



Winchmore  
School

learning to realise potential

# Early Career Teacher (ECT) Policy



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## 1. Overview & Purpose

We have a long standing tradition of training and developing new teachers and are committed to working in partnership with NQTS/ECTS to support their professional development during the induction period and beyond. Our duty of care to all our teachers, including our NQTS/ECTs is of paramount importance. It is vital to us that our teachers enjoy their experiences of teaching which requires that our NQTS/ECTs thrive in their new teaching environment through continuous personalised training and informal nurturing support.

***Please note that from September 2021, Newly Qualified Teachers (NQTs) will be referred to as Early Career Teachers (ECTs).***

This policy outlines the arrangements made to ensure that NQT/ECT induction meets the requirements, as outlined by our Appropriate Body (Enfield LEA). Our NQT/ECT induction process will:

- contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective teamwork at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- build cooperation between all staff in our school; and ensure that all staff are valued and recognised;
- From September 2021, uphold the reforms as set out by the Early Careers Framework (ECF).

## 2. Aims

We aim to:

- Deliver an NQT/ECT induction programme that meets all the statutory requirements, including those of the Early Career Framework from September 2021.

- Provide NQT/ECTs with a supportive environment that enables them to develop as teachers and equips them with the tools to be effective and successful in their role.
- Ensure all staff understand their role in the induction programme.
- Ensure that NQT/ECTs are guided and supported in their induction programme and pass against the teaching standards and using the ECF.

### **3. Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance Induction for Newly Qualified Teachers (England) and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923070/Statutory\\_Induction\\_Guidance\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923070/Statutory_Induction_Guidance_2019.pdf)

and from September 2021, the Early Career

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

The 'relevant standards' referred to below are the Teachers' Standards (see Appendix).

### **4. The Early Career Framework**

From September 2021, the government is funding an entitlement for all early career teachers in England to access high quality professional development at the start of their career. New teachers will now receive development support and training over 2 years instead of one, underpinned by the early career framework. The offer for early career teachers includes:

- 2 years of new, funded, high quality training
  - freely available high quality development materials based on the early career framework
  - funding for 5% time away from the classroom for teachers in their second year
  - a dedicated mentor and support for these mentors including access to funded high quality training
  - funding to cover mentors' time with the mentee in the second year of teaching
- From September 2021, the induction period will last for two years, rather than one.

It includes sections on:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

Each of these are mapped against the Teacher standards and will be covered in modules in mentor meeting, the CPD programme and self directed study over the 2 years as part of the Core Induction Programme.

## **5. Core Induction Programme & Entitlement**

Until September 2021, for a full-time NQT, the induction programme will typically last for a single academic year. From September 2021, the induction period will be extended to two years and they will be known as an ECT . Part-time NQT/ECTs will serve a full-time equivalent (subject to reduction for ECT's). The programme is quality assured by our 'appropriate body' (AB) Enfield Local Education Authority. Winchmore will follow the 2nd choice offered by the DFE which is known as the Core Induction Programme. We will draw on materials provided by UCL Early Career teacher Consortium and deliver our own ECT training programme.

Further details can be found here:

<https://www.early-career-framework.education.gov.uk/ucl/>

### **Each NQT/ECT is entitled to:**

- a) Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- b) A designated Induction tutor and Mentor who will have qualified teacher status (QTS). The school's normal policy is for NQT mentors to be from the same department/faculty.
- c) A reduced timetable, with no more than 90% of the standard teaching load for teachers on the main pay range, to allow them to undertake activities in their induction programme.
- d) Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.

In addition, NQT/ECTs will not

- be given additional non-teaching responsibilities without appropriate preparation and support
- have unreasonable demands made upon them
- normally teach outside the age range and/or subjects they have been employed to teach

## **6. Roles and Responsibilities**

### **a) Role of the Headteacher/HR Manager**

The Headteacher plays a significant and leading role in the process of inducting new colleagues to the profession. Whilst responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, the Headteacher will also observe each NQT at least once during the period of induction. The Headteacher's statutory responsibilities are to:

- Check the NQT/ECT has gained QTS and DBS is up-to-date.
- Ensure that a suitably qualified and experienced member of staff is appointed as Induction Manager, with sufficient time to carry out the role effectively
- Ensure an appropriate induction programme is in place and the NQT/ECT is given 10% release time (from 2021, 5% in the second year).
- Act early, alerting the AB, in cases where an NQT/ECT may be at risk of not completing induction satisfactorily.
- Maintain and retain accurate records of employment that count towards the induction period (notify the AB as soon as absences total 30 days).
- Make the governing body aware of the induction arrangements that have been put in place and keep them updated.
- Read and sign all formal assessments sent to the Appropriate body
- Participate in the AB's quality assurance procedures.
- Retain all relevant documentation on file for six years.
- Agree with the AB - in exceptional cases - when a shortening of induction may be appropriate.
- Provide interim assessments for staff moving schools, between formal assessment periods.
- Make a final recommendation to the appropriate body on whether the NQT/ECTs performance against the relevant standards is satisfactory
- Notify the AB if an NQT/ECT leaves the institution

### **b) Assistant Headteacher/Induction tutor**

The Induction Tutor will be responsible for the overall management of the NQT/ECT(s) as they embark into the teaching profession and the associated processes, systems and structures. This involves a coordination role and also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, including

organising an agreed induction programme, providing support and guidance and the rigorous but fair assessment of NQT/ECT(s) performance. They will:

- Check the NQT/ECT has gained QTS and DBS is up-to-date.
- Register the NQT/ECT before the start of induction on Enfield.NQT/ECT manager.com
- Obtain assessments from previous post, if appropriate
- Ensure an appropriate induction programme is in place and the NQT/ECT is given 10% release time (from 2021, 5% in the second year).
- Organise, implement and run the NQT/ECT professional training programme. From September 2021, this will follow the Core Induction programme materials.
- Ensure the NQT/ECT's progress is reviewed regularly through observations, feedback and review meetings.
- Ensure the termly assessments are completed and submitted online to AB.
- Act early, alerting the AB, in cases where an NQT/ECT may be at risk of not completing induction satisfactorily.
- Inform the NQT/ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite NQT/ECTs to add their comments.
- Ensure that the NQT/ECT's teaching is observed and feedback is provided.
- Complete a joint observation with a subject mentor throughout the induction period for quality assurance.
- Ensure NQT/ECTs are aware how, both within and outside the institution, they can raise any concerns about the induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if an NQT/ECT appears to be having difficulties.
- Make the governing body aware of the induction arrangements that have been put in place and keep them updated.
- Participate in the AB's quality assurance procedures.
- Retain all relevant documentation on file for six years
- Provide interim assessments for staff moving schools, between formal assessment periods
- Notify the AB if an NQT/ECT leaves the institution.

In addition to the Induction tutor, who has the responsibility for the formal assessment of the NQT/ECT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the progress against the Teachers' Standards.

### **c) Subject Mentor**

The Subject Mentor monitors the progress of and provides day to day support for an NQT/ECT. He/she is expected to make rigorous and fair judgements about an NQT/ECT's progress in relation to the Teachers' Standards and provide effective coaching and mentoring throughout the induction period. The Subject Mentor is to work closely with the Induction Tutor so as to create a holistic team around the NQT/ECT.

This is achieved through provision of regular timetabled meetings and the professional training programme. They will:

- Provide and coordinate, guidance and effective support (including coaching and mentoring) for the NQT/ECT's professional development.
- Have a regular timetabled meeting to discuss the content focus of the core induction programme each week
- Coordinate/Undertake three formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate (normally one per term or pro rata for part-time staff, from September 2021 this will reduce to two formal assessment points)

#### **d) Role of the NQT/ECT**

They will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their Induction tutor/Mentor 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.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the Professional training programme designed by the school using the Core Induction programme materials. .
- Raise any concerns with their Induction tutor/Mentor as soon as possible.
- Consult their AB named contacts 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 HR Manager/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.

#### **e) Role of the Governing Body**

- Ensure the school complies with statutory guidance.
- Be satisfied that the school has the capacity to support the NQT/ECT.
- Ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the NQT/ECT as part of the school's grievance procedure.



- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- If it wishes, request general reports on the progress of the NQT/ECT.

#### **f) The Role of the Appropriate Body (AB) - London Borough of Enfield**

The AB will:

- Ensure Headteachers are aware of, and are capable of meeting their responsibilities. This includes ensuring that an NQT/ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensure the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Consult on a regular basis with headteachers on the nature and extent of the quality assurance procedures it operates/wishes to ensure that where an NQT/ECT may be experiencing difficulties action is taken to address areas of performance that require further development and support.
- Ensure contact is made with an institution not fulfilling its responsibilities to raise concerns to ensure induction tutors are trained and supported, including being given sufficient time to carry out the role effectively.
- Ensure the Headteacher has verified the award of QTS.
- Retain copies of all assessment forms.
- Ensure the NQT/ECT is provided with named contacts within the AB
- Ensure NQT/ECTs' records and assessment reports are maintained.
- Ensure agreement is reached with the headteacher and NQT/ECT where a reduced induction period may be appropriate.
- Ensure a final decision is made as to whether an NQT/ECT has met the relevant standards to satisfactorily complete induction or an extension is required and all relevant parties are notified.
- Ensure they provide the TRA with details of NQT/ECTs who have started, completed (satisfactorily or not), require an extension, or left school part way through an induction period.

#### **7. Support for NQT/ECTs**

The school will support NQT/ECTs with:

- Their designated induction tutor, who will ensure that they are allocated a mentor, coordinate their assessments and meet with them on a regular basis to offer support towards meeting their induction targets.

- Their designated subject mentor, who will provide day-to-day monitoring and support, and meet with them on a regular basis (normally once per week) to offer support towards meeting their induction targets.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback. Regular professional reviews of their progress, to take place informally during mentor meetings and more formally every half term, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- A comprehensive NQT/ECT's specific CPD programme, this comprises in-school training and external sessions where appropriate. From September 2021 this will be underpinned by the ECF.

## **8. Assessment of NQTs/ECTs Performance**

- Formal assessment meetings will take place once per term, carried out by the NQT/ECTs induction tutor (from September 2021 there will be two formal assessment points at the end of year 1 and year 2).
- These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the NQT/ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the NQT/ECT's and the appropriate body.
- After these meetings, formal assessment reports will be completed that clearly show how the NQT/ECT is performing against the relevant standards. At the end of the programme, NQT/ECTs will take part in a final, formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the NQT/ECTs performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.
- The NQT/ECT can add their own comments to this final form. The form will then be sent to the appropriate body, who will make the final decision on whether the NQT/ECT has passed their induction period.
- At-risk procedures - If it becomes clear the NQT/ECT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning: Areas in which improvement is needed are identified.
- Appropriate objectives are set to guide the NQT/ECT towards satisfactory performance. An effective support programme is put in place to help the NQT/ECT improve their performance.
- If there are still concerns about the NQT/ECT's progress at their next formal assessment, so long as it is not the final assessment, the headteacher or Induction Coordinator will discuss this with the NQT/ECT, updating objectives as necessary and

giving details of the improvement plan for the next assessment period. The headteacher/NQT/ECT Coordinator should explain to the NQT/ECT the consequences of failure to complete the induction period satisfactorily (in writing).

- If, after continued support, the NQT/ECT is still not making satisfactory progress (i.e. at risk of not meeting the Teachers' Standards), the school should confirm the issues with the Appropriate Body so a formal meeting can be arranged as a matter of urgency, well before the end of the induction period.

## 9. Appendix

i) The Teachers' Standards can be found on the GOV.UK website:

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

### PART ONE: TEACHING

A teacher must:

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2. Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject The Teachers' Standards

#### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

**5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

**6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

### **8. Fulfill wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
  - teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
  - teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities