



MAIDENHILL SCHOOL

EARLY CAREER TEACHER POLICY

MANAGEMENT RESPONSIBILITY:
Deputy Headteacher

RATIFIED: April 2024

AUTHORISED SIGNATORY: _____
Eric Dawson, Chair of Governors

REVIEW DUE: February 2025

RATIONALE

We recognise that the appointment of an Early Career Teacher (ECT) makes a valuable contribution to the development of our school. Through working with and developing new teachers comes opportunities to bring new ideas, approaches and thinking to the school. We also believe we have a moral and professional obligation to help train and guide future generations of teachers not only at Maidenhill, but also into the profession more widely. Governors and staff also recognise that the experiences of the first years of teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the confidence and awareness necessary to create and achieve a brighter future. The school therefore aims to:

- Run an ECT induction programme that meets all the statutory requirements of the Early Career Framework and that of the appropriate body
- Provide ECTs with a supportive environment that develops and equips them with the tools to be effective and reflective practitioners
- Ensure all staff understand their role in the ECT induction programme and work together in achieving the best possible outcomes

This policy operates alongside all other school policies.

ROLES AND RESPONSIBILITIES

The **Headteacher and Senior Leadership Team** will:

- implement and monitor the Early Career Teacher Policy
- check that new appointments have Qualified Teacher Status (QTS)
- ensure there is an 'appropriate body' in place to support and formalise the successful completion of the ECT period
- take all reasonable measures to ensure that no ECT timetable exceeds the statutory 90% for ECT1s, or 95% for ECT2s, as agreed by the appropriate body. If the ECT is employed as a mid-year maternity cover or, if there are other exceptional circumstances, the Headteacher/SLT will take other reasonable and appropriate measures to ensure the ECT has a sufficient time allowance to develop as a new teacher
- ensure that mentors and induction tutor are appropriately trained and have sufficient time to carry out their roles effectively
- ensure that assessments and reports are completed according to the schedule set out by the appropriate body
- maintain and retain accurate records of employment that count towards the induction period
- make sure the governing body are informed of the arrangements that have been put in place to support ECTs serving induction
- make recommendations to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension in line with the guidelines of the appropriate body
- participate appropriately in the appropriate body's quality assurance procedures
- in cases where an ECT may be at risk of not completing induction satisfactorily, act early, alerting the appropriate body when necessary,
- notify the appropriate body as soon as the number of absences cause concern or look may be on track to reach 30 days or more
- advise and discuss with the appropriate body any exceptional cases where it may be appropriate to either reduce or extend the length of the induction period, in line with the guidance of the appropriate body
- provide interim assessment reports for ECTs who move school in between formal assessment periods as requested by the appropriate body
- notify the appropriate body when an ECT serving induction leaves the school
- follow all school employment policies during the induction period as appropriate keeping the appropriate body informed in the event of any capability or disciplinary process.

The Induction Tutor will:

- create an induction programme in line the Early Career Framework that facilitates a range of activities with the aim of developing the classroom practice of each ECT
- Oversee and monitor the work of mentors
- provide and facilitate appropriate and timely CPD opportunities for ECTs and mentors throughout the two year induction period
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- provide and coordinate guidance and effective support through high quality mentoring for the ECT's professional development (in partnership with the appropriate body where appropriate)
- carry out progress reviews and assessments, coordinating input from other colleagues as appropriate and in line with the schedule set by the appropriate body
- Keep the ECT informed of any judgements to be recorded in the formal assessment record and invite them to add comments
- ensure that the ECT's teaching is formally observed and constructive feedback provided
- facilitate observations of other teachers in the school
- take prompt, appropriate action if an ECT appears to be having difficulties
- if it becomes apparent that an ECT is not making satisfactory progress, make contact with the appropriate body and instigate additional monitoring and support measures as appropriate.

Mentors will:

- plan and lead formal development sessions with assigned ECTs using the Early Career Framework as a starting point
- create, design and reshape timetabled sessions so ECTs experience a bespoke programme reflecting their own strengths, progress and areas for development.
- work with the Induction Tutor to plan and reshape the development of the programme ensuring that national teacher standards are worked towards in a way that reflects the requirements of the appropriate body and delivery partner
- lead additional sessions for observations, feedback, coaching and support throughout the ECT period as appropriate
- provide or facilitate additional and subject specific support, guidance and advice
- encourage and facilitate ECTs to observe good practice both within their subject area and in the wider school to further their development
- liaise with other appropriate members of staff to help deliver specific areas of the programme e.g. those with expertise in SEND, safeguarding etc.
- regularly undertake developmental lesson observations and guide to help each ECT improve during lesson feedback sessions

- communicate effectively with relevant subject leaders or line managers to discuss how ECTs are progressing and emerging strengths/areas for improvement in order to plan for further development
- communicate effectively with the induction tutor giving relevant information regarding ECTs' progress, quickly raising any concerns they may have regarding progress
- in the event of an ECT requiring additional monitoring and support measures, liaise with the induction tutor and contribute to these as appropriate
- take prompt action if the ECT is having difficulties, liaising with the induction tutor, relevant line manager and other members of staff as appropriate
- provide, or broker, effective support, including subject specific coaching or support related to individual teacher standards
- engage with mentor training programme through the Appropriate Body or Delivery Partner as appropriate in order to develop as a mentor
- liaise with the Induction Tutor and provide necessary information related to formal progress checks and the end of year assessment report
- keep up to date with new developments with the Early Careers Framework and the work of other schools in this area

Early Career Teachers:

- provide essential paperwork as requested including evidence that they have QTS and are eligible to start induction
- discuss with their induction tutor/mentor how best to use their reduced timetable allowance
- participate fully in the agreed ECT induction programme
- communicate effectively with both the induction tutor and their mentor and raise any concerns quickly and appropriately
- consult the Induction Tutor and/or Appropriate Body at an early stage if there are difficulties in resolving issues with their tutor/within the school
- keep track of and participate effectively in the scheduled classroom observations and progress meetings
- retain copies of all assessment and formal observation forms
- look for ways to reflect on and develop their own practice including observing other colleagues and keeping up to date with current pedagogical and subject related research
- collate information to evidence their progress towards meeting the teacher standards and to support their professional development
- engage with the wider work of the school for example, pastoral and extra-curricular activities as appropriate.

This policy will be reviewed by the Governors & The Deputy Head every year

Appendix

Further documents relating to our current appropriate body (Balcarras Teaching School Hub) can be found through the following link:

[Balcarras Teaching School Hub - ECF Policies](#)