Education and Standards Manager will:

- 7.1. Ensure the school complies with statutory guidance.
- 7.2. Be satisfied that the school has the capacity to support the ECT.

- 7.3. Ensure the headteacher is supported in fulfilling their responsibility to meet the requirements of a suitable induction post.
- 7.4. If they wish, seek guidance from the Appropriate Body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- 7.5. If they wish, request general reports on the progress of the ECT.

8. The Early Career Framework

- 8.1. With effect from September 2021, the Government is funding an entitlement for all early career teachers in England to access high quality professional development at the start of their career. New teachers will now receive development support and training over 2 years instead of one, underpinned by the early career framework.
- 8.2. The offer for early career teachers includes:
 - 2 years of new, funded, high quality training.
 - Freely available high quality development materials based on the early career framework.
 - Funding for 5% time away from the classroom for teachers in their second year.
 - A dedicated mentor and support for these mentors including access to funded high quality training.
 - Funding to cover mentors' time with the mentee in the second year of teaching.
- 8.3. From September 2021, the induction period will last for two years, rather than one.

9. The Induction programme

- 9.1. From September 2021 the term 'Newly Qualified Teacher – NQT' will be replaced with the term 'Early Career Teacher' – ECT.
- 9.2. The standard length of induction for a full time ECT will be two academic years. Part time ECTs will service a full time equivalent.
- 9.3. ECTs who do not complete a statutory induction period will not be eligible for employment as a teacher. Failure by the ECT to meet the National Induction standards by the end of three full time terms will lead to the removal of their name from the register of the Department of Education Teaching Council which means they cannot be employed as a teacher.

9.4. The aims of the induction period are:

- To help the ECT build upon the knowledge, skills and understanding developed in initial teacher training.
- To provide CPD programmes appropriate to the individual needs of the ECT.
- To provide appropriate counselling and support through the role of an identified mentor.
- To build on the information provided in the ECT's Career Entry Profile (CEP) and help the ECT meet identified targets.
- To help ECTs meet all of the Teachers' Standards.
- To encourage reflection on their own and observed practice.
- To develop an overview of a teacher's roles and responsibilities including their roles as class teachers, tutors and professionals.
- To help ECTs become aware of the school's role in the community.
- To provide opportunities to recognise and celebrate good practice.
- To provide opportunities to identify areas for development.
- To provide a foundation for longer term professional development.
- To ensure any ECT making unsatisfactory progress is given sufficient timely support to make the necessary improvements.

9.5. Posts for induction

Each ECT will:

- Be invited to a School Induction Day prior to their employment to allow familiarisation of the school and its policies and practices and to make use of departmental resources. The ECT may visit the school on other occasions prior to taking the post.
- Have an individual programme of monitoring and support.
- Have three main points of contact (the key staff) : a senior member of staff who is the Induction Lead Tutor, an Induction Tutor/ Mentor and the Senior Curriculum Leader. The Senior Curriculum Leader and the Induction Tutor/ Mentor may be the same person.
- Will have regular meetings with key staff.

- Have a buddy provided for them who will not be involved in their assessment.
- Be provided with the necessary employment tasks, development activities, 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).
- 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 in year 1 and 95% in year 2. The time released by the reduced teaching load must be protected.
- 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.
- Not be used for cover unless it is absolutely necessary.

9.6. Support for ECTs

We will support ECTs with:

- Observations of their teaching will be undertaken at regular intervals, and follow-up discussions with prompt and constructive feedback. ECT's should be observed twice in the first half term and then at least half termly and be provided with follow up verbal discussions and written feedback within 48 hours.
- Ensuring there are opportunities to observe experienced teachers, either within the school or at another school with effective practice.
- Their designated induction mentor, who will provide day-to-day monitoring and support, and coordinate their assessments. Any records of monitoring,

support and assessments, both formal and informal, will be made available to them.

- Regular professional reviews of their progress, to take place at least termly, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Induction Tutors/Mentors should look to have fortnightly meetings with the ECT.
- The Induction Lead/Headteacher should look to have half termly meetings with the ECT.

9.7. Assessments of ECT performance

The assessments of ECTs will be rigorous but also objective. The criteria used for the formal assessments will be shared in advance. Both formative assessments for example lesson observation and target setting, and summative assessment i.e. termly induction reports will be used.

- 9.7.1.** Formal assessment meetings will take place at least three times a year, at the end of each term, and carried out by the ECTs induction mentor.
- 9.7.2.** These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period and drawn from the NCTs 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.
- 9.7.3.** The following points should be discussed:
 - Written reports from at least two lesson observations and two review meetings.
 - The ECT's progress.
 - Career entry profile (CEP).
 - Assessment records of students for whom the ECT has responsibilities.
 - Lesson plans, records and evaluations.
 - The ECT's self-assessment and record of professional development.
- 9.7.3.1.** These meetings should be minuted and copies signed by the induction tutor and the ECT. They should be kept by the ECT, Induction Lead, induction tutor/ mentor and Head teacher.
- 9.7.4.** After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.
- 9.7.5.** 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 headteacher to

decide whether the ECTs performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

9.7.5.1. The ECT can add their own comments on this final form.

9.7.5.2. This will then be sent to the Appropriate Body, who will make the final decision on whether the ECT has passed their induction.

9.8. At-risk procedures

9.8.1. 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.

9.8.2. If there are still concerns about the ECTs 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.

9.8.3. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. The Headteacher / AB Advisor will support the Induction Tutor and ECT in observations and planning an appropriate programme to enable satisfactory completion of the ECT year.

9.8.4. If, after continued support, the ECT is still not making satisfactory progress (i.e. at risk of not meeting the Teachers' Standards), the school should confirm the issues with the Appropriate Body so a formal meeting can be arranged as a matter of urgency, well before the end of the induction period.

10. Wellbeing of Early Career Teachers

10.1.1. The emotional health and wellbeing of all staff is key to their success and that of the Trust and its schools.

10.1.2. This policy outlines a network for supporting staff with any challenges they may be experiencing, as well as a programme of training to further develop the necessary skills.

10.1.3. The ECT should be well informed about their own and other people's roles and responsibilities, should feel valued and cared for and should be mindful

of a work life balance, combining their personal commitments and interests with their work duties.

- 10.1.4.** The time between the appointment and taking up the post is important to ensure that the ECT is well prepared for their teaching appointment. The Induction Lead / Manager or Induction Tutor will contact the ECT and provide any necessary support and help. Extra support will be provided by key staff from appointment time.

11. The Appointment of an ECT

- 11.1.1.** When appointing an ECT, the School must ensure they are able to provide the monitoring and support needed to prepare the ECT to meet the requirements for satisfactory completion of the induction period.

12. Review

- 12.1.** The content of this policy and procedure may be subject to revision from time to time following consultation with the recognised trade unions.

Date	Page	Details of the change	Agreed by

13. History of changes

Policy to be reviewed by the Plymouth CAST Board in consultation with the JCC in (date) or when legislation changes or operational reasons arise.