



St. Augustine's RC High School

# Early Career Teacher (ECT) Induction Policy

Date approved by Governors:  
November 2021

Review Date: September 2024

## Rationale

The Early Career Teacher (ECT) induction process at St. Augustine's ensures that the appropriate guidance, support and training includes the development of skills, knowledge and expectations. Lesson observations and learning walks are provided through a structured, but flexible and personalised programme with the individual teacher. Alongside this, there is additional guidance, support and training provided through the Early Career Framework (ECF). These programmes will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional and statutory duties, can be built. This guidance works alongside DfE Early Career Framework policy that was published January 2019 and came into force September 2021.

## Aims and Purposes

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs whilst meeting all the statutory requirements of the Early Career Framework (ECF). This includes:

- appointing an ECT Induction Coordinator (usually a member of SLT)
- providing appropriate support through the role of an ECT Mentor;
- providing ECTs with varied examples of good practice;
- helping ECTs form good relationships with all members of the school community;
- helping ECTs become aware of the school's role in the local community;
- encouraging reflection on their own and observed practice;
- providing opportunities to recognise and celebrate good practice;
- providing opportunities to identify areas for development;
- ensuring ECTs develop an overview of a teacher's roles and responsibilities;
- providing a foundation for longer-term professional development;
- supporting ECTs to perform satisfactorily against the current Teachers' Standards.

This policy reflects a structured whole school approach to ECT 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

### The Governing Body

The governing body will be fully aware of the contents of the DfE Statutory Guidance on Induction for ECTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments, along with the additional support and professional development provided by the ECF.

Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all of its obligations.

## **The Headteacher**

The Headteacher has a crucial role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the core induction programme is delegated to an ECT Mentor, the Headteacher will appoint and work directly an Induction Coordinator, usually a member of SLT, to oversee the statutory responsibilities. Statutory responsibilities are:

- Selecting an ECT mentor and ensuring they are registered with the local authority.
- Registering the ECT with the Awarding Body.
- Ensuring an appropriate core induction programme is in place.
- Assessing the ECT against the teaching standards.
- Informing the Awarding Body as to whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an ECT Mentor and/or Induction Coordinator.

In addition to the statutory requirements the Headteacher will:

- Observe and (if necessary) give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Awarding Body immediately
- Keep the governing body informed about ECT induction arrangements and the results of formal assessment meetings.

## **The ECT Induction Coordinator**

The principal requirement for the Induction Coordinator is to oversee the progress of the ECT and ensure appropriate support is in place. The Induction Coordinator will select an appropriate core induction programme and ensure mentors are well equipped to support the ECT. The Induction Coordinator will observe teaching and make judgements about ECT performance against the Teachers' Standards, completing the appropriate assessments as required by the Awarding Body. The Induction Coordinator will liaise directly with the Headteacher.

## **The ECT Mentor**

The ECT Mentor is responsible for overseeing the ECT core induction process and providing day to day monitoring and support. Regular observations and weekly meeting will take place to review progress and identify needs and strengths. The ECT Mentor will liaise closely with the Induction Coordinator

## **Entitlement**

The ECT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with 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 standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECT's are as follows:

- Structured visits or virtual tours will be made to the school prior to taking up the appointment, with time to discuss their new role and how they will be supported.
- Help and guidance from an ECT Mentor who is adequately prepared for the role and will coordinate the induction programme.

- Regular meetings with the ECT Mentor and other key staff as appropriate.
- Time and regular opportunities to meet with other colleagues.
- Observation of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload in the first year. This time is used for participating in the school's induction and ECT programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- A reduction of 5% of the average teacher's workload in the second year. This time is used for participating in the school's induction and ECT programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting.
- Opportunities for further professional development based on agreed targets.

## At Risk Procedures

If an ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action 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 will be given and the school's concerns communicated to the Awarding Body.

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. The ECT will be made aware of any concerns at all stages throughout the induction process.

## Relevant Links

<https://www.gov.uk/government/publications/early-career-framework>

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

<https://www.gov.uk/government/publications/teachers-standards>