

Early Career Teacher (ECT) Policy

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Signed by:





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1. Core Values and how they link with this policy



The Early Career Teacher Policy has been written to help foster an environment that embraces and celebrates difference and ensures that all pupils are safe and embody practice that supports our Vision, Mission and Core Values. Earlier Career Teachers, Induction Tutors and Induction Mentors at James Brindley Academy are expected to **THINK DIFFERENTLY** to inspire young people to overcome all barriers and achieve their dreams.



James Brindley Academy is committed to the principles of **ethical leadership** in implementing this policy, and this includes all trustees respecting the rights of our young people as set out in the **UNICEF Charter**. Our actions will be consistent with all the JBA values and ethos.

JBA Core Values	How this code addresses these values
THRIVE – We create a positive environment where we thrive and succeed	The policy sets out how we work to develop Early Career Teachers to develop their pedagogy, so they Thrive as teachers and support our young people to succeed.
HIGH ASPIRATIONS – We have high aspirations for ourselves and others	The policy sets out our commitment to training and development not only for the Early Career Teacher but those in a mentor/tutoring role. Mentors and Tutors will support and constructively challenge Early Career Teachers to set high aspirations for themselves and their young people.
INCLUSION – We are inclusive in all we do and celebrate our differences	The policy is based on the Early Career Framework and Teacher Standards that develops inclusive practice within the classroom, developing the rights of young people through the UNICEF charter and that creates a positive, inclusive working relationships.
NURTURE – We educate our young people and staff to nurture their emotional health and wellbeing	The policy and Early Career Framework support Early Career Teachers, Mentors and Tutors will ask questions using the ethical leadership framework as a basis and supports the wellbeing of all involved in the induction process.
KEEP SAFE – We ensure that keeping safe and the safety of others is paramount	The policy explicitly links to the Teaching Standards and ensures the safeguarding of pupils and staff.

2. Aims

The academy aims to:

- Run an Early Career Teacher (ECT) induction programme that meets all the statutory requirements of the Early Career Framework (ECF).
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure all staff understand their role in the induction programme.

3. Legislation and statutory guidance

All academies that are required, or choose, to offer statutory induction will need to offer a 2-year induction based on the Early Career Framework (ECF) from 1 September 2021.

This policy is based on the Department for Education's [statutory guidance for ECT induction](#) and the [early career framework reforms](#) and our chosen provider. It's designed to cover the requirements for a **standard induction process**.

The 'relevant standards' referred to below are the [Teachers' Standards](#).



4. The induction programme

For a full-time ECT, the induction programme will typically last for two academic years. Part-time NQTs will serve a full-time equivalent.

The programme supported by BCU endorsed by Capita

James Brindley Academy's Early Career Teacher (ECT) Induction will be based on Funded provider led programme the DfE online service if you are:

- Using the funded provision approach
- Using the accredited materials approach

The induction will have the [Early Career Framework \(ECF\)](#) as a central aspect of the programme.

The induction will help ECT to understand and apply the knowledge and skills set out in the ECF evidence and practice statements.

Before taking on a ECT James Brindley Academy will make sure the post is suitable for induction. A suitable post is expected to:

- Have a principal in post who will make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory.
- Have prior agreement with an appropriate body to quality assure the induction process.
- Provide the ECT with an ECF-based induction programme.
- Provide the ECT with the necessary 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 and induction mentor.
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme. The reduction should be:
 - 90% of the timetable of existing teachers on the main pay range during their first year. (5 periods per week of PPA, excluding form and review slots on a timetable)
 - and 95% of the timetable existing teachers on the main pay range during their second year. (4 periods a week of PPA, excluding form and review slots on a timetable)
- Ensure the ECT regularly teaches the same class(es).
- Ensure similar planning, teaching and assessment processes to those that other teachers in similar posts engage in.
- Not make unreasonable demands of 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 your setting.
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

UN Rights of the Child

Article 28 - Every child has the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full.

To enable us to provide every child with a high-quality education and develop every child's talents and abilities to the full it is essential we train and support our staff to teach effectively.



4.1 Observations

ECT's teaching practice should be observed at regular intervals (observations can be done by the induction tutor or another suitable person with QTS).

The ECT and observer should meet to review any teaching that has been observed, feedback should be prompt and constructive.

A brief written record should be made, including any development needs that have been identified.

The observer should hold QTS.

4.2 Reviews

The ECT's progress against the Teachers' Standards should be reviewed at regular intervals at least one per term.

As part of this, review and revise objectives in relation to the Teachers' Standards and the needs and strengths of the ECT.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

Keep written records of progress reviews and provide these to ECTs after each meeting. Make sure these:

- Clearly state whether the ECT is on track to successfully complete induction.
- Briefly summarise the evidence collected by the induction tutor.
- State the agreed development targets.

The induction tutor should also notify the appropriate body and ECT, after each progress review, about whether the ECT is making satisfactory progress.

4.3 Formal assessments

Will take place:

- At the end of the first year (term 3)
- At the end of the second year (term 6)

These can be carried out by the principal or the induction tutor. They should not be carried out by the induction mentor.

Complete reports after both formal assessments, showing assessment of the ECT's performance against the Teachers' Standards.

Provide copies of these reports, and the evidence used to inform them, to the ECT and the appropriate body.

Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body. ECTs should be kept up to date on their progress. There should be nothing unexpected.

4.4 Interim assessments

When an ECT leaves a post after completing one term or more at James Brindley Academy but before the next formal assessment would take place, the induction tutor or principal will complete an interim assessment.

The interim assessment should take place before the ECT leaves their post to ensure that the ECT's progress and performance since the last assessment are captured.

4.5 ECT Absence

ECT Absence will follow normal James Brindley Academy procedures in line with the Attendance Policy.

The induction period is automatically extended prior to completion when an ECT's absences per year of induction total 30 days or more – with the exception of statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave and parental bereavement leave. See page 28 of the [statutory guidance](#) for more detail.



James Brindley Academy will inform our appropriate body if ECT's absences total 30 days or more.

5 Roles linked to ECTs

5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor and induction mentor at the start of the programme to discuss and agree priorities and keep these under review.
- Agree with their induction mentor 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.
- Complete a placement at a second James Brindley Academy Centre.

When the ECT has any concerns, they will:

- Raise these with their subject mentor/tutor/awarding body as soon as they can.
- Consult with the assistant principal for teaching and learning at an early stage if there are difficulties in resolving issues with their tutor or mentor.

5.2 Role of the Principal

The Principal will:

- 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 & induction 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 trustees 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.
- Keep all relevant documentation, evidence and forms on file for 6 years.
- Notify the appropriate body if the ECT's absences total 30 days or more.

5.3 Role of the induction tutor

The induction tutor will:

- Attend appropriate training to fulfil the role of induction tutor.



- Provide regular monitoring and support, and co-ordination of assessment.
- Review the ECT's progress against the Teachers' Standards at regular intervals, with progress reviews held every term in which a formal assessment does not take place
- As part of this, review and revise objectives in relation to the Teachers' Standards and the needs and strengths of the ECT.
- Notify the BCU (Capita) and ECT, after each progress review, about whether the ECT is making satisfactory progress.
- Participate in the appropriate body's quality assurance procedures.
- Have sufficient time to fulfil the role.
- Liaise with the induction mentor to support the ECT.
- Update the principal as to the progress of the ECT.
- Arrange for the NQT to complete a placement at a different James Brindley Academy Centre.
- Provide NQT with support for planning & delivering learning for pupils with special educational needs, which may include accessing support from specialist within academy.
- Take prompt, appropriate action if the NQT appears to be having difficulties.
- Be a different person to the induction mentor.
- At the end of the induction period, make a formal recommendation to the Principal and appropriate body about whether the ECT's performance against the Teachers' Standards is satisfactory or unsatisfactory, or if an extension should be considered.

5.4 Role of the induction mentor

The induction mentor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring. Mentoring support offered to the ECT should not conflated with assessment of the ECT against the Teachers' Standards.
- Attend appropriate training to fulfil the role of induction mentor.
- Hold QTS.
- Have the necessary skills and knowledge to work successfully in the role.
- Be given sufficient time to carry out their role effectively.
- Be a different person to the induction tutor.

5.4 Role of the Trustees

The trustees will:

- Ensure the academy complies with statutory guidance
- Be satisfied that the academy has the capacity to support the ECT.
- Ensure the Principal is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the ECT as part of the academy'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.

6. Monitoring arrangements

This policy will be reviewed every 3 years by Senior Leadership Team. At every review, it will be approved by the Curriculum and Standards committee of the board of Trustees.



7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay