



Inspiring Futures  
through Learning

Inspiring Futures through Learning  
**Early Career Teacher (ECT) Policy**  
**September 2023**

<b>Scope: All schools employing Early Career Teachers in the Inspiring Futures through Learning Multi Academy Trust</b>	
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## Contents

Scope.....	2
Roles and Responsibilities.....	3
Appropriate Body.....	3
Inspiring Futures through Learning .....	3
Early Career Lead .....	3
Local Governing Body .....	3
Head Teacher .....	4
Induction Tutor .....	5
Induction Mentor.....	5
The ECT.....	6
Assessment .....	6
Professional Progress Reviews.....	6
Formal assessments.....	6
Data retention.....	6
Early Career Framework and Professional Development.....	6
References .....	7
Contact Details.....	7

### **Abbreviations:**

ECT – Early Career Teacher

ECM – Early Career Mentor

AB – Appropriate Body

The policy sets out the arrangements for Early Career Teachers who are undertaking their Induction within schools who are part of the IFtL Multi Academy Trust. Statutory induction is the bridge between Initial Teacher Training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and assessment of performance against the Teachers’ Standards. The programme should support the ECT and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers’ Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

ECTs are an important and valued sector of the workforce in the IFtL family and their contributions to their school’s encouraged, considered and valued. At IFtL, we believe that by training, supporting and encouraging teachers in the early stages of the career as well as those with more experience, we build strong communities of practice who demonstrate collective efficacy, and this is paramount to the sustainable development of all members of the IFtL family for the benefit of the children in our communities.

### **Scope**

This policy is relevant for all schools who are employing Early Career Teachers serving their induction. It is relevant to all stakeholders involved in the provision of induction of Early Career Teachers including those accountable for ensuring compliance with statutory guidance and those accountable for assuring the quality of induction provision within IFtL.

## Roles and Responsibilities

### Appropriate Body

The trust selected Appropriate Body must be appointed for all ECTs. The trust appointed Appropriate Body is Chiltern Teaching School Hub for Milton Keynes schools and Northamptonshire Teaching School Hub for schools in Corby. The appropriate body has two key roles:

**Monitoring of support** – appropriate bodies will

- check that early career teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance.
- provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction.

**Monitoring of assessment** – appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards', based on the headteacher's recommendation.

### Inspiring Futures through Learning

The Education Team in IFtL will:

- confirm that the school has a Head Teacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory,
- confirm that the school has the capacity to support the ECT,
- provide an Early Career Lead to work across the IFtL schools in a supportive, developmental and assurance role.

### Early Career Lead

IFtL assures the quality of provision in its schools for ECTs through the appointment of an Early Career Leader who:

- liaises directly with schools and the AB
- ensures and assures all provision against all statutory requirements and this policy
- is a point of contact for schools, ECTs, tutors and mentors
- liaises with the IFtL Education Team
- provides networking opportunities for ECTs to build professional relationships beyond their school
- support schools and ECTs to provide the relevant opportunities for ECTs to develop their knowledge and understanding throughout their induction
- report on the compliance of IFtL schools to the statutory guidance and the quality of induction to the Education Team and this is, in turn reported to the Educational Excellence Group of the IFtL Board of Trustees
- Lead the standardisation and moderation of quality of assessment and reporting for ECTs.

### Local Governing Body

The LGB of each school:

- must be satisfied that the institution has the capacity to support the ECT and that the headteacher/principal is fulfilling their responsibilities
- should ensure compliance with the requirements in the statutory guidance and this policy
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction
- must investigate any concerns raised by an individual ECT as part of the institution's agreed grievance procedures
- can seek guidance from the IFtL Early Career Lead on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process. They can also seek guidance from the Appropriate Body if they wish

- can request general reports on the progress of an ECT.

## Head Teacher

The Head Teacher should:

- confirm that the school that has employed the ECT is a suitable institution in which to carry out induction
- provide a suitable post for induction in which the ECT has the appropriate opportunities to complete their induction
- verify that the award of QTS has been made
- ensure that the duties assigned to the ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the ECT's as a teacher against the Teacher Standards
- provide the ECT with the 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
- ensure the ECT has a named contact at the Appropriate Body with whom to raise concerns
- provide a named mentor who has the ability and sufficient time to carry out their role and holds QTS
- provide a named Induction Tutor who has the ability and sufficient time to carry out their role and holds QTS
- ensure that the school is providing a reduced timetable in addition to PPA so that the ECT has sufficient time to engage with the ECF based induction programme (First year of induction an ECT should teach no more than 90% of the timetable of the school's existing teachers and in the second year of induction, the ECT timetable should be no more than 95% of the timetable of the school's existing teachers)
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction
- 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
- confirm the ECF-based induction programme the ECT is carrying out (MK – Best Practice Network, Corby – Teach First).
- ensure the ECTs teaching is observed at regular intervals and that the ECT has prompt follow up discussion
- ensure the ECT observes experienced teachers so that they have opportunities to observe effective teaching practice
- ensure the ECT has access to the structure induction programme based on the ECF
- makes recommendation to the AB about whether, having completed induction, the ECTs performance against the Teachers standards is satisfactory, unsatisfactory or whether or not an extension should be considered
- maintain and retain accurate records of employment that will count towards the induction period
- make the governing body 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

- retain all relevant documentation/evidence/forms on file for six years.
- notify the appropriate body when an ECT serving induction leaves the institution
- consult with AB over part time ECTs
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
- notify the appropriate body should the ECT's absences total 30 days or more.

## Induction Tutor

The Induction role should be separated from the role of the Induction Mentor (or ECM) if possible. The Induction Tutor should:

- carry out progress reviews / formal reviews termly against the teachers standards
- provide regular monitoring and support
- co-ordinate assessment
- make rigorous and fair judgements
- identify when early action is required in the case of the ECT experiencing difficulties
- observe the ECTs teaching (this activity may be carried out by another suitable person inside or outside the institution as relevant)
- provide, or coordinate, guidance for the ECT's professional development including, and not limited to, the ECF based programme of CPD, brokering opportunities to observe colleagues
- carry out regular progress reviews throughout the induction period
- undertake two formal assessment meetings during the total induction period and 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
- 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
- engage with training opportunities including trust wide standardisation and moderation activity.

## Induction Mentor

The Induction Mentor or Early Career Mentor (ECM) provides day to day monitoring and support and should:

- carry out regular mentoring
- attend ECM training sessions and mentor training
- attend ECF mentoring training provided by the identified ECF provider
- provide day to day monitoring and support
- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback and complete the mentoring activities detailed in the ECF based CPD programme for ECTs
- 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 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
- retain copies of all assessment reports.

## **Assessment**

Formal assessment of ECTs takes place through:

### **Professional Progress Reviews**

PPRs are carried out by the Induction Tutor in terms 1, 2, 4 and 5 where there is no formal assessment. These assessments are informed by the existing evidence of the ECTs teaching and conducted in sufficient detail that there is nothing expected for the ECT when the time comes for the formal assessment. A written record should be kept including whether the ECT is on track to be successful and a summary of the evidence collected and targets for development reviewed and developed. Following the PPR, the Induction Tutor should update the Head Teacher and Appropriate Body regarding the ECTs progress. The agreed Appropriate Body templates should be used for all PPRs.

### **Formal assessments**

Formal Assessments should be carried out by the Head Teacher or Induction Tutor, in terms 3 and 6. During the assessment, evidence should be drawn from ECT's work and progress reviews. Formal Assessments are made against the Teachers Standards and a written record kept in which the ECT should add their own comments. The Appropriate Body's agreed templates should be used.

## **Data retention**

All records relating to induction will be kept for a minimum of 6 years. After 6 years they may be retained if the member of staff is still employed. Otherwise, they should be destroyed in line with the GDPR Data Protection Policy. [Policies – Inspiring Futures Through Learning \(iftl.co.uk\)](https://www.iftl.co.uk/policies)

## **Early Career Framework and Professional Development**

All ECTs and ECMs are expected to engage fully with the ECF Professional Development Programme selected by the trust throughout their induction period. This is the minimum requirement for CPD for ECTs and ECMs. An enrichment programme for ECTs in the trust will be signposted to schools, ECTs and Induction Tutors and all stakeholders should take responsibility for ensuring the ECT has the opportunity for various professional

development activities to support them to make progress and demonstrate satisfactory performance against the Teachers' Standards throughout their induction.

## **References**

[Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/induction-for-early-career-teachers)

[Appropriate bodies guidance: induction and the early career framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/appropriate-bodies-guidance-induction-and-the-early-career-framework)

## **Contact Details**

Northamptonshire Teaching School Hub Appropriate Body [Appropriate Body 21/22 | Northamptonshire Teaching School Hub](#)

Chiltern Teaching School Hub Appropriate Body [Chiltern Teaching School Hub - Appropriate Body Services \(teaching-school.co.uk\)](#)

Best Practice Network [Chiltern Teaching School Hub - Early Careers Framework \(teaching-school.co.uk\)](#)

Teach First [Early Career Services | Northamptonshire Teaching School Hub](#)