



SMAT

Early Careers

Teacher (ECT)

Policy

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SMAT Early Careers Teacher (ECT) Policy

1. Introduction

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our Trust's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

2. Purpose

All qualified teachers employed in a state school in England must, by law, complete an induction period of two school years satisfactorily. This induction period 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 (ECF), with monitoring and an assessment of performance against the Teachers' Standards (see Appendix A). The programme should support an Early Career Teacher (ECT) in meeting the Teachers' Standards by the end of the induction period and equip them with the tools to be an effective and successful teacher. The Teachers' Standards apply to all ECTs; they form part of the framework of professional standards for teachers and are the standards which underpin all the subsequent standards.

This policy has been written in accordance with the Statutory Guidance on Induction for Early Career Teachers in England which comes into force 1st September 2021 and should be read in conjunction with this.

3. The Induction Process

Following the award of QTS, an ECT begins the induction period of two school years that is underpinned by the ECF. During this period, they will be expected to maintain and further develop the Teachers' Standards already achieved during their ITT year.

In their first year of induction each ECT is provided with a 10% reduction in their timetable to support their developmental needs. They will also receive a 5% timetable reduction in the second year of induction. Additional non-contact time can be used for a range of activities such as meetings, planning, marking, and observing other members of staff.

4. Roles and Responsibilities

The Induction Tutor:

The Induction Tutor has overall responsibility for ensuring ECTs successfully complete the statutory two school year period of induction. They are responsible for:

- Facilitating a programme of support and developmental opportunities which is underpinned by the ECF, both via the Lead ECF Programme Provider and within School / College.
- Ensuring that each department allocates an individual and appropriate Mentor
- Supporting each Mentor as to ensure each ECT enjoys consistent, high-quality provision throughout the year, and ensuring that any concerns about a ECT's progress is picked up on early and appropriate support is put in place.
- Ensuring that the two formal assessments points are completed and submitted to the appropriate body by the agreed deadline.
- Making rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards.

- Conducting regular progress reviews to monitor progress in each term where a formal assessment does not take place.
- Observing ECTs routinely, either individually or with the relevant Mentor, and for arranging the School / College Leadership Team observations and the Head of School / Principal's observations. After each observation, the observer will provide feedback and coaching to the ECT and debrief to the relevant Mentor and Induction Tutor (if they are not the observers).
- Ensuring that where an ECT is not satisfactorily meeting the Teachers' Standards appropriate support is put in place and all relevant parties have been notified of any necessary measures.

The Mentor

The Mentor monitors the progress of and provides day to day support for an ECT. They are expected to make rigorous and fair judgements about an ECT's progress in relation to the Teachers' Standards and provide effective coaching and mentoring throughout the induction period. The Mentor is to work closely with the Induction Tutor to create a holistic team around the ECT. This is achieved through:

- A scheduled weekly one- hour meeting with ECTs in their first induction year, and fortnightly in the second.
- Ensuring all relevant training materials provided by the Lead ECF Programme Provider have been read, understood and able to be confidently discussed with ECTs so as to provide expert support.
- Providing a personalised departmental programme of support.
- Engaging with Mentor training provided within School / College and by the Lead ECF Programme Provider.

Meetings between Mentors and their ECTs will focus on developing knowledge and skills relating to the Teachers' Standards, namely but not exclusively:

- Subject Knowledge development (including external examination processes)
- Teaching and Learning strategies and being judicious about what to implement when as to target the needs of different groups of learners and allow them to make progress
- Classroom and Behaviour Management
- Effective lesson planning for both sequences of lessons and individual lessons
- Summative and Formative assessment
- Personalising provision to meet the needs of various cohorts of learners
- Effective use of the learning environment
- Targeting individual professional development needs
- Support with data tracking, collections and analysis
- Supporting with Parents Evening preparation

In addition, the Mentor is responsible for formally observing the ECT during the first 4 weeks they are in post and each half term thereafter. Observations should focus on aspects of the ECT's teaching, which are agreed in advance and informed by the requirements of the Teachers' Standards and the ECT's personal professional needs. Feedback should be prompt and constructive with specific steps provided for how to address areas of development. All written records will indicate where any developmental needs have been identified. Additional informal drop-ins can take place, if appropriate or required, to further support the needs of the ECT.

At the end of each year of the induction period, the Mentor is to support the Induction Tutor in completing an accurate formal assessment of the ECT's progress in relation to the Teachers' Standards and discussing this with the ECT.

Similarly, at the end of each term where a formal assessment is not scheduled, the Mentor is to support the Induction Tutor in carrying out progress reviews to monitor the progress their ECT is making.

Where an ECT is experiencing difficulties, it is the Mentor who is responsible for recognising this, for liaising with the ECT and the Induction Tutor, and for ensuring that an appropriate support programme is put in place and monitored.

The ECT

The ECT is responsible for both monitoring and evidencing their progress against the Teachers' Standards and participating fully in the agreed development programme provided by the Tutor ECT Programme Provider, the School / College and at departmental level.

Each ECT is given a reduced timetable by 10% in their first year of induction, and 5% in their second. They should agree with their Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECT-based induction programme. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme, for example undertaking:

- Regular scheduled meetings with their Mentor
- Attendance at training provided by School / College and the Tutor ECT Programme Provider
- Undertaking self-directed study, both to support identified development needs to fulfil their engagement of the ECT.
- Planned observations of other colleagues within their Department.
- Planned observations of other colleagues across the School / College.

The ECT is responsible for participating fully in observations, keeping track of progress against the Teachers' Standards and both formal and informal assessment processes. They should also ensure that formal observations and assessments are carried out in accordance with this policy, and that any concerns are raised immediately with their Mentor in the first instance.

5. Monitoring Progress – Formal Assessments

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should consider the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements will reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.

There will be two formal assessments throughout the induction period, where reviews regarding the ECT's progress towards meeting the Teachers' Standards are discussed. These formal assessments will be carried by the Induction Tutor, supported by the Mentor. ECTs will receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Formal assessment reports should be completed for both formal assessments and dates for submitting formal assessments will be determined by the appropriate body.

Each formal assessment must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessments periods leading up to the formal assessment. This will consist of existing documentation such as observation records. There is no need for the ECT to create anything new for the formal assessment; they should draw from their work as a teacher and from their induction programme.

Judgements made in the formal assessment reports should relate directly to Teachers' Standards and not the ECT. Each ECT should be kept up to date about their progress and there should be nothing unexpected.

The final assessment meeting is at the end of the induction period and will form the basis of the Head of School / Principal's recommendation to the appropriate body as to whether, having completed their induction period, the

ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT will add their comments. They should then be signed by the Induction Tutor, Head of School / Principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting.

6. Monitoring Progress – Professional Progress Reviews

The Induction Tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal is not scheduled. These will be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the Induction Tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the Induction Tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

The Induction Tutor will notify the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the Induction Tutor believes the ECT is not making satisfactory progress they will outline the plan they have put in place to assist the ECT in getting back on track.

The School/ College will keep in regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

Extending an Induction Period:

The induction period will automatically be extended when an ECT's absences exceed 30 days. In these circumstances the induction period will be extended by the total number of days absent since the ECT started.

Raising Concerns:

An ECT who has concerns about any aspect of the content or delivery of their induction programme should act on these as quickly as possible. They should raise initial concerns internally with the Induction Tutor. Where the School / College does not resolve them the ECT should raise concerns with the named contact for the appropriate body – their contact is Karen Hartshorne, e-mail karenhartshorne@tykestdsa.education.

Unsatisfactory Progress:

An ECT has one chance to successfully complete induction; if they complete the induction period but fails to meet the Teachers' Standards, the ECT will not be permitted to repeat their induction and therefore cannot be employed lawfully as a teacher in a state school.

Where the Induction Tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they will state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The Induction Tutor will notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body will be informed, and it will be ensured that additional monitoring and support measures are put in place immediately. The ECT will be made aware of where they need to improve their practice and given every opportunity to raise their performance. The Head of School / Principal and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified.
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, the Induction Tutors will continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Head of School / Principal and appropriate body.

Where there are still concerns about the ECT's progress between formal assessment one and two the Induction Tutor will explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan. The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the School / College the induction process must continue in parallel with the capability procedure. The appropriate body will be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

If an ECT fails induction, or has their induction extended, the appropriate body will advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

Special Circumstances:

Extensions to the induction period can be made by the appropriate body if there is evidence that there are extenuating circumstances as to why the ECT has not made progress. Action to improve performance must not be delayed until a formal assessment point is reached.

Extenuating circumstances could include:

Personal crises

- Illness

- Issues around the support during induction; or
- Where there is insufficient evidence within the induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory

The Appeal Body

The Teaching Regulation Agency for England is the Appeal Body in England. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal;
- dismiss the appeal; or
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

Appendix 1

The Teachers' Standards

The Teachers' Standards can be found on the GOV.UK website: [Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/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.
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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 Fulfil 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 Tutor 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.