



Corpus Christi Catholic Primary School

Early Career Teacher (ECT) Policy

*Joyfully, unique in Jesus' family, we learn to use our special gifts
to love, serve and make the world a better place.*

Early Career Teacher (ECT) Policy			
Approval		Board of Governors	
Chairperson	Anna Murphy-Sullivan	Headteacher	Simon Lennon
Date of last review		Date of review	March 2023
Date of next review	March 2026	Maintenance	SIPS Committee

Commit to the Lord whatever you do, and he will establish your plans. Proverb 16:3

Purpose:

At Corpus Christi, we are the Body of Christ and welcome all, as our brothers and sisters in God's family. We commit to treat every individual with dignity and respect within a proactive, loving and caring environment. We recognise that our school community is enriched by diversity, and everyone will be welcomed, protected, promoted and valued. We will advance equity by providing accessibility and reasonable adjustments which will empower all members of our community.

Aims

In the induction of an Early Career Teacher into the Catholic learning community of Corpus Christi Catholic Primary School aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by 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
- Make sure all staff understand their role in the ECT induction programme

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [Early career teacher induction: COVID-19 absence exemption](#)

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

The ECT Induction Programme

The induction programme will be underpinned by the Early Career Framework, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by **Castleman Learning Network** i.e. the appropriate body responsible for quality assuring the induction process. **South Central Teaching School Hub and UCL** provide the training programme for all ECTs.

ECTs Assessment

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews 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 each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At Risk Procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will 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 against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and Responsibilities

All members of the school's staff will be welcoming and supportive of staff new to the school. The ECT will feel welcomed and after initial induction will feel able to learn and grow in a Catholic learning community which values the uniqueness of each individual and upholds our gospel virtues. The responsibilities of key stakeholders involved with ECT appointment and development are provided below.

Governors will:

- Ensure that the school provides all statutory guidance for the induction of an ECT
- Ensure a suitable post is provided to complete the induction
- Strategically ensure that the school provides opportunities for the ECT to learn, grow and develop their skills and competences within a uniquely Catholic learning community
- External supervision is made available to ECTs as best practice

- Support the headteacher in ensuring that ECTs have the appropriate support put in place during their first and second year as a qualified teacher
- Challenge the headteacher to ensure high quality provision for ECT support with quality assurance
- Investigate concerns raised to them in relation to the school's grievance procedures.

The Headteacher will:

- Ensure that the School Business Manager has undertaken pre-employment checks to ensure the ECT has Qualified Teaching Status (QTS) register the ECT with an appropriate body and ensure enhanced DBS checks are initiated for each ECT
- Register the ECT with Portsmouth Diocese's program for Teachers New to Catholic Education. Introduce ECTs to our Parish Priest who supports the spiritual development of all staff and pupils
- Ensure a reduced teaching timetable (10% ECT time to undertake activities which support the developing practice of the ECT, as well as 10% PPA time - (Total usually one day per week) for one year and then 5% ECT time in the second year
- Ensure the ECT is fully inducted and knows the school's mission statement, vision and virtues and can apply these in their practice
- Provide an appropriately trained staff members to act as Induction Tutor and Mentor to support the ECT
- Ensure the Mentor and Induction Tutor have appropriate time allocation to support the ECT effectively
- Ensure specific planned support (specific observations and monitoring) and drop-ins positively impact on the ECTs performance while not adding undue pressure
- Will ensure all data relating to the ECTS is protected and confidential
- Provide an open door, react to concerns quickly and efficiently to ensure the best environment for the ECT to succeed
- Ensure that the school communicates and works effectively with the ECT provider to achieve the best outcomes
- Ensure the induction period is completed satisfactorily

Special Circumstances

In certain circumstances the headteacher will, in agreement with the appropriate body:

- Reduce the induction period in recognition of previous teaching experience and exceptional circumstances;
- Extend an induction period;

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body

- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure 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
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

The ECT 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 and guarantee engagement with their ECF-based induction
- 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 (noting that until 1 September 2022, absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
- Keep copies of all assessment reports

When the ECT has any concerns:

The ECT will have various channels through which to raise any concerns they have about their role, their performance, children in their care, parents or other adults. Depending on the nature of the issue, the ECT will be able to seek support and advice from their year group partner, ECT mentor, ECT Mentor, DSL, class TA, Inclusion Leader or any senior leader in the school. The ECT will be shown the school structure and should follow this when seeking advice.

While they may not be the person who can offer the required support, it is important that all concerns are aired and addressed as soon as possible. The ECT will be aware of the confidentiality of other adults they may be sharing concerns about.

Concerns regarding the ECT process will be addressed as follows:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

The School will support the ECT by providing the following:

- A designated induction tutor, who will provide monitoring and support, and co-ordinate ECT assessments
- A designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of ECTs teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of ECTs progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review 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

Actions - Post Appointment / Before taking up role

- Upon the successful interview the School Business Manager (SBM) will liaise with the candidate to arrange the signing of contract, ensure DBS check is complete, take a copy of the ECTs Qualified Teaching Status (QTS) and arrange additional visits to support a smooth transition into the teacher's role in the school
- The school staff will ensure that all ECTs undergo a thorough initial induction as per [Induction Policy](#)
- Arrange visits and planning time with the appropriate staff in the school
- All Safeguarding & Child Protection, and key related policies to be read and signed as per [Child Protection and Safeguarding Policy](#)
- Read this policy to ensure that expectations are understood

For further guidance please refer to:

- The School Handbook
- Staff Grievance Policy
- Complaints Policy
- Disciplinary Procedure and Rules
- Confidentiality Policy
- Staff Attendance Policy
- Teaching and Learning Policy
- Feedback Policy
- Whole School Pay Policy

