



St Martin's School

ECT Policy



Introduction

At St Martin's School we believe in supporting early career teachers (ECTs) throughout their induction process so that they are equipped with the skills required to be the most successful teacher they can be. We aim to support all our ECTs with a rigorous, well-planned and sustainable programme of support, training, and guidance, which meets all statutory requirements outlined by the DfE.

We also aim for the induction period to develop our ECTs as confident practitioners. We will equip them with the skills required to be successful classroom practitioners and provide a wealth of experience in all areas of school life. They will be ready for the next step of their career, whatever they decide that to be.

Purpose of Induction

- The induction period spans the gap between initial teacher training (ITT) and a career in teaching. It is an opportunity to practise and hone skills learned in ITT, as well as tackle roles of the teacher that can only be experienced 'on the job'.
- Induction provides ECTs with a structured programme of professional development alongside ongoing support and professional dialogue and is guided by the requirements of the Early Career Framework (ECF). This programme also includes regular monitoring and assessment of an ECT's performance against the Teachers' Standards.
- Training, provided as part of the induction period, should ensure that an ECT can demonstrate satisfactory performance against the Teachers' Standards by the end of this period.
- ECTs should be equipped with all the tools and skills required to be an effective and successful teacher by the end of their induction.

Overview

This policy is based upon the roles and responsibilities set out by the DfE in the 'Induction for early career teachers' statutory guidance. St Martin's aims to fully support ECTs in their journey to becoming the best possible teacher. The following staff are available to advise and support ECTs, as needed.

Head teacher – Mrs Samantha Mbah

Induction Tutor and Mentor – Mrs Carole Doherty

Additional Mentor – Mr Dan Guyster

Roles and Responsibilities of the ECT

- Demonstrate that they have QTS (Qualified Teacher Status) and are eligible to begin their induction;
- Attend a meeting with their induction tutor to discuss and agree their induction programme and the priorities for this, which they will keep under review;
- Plan with the induction tutor how they will use their reduced timetable allowance most effectively and ensure their engagement with their ECF-focused induction programme;
- Keep and share evidence of their progress against the Teachers' Standards;
- Engage fully with the agreed monitoring and development programme;
- Make sure any concerns they have are raised with their induction tutor are dealt with as soon as possible;
- Consult with contact at the appropriate body as early as possible if there are, or may be, issues that are difficult to resolve in the school or with their induction tutor;
- Agree dates for classroom observations, progress reviews and formal assessment meetings, keep track of these and participate in them effectively;
- Agree with their induction tutor when the induction period will start and finish and inform them of the dates of any absences during this period;
- Keep copies of any completed assessment records.

Roles and Responsibilities of the Head Teacher:

- Check that an ECT has been awarded QTS;
- Determine if an ECT should serve an induction period or if they are exempt;
- Appoint an appropriate body before any ECTs start their induction period;
- Notify the appropriate body when an ECT is taking up a post and will require induction;
- Ensure that the post any ECT holds meets the suitability criteria for an induction post;
- Make sure that those filling the roles of induction tutor and mentor have suitable ability and ensure they have time to carry out this role effectively;
- Ensure an ECF-based induction programme is in place;
- Ensure that the progress of any ECT is regularly reviewed through observation of, and feedback on, their teaching;
- Ensure that all necessary reports and assessments are carried out and sent to the appropriate body;
- Ensure that accurate records of employment that count towards the induction period are maintained and retained;
- Ensure that all record-keeping and monitoring by any ECTs, their induction tutor and mentor is carried out in the least burdensome and most streamlined way;
- Share any arrangements for the support of an ECT induction period with the governing body of the school;
- At the end of each assessment period, make a recommendation to the appropriate body on whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- Engage and participate in the appropriate body's quality assurance procedures;
- Retain on file for six years all relevant documents, evidence and forms.

Roles and Responsibilities of the induction tutor:

- Work alongside the appropriate body to coordinate and provide guidance for any ECT's professional development;
- Ensure progress reviews are carried out regularly during an ECT's induction period, especially during terms when a formal assessment does not occur;
- Lead on formal assessment meetings for any ECT during their induction period, one at the end of the first year and one at the end of the second year (or pro-rata if an ECT is part-time);
- Keep any ECT informed of their progress against the Teachers' Standards following any progress review meetings and share records from these meetings with the head teacher and [appropriate body];
- Ensure any ECT is informed during a progress assessment meeting of the judgements to be recorded in the formal assessment record, inviting an ECT to add their own comments;
- Make sure that teaching observations of an ECT are completed and that feedback is provided;
- Make it clear to ECTs how they may raise any concerns about the induction programme or their personal development, both within and outside the school;
- Ensure prompt and appropriate action is taken if an ECT appears to have difficulties;
- Keep all monitoring and record-keeping as streamlined and as undemanding as possible, making sure that a request for evidence from an ECT draws on existing working documents and does not require the creation of new documentation.

Roles and responsibilities of the induction mentor:

- At St. Martin's this role will be fulfilled by the same person as the induction tutor.
- Meet with the ECT regularly to give effective, targeted feedback through a structured mentor session;
- Work with an ECT, the head teacher and appropriate body collaboratively, to provide a high-quality, ECF-based induction programme;
- Make sure that an ECT has effective support, including subject or phase-specific mentoring and coaching;
- Take prompt and appropriate action if an ECT appears to have difficulties.

We recognise that having the same person as a tutor and mentor can occasionally prove conflicting, therefore, to offer an additional perspective and support, our Deputy Head, Mr Guyster, will be a secondary mentor.

Additionally, we work in Form group pairs for tasks such as report writing etc. and encourage our ECTs to seek advice from their colleagues too.

ECT Entitlement

All ECTs will receive the following as part of their induction period:

- The opportunity to visit St. Martin's prior to starting their induction period.
- To meet their induction tutor and mentor on, or before, the first day of their induction period.
- To meet with the head teacher within the first week of their induction.
- An induction programme underpinned by the ECF. Ten per cent dedicated professional development time in the first three terms of induction and five per cent in their second three terms (in addition to 10% PPA).
- A personalised programme of development designed to enable the effective use of their ten per cent and five per cent professional development time in their first and second years respectively.
- Key stage, phase, year group and/or subject-specific support and development opportunities when required.
- Regular monitoring and support from a named induction tutor.
- Support and mentoring from a named ECT mentor.
- Regular opportunities to meet with other ECTs and teachers.
- Opportunities to observe other teachers within St. Martin's.
- Regular observation of their teaching by their induction tutor (or another suitably qualified professional with QTS) to provide a fair and accurate view of their progress towards the Teachers' Standards.
- Regular progress reviews informed by evidence from observations, where success is celebrated and areas for development are discussed.
- To be kept well informed of their progress so that there are no surprises during formal assessments.
- To be formally assessed, both at the end of the first year and at the end of the second year of induction.
- A contact at the appropriate body with whom they can raise any concerns about their induction provision.

The ECT Induction Period

At St. Martin's we will provide all ECTs with a high-quality and effective induction period, underpinned by the principles of the ECF. This highly effective programme will give all ECTs a clear understanding of (and the ability to apply) the skills of the ECF evidence - 'learn that' statements and 'learn how to' practice statements.

- St. Martin's School will use DfE-accredited ECF materials and resources to deliver our own programme of ECT and mentor support.
- The programme of support offered to each ECT will be underpinned by the eight strands which relate to the Teachers' Standards:
 - These are:
 - High expectations
 - How pupils learn
 - Subject and curriculum
 - Classroom practice
 - Adaptive teaching
 - Assessment
 - Managing behaviour
 - Professional behaviours
 - Each of the strands is split into knowledge/evidence and practice statements. The programme offered to all ECTs will build knowledge and support the practice of these skills through training and practical application.
- The full framework document is available here: [Early Career Framework](#).

Length of induction period

- The minimum standard length for induction for an ECT is six terms (or two academic years). This will be divided into two shorter periods of three terms or one year in length.
- The start date for induction period will be set by the appropriate body and agreed by the Head Teacher. This must not be the same as date the ECT's contract starts.
- ECTs working on a part-time basis need to complete a pro-rata induction period equivalent to full-time. However, if a part-time ECT can demonstrate they have met the Teachers' Standards after two academic years, they can ask to have their induction period reduced, at the appropriate body's discretion.
- ECTs with significant teaching experience may apply to the appropriate body to reduce their induction period.
- ECTs taking statutory maternity, paternity or adoption leave, shared parental leave, or parental bereavement leave may choose to extend their induction period. The decision to do so should be made after seeking advice and upon returning to work after any period of leave.
- An extension of the induction period may also be considered for other reasons, such as personal crisis, illness, disability, issues around induction support, or in the case of insufficient evidence available, to decide on an ECT's progress against the Teachers' Standards.
- An ECT may choose to complete the extension to their induction period in a different school.

Formal Assessments

- The induction tutor will carry out any formal assessments of an ECT.
- Formal assessments will occur in the final term of the first year (term 3) and the final term of the second year (term 6) of induction.
- The induction tutor and the ECT will agree the date for these assessments in advance.
- All evidence used to inform these formal assessments will be clear and transparent and shared with the ECT and appropriate body.
- Evidence submitted for a formal assessment will be taken from an ECT's work as a teacher. Evidence will have already been used in previous progress reviews and interim assessments. It will not require any additional paperwork to be generated for the purposes of assessment. For example, evidence could be in the form of existing and working documents, such as pupil assessments, feedback to pupils, planning and other records.
- ECTs will not be required to produce anything new for the purposes of a formal assessment meeting.
- ECTs will always be kept well informed and up to date with their progress so that formal assessments contain no unexpected information or surprises.
- Formal assessment reports will be completed for both formal assessments. These will show how the ECT is progressing towards the Teachers' Standards and will be completed at an assessment meeting.
- The final assessment meeting, held at the end of the induction period (term 6 or last term of the second year of induction), will be the basis for the head teacher's recommendation to name of appropriate body as to whether the ECT's achievement of the Teachers' Standards is satisfactory, unsatisfactory or requiring an extension. This decision will be recorded in the final assessment report.
- The ECT will be asked to add their own comments to the final assessment report.
- Final assessment reports will be signed by the ECT, the head teacher and the induction tutor.
- Once complete, the ECT will keep the original copy of the final assessment report and a copy will be submitted to the appropriate body by the induction tutor as soon as possible and within ten days of the final assessment meeting.

Interim Assessments

Should an ECT choose to change schools during their induction period after completing one or more terms, an interim assessment will be completed by the Head Teacher. This will be completed prior to the ECT leaving their post and will capture the performance and progress they have made since their previous assessment. (This is particularly important if there are any concerns about an ECT's progress towards the Teachers' Standards). The information will enable the ECT's next school to pick up any support and allow induction to continue effectively. An interim assessment will still be required if the ECT leaves during the final term of their induction period.

At Risk, Unsatisfactory Progress and Appeals

- Should an induction tutor have any concerns about an ECT's progress during a progress review, this will be made clear during the review and stated in the record of the meeting, along with a clear overview of the support that will be put into place to address this. The induction tutor will inform the appropriate body if this the case and share a copy of the progress review and support plan for the appropriate body to evaluate.
- If an ECT is not deemed to be making satisfactory progress during their first formal assessment:
 - The appropriate body will be informed and the Head Teacher will make sure that additional monitoring and support procedures are put into place immediately.
 - The ECT will be made aware of what they need to improve in their practice and given every opportunity raise their performance.
 - Both the Head Teacher and the appropriate body need to be satisfied that:
 - areas for improvement have been correctly identified;
 - the ECT has been set appropriate objectives to help them achieve satisfactory performance against the Teachers' Standards;
 - a support programme is implemented, which is effective in helping the ECT to improve their performance.
- Following this first formal assessment, the induction tutor will continue to hold regular progress reviews. If progress is still unsatisfactory in these reviews, the induction tutor will review and revise the ECT's objective and support plan as necessary, linking objectives to the Teachers' Standards and keeping both the head teacher and the appropriate body informed.
- If there are still concerns about an ECT's progress between the two formal assessment points, the induction tutor will:
 - explain the consequences of failure to satisfactorily complete the induction period;
 - fully discuss the areas that have been identified for the ECT to develop;
 - discuss fully the agreed objectives set for the satisfactory completion of induction and update them as necessary;
 - discuss details of additional monitoring and support put in place;
 - share and discuss the evidence used to inform the judgement;
 - share and discuss the details of an implemented improvement plan for the next assessment period.
- Any progress review records in these circumstances should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body.
- Any assessment report will also reflect the current rate of progress and details of the issues will be discussed.

Raising Concerns

- As stated in the roles and responsibilities section, the ECT will be provided with the contact details for someone they can raise any concerns with at the appropriate body.
- Before contacting the appropriate body, they are first expected to raise their concerns with their induction tutor.
- If the matter is not resolved by the induction tutor, the ECT can notify the named contact if they so wish. The appropriate body will investigate the issues raised as soon as possible.
- Any ECT may also follow St. Martin's School's grievance procedure, as any member of staff may, to raise concerns for the governing body to investigate.

In the event of serious capability problems

Should it become necessary to instigate capability procedures before the end of an ECT's induction period (with the possibility of the ECT being dismissed before completing their induction), the induction process will be carried out in parallel with any capability or disciplinary procedures. The appropriate body will also be informed in this instance.

An ECT's right to appeal

- In the case of an ECT failing their induction, or having their induction period extended, the appropriate body will advise them of their right to appeal. This information will include who to appeal to and the time limit for doing so. The appeals body in England is the Teacher Regulation Agency and in Wales it is the Education Workforce Council.

Confidentiality and Data Protection

- All parties involved in the induction process will make suitable arrangements to facilitate the effective protection and secure transfer of any data. This includes the head teacher, induction tutor, induction mentor and the appropriate body.
- The process of induction, assessments and paperwork generated from it will be treated with confidentiality at all times. All those involved in ECT induction will ensure this information is not shared with anyone outside of the process.
- If anyone is granted access to, or views, the induction documents, they will be informed that they are confidential and any ECT will be informed of anyone being given access to their assessments.
- General progress reports for ECTs can be requested by the governing body but they will not be automatically entitled to view an individual ECT's assessment reports. If an ECT has raised concerns about a particular issue or assessment following St Martin's School's grievance procedure, then an exception to this would be made allowing the governing body to investigate.
- Should the governing body have questions or concerns about St Martin's School's induction arrangements and the roles and responsibilities of staff, they will seek guidance from the appropriate body.
- The Head Teacher will retain all forms, paperwork and assessments relevant to the induction period, for six years from the end of the induction period.

Written by: Mrs Doherty (ECT Tutor)
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