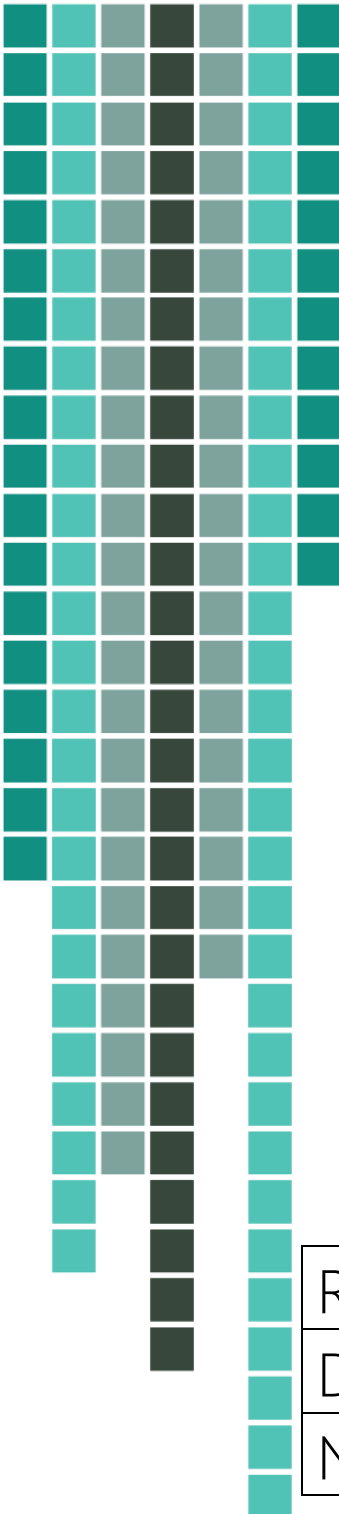




Eggar's School

Early Career Teacher Policy



Reviewer	Clare Daish
Date approved	September 2022
Next review date	September 2024

Aims

The school aims to:

- Run a two-year Early Career framework led training programme to support teachers at the beginning of their career.
- Provide Early Career Teachers (ECTs) with a supportive environment that develops them and equips them with the tools to be effective and successful teachers by providing teachers with a subject specific mentor.
- Build on the high-quality initial teacher training undertaken.
- Ensure all staff understand their role in the induction programme.
- Ensure that the post is suitable to the requirements of the ECF.

A suitable post is expected to:

- Have a head teacher in post who can make a recommendation about whether the ECT's performance against the teachers' standards is satisfactory.
- Have prior agreement with an appropriate body to act in this role to quality assure the induction process.
- Provide the ECT with an ECF based induction programme.
- Provide the ECT with necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period.
- Include the appointment of an induction tutor who is expected to hold QTS.
- Include the appointment of a designated mentor who is expected to hold QTS.
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme.
- Not make unreasonable demands upon the ECT.
- Not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach.
- Not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting.
- Involve the ECT regularly teaching the same class(es).
- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in.
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance Induction for early career teachers (England). The legislation this guidance refers to is 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.

The Induction Programme

For a full-time ECT, the induction programme will last for two school years. Part-time ECTs will serve a full-time equivalent. The programme is quality assured by South Farnham Teaching School hub (SFET), our appropriate body. We will be working alongside the i2i SCITT at Weydon School, who will be our delivery partner.

Each ECT will:

- Be provided with an induction period that is underpinned by the Early Career Framework (ECF).
- Have an appointed induction tutor, who will have qualified teacher status (QTS).
- Have a 10% timetable reduction in their first year and a 5% reduction in the second year of induction.
- Have two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.

Monitoring, support and assessment during induction

We support ECTs by providing a suitable monitoring and support programme, structured to meet the ECTs professional development needs (including the development needs of part-time ECTs). This will include:

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the ECF's evidence ('learn that') statements and practice ('learn how to') statements.
- Regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively.
- Support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively.
- Observation of the ECT's teaching with written feedback provided.
- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

Assessments of ECT performance

Formal Assessments

ECTs should have formal assessments carried out by either the head teacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies will be provided to the ECT and appropriate body.

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings will be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

ECTs will be kept up to date on their progress. Formal assessment reports will be completed for both formal assessments. These reports will clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period and will form the basis of the head teacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should or should not be considered. This recommendation will be recorded on the final assessment report.

Once assessment reports have been completed, the ECT will add their comments. They will then be signed by the induction tutor, headteacher and the ECT. Once signed, the ECT will be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

Interim Assessments

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or head teacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

At-risk procedures

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

An ECT has only one chance to complete statutory induction. An ECT who has completed induction and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Roles and Responsibilities

Role of the ECT

The ECT is expected to:

- Provide evidence that they have QTS and are eligible to start induction.
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.
- provide evidence of their progress against the Teachers' Standards.
- participate fully in the agreed monitoring and development programme.
- raise any concerns with their induction tutor as soon as practicable.
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.

- 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; and
- retain copies of all assessment reports.

Role of the Head Teacher

The Head Teacher will ensure that the post is suitable for the purpose of an ECT. The head teacher, and the appropriate body are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs.

The Head Teacher 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 has the ability and sufficient time to carry out their role effectively.
- ensure that the mentor has 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 Full Trust Board 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; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the head teacher is expected to:

- obtain interim assessments from the ECT's previous post.
- act early, alerting the appropriate body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards.
- notify the appropriate body as soon as absences total 30 days or more.
- periodically inform the Full Trust Board about the institution's induction arrangements.
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction.
- provide interim assessment reports for staff moving school in between formal assessment periods.
- notify the appropriate body when an ECT serving induction leaves the institution.

Role of the Induction Tutor

The induction tutor is expected to:

- 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.
- 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.

Role of the Mentor

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet 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.

The mentor and the induction tutor are two discrete roles with differing responsibilities, and these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

Role of the Full Trust Board

The Full Trust Board will:

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