

# NORTHAMPTON SCHOOL FOR GIRLS

## Policies and Procedures

Title:	Early Career Teachers (ECTs) Policy
Associated Policies:	<ul style="list-style-type: none"><li>• Teacher Appraisal Policy</li><li>• Teacher's Pay Policy</li></ul>

1	<b>Policy Statement</b>
	Northampton School for Girls (NSG) recognises the significant contribution that Early Career Teachers (ECTs) make to the school and aim to provide ECTs with a supportive environment that develops and equips them with the tools to be highly effective and successful teachers.

2	<b>Who does this policy apply to?</b>
	ECTs employed by Northampton School for Girls

3	<b>Who is responsible for carrying out this policy?</b>
	<ul style="list-style-type: none"><li>• Staff who have been assigned the role of induction tutor or mentor to an ECT</li><li>• The Professional Tutor</li><li>• Staff in charge of the time table and allocation of classes</li><li>• Staff responsible for the line management of ECTs</li><li>• Deputy Headteacher responsible for the Quality of Education</li><li>• The Headteacher</li></ul>

4	<b>What are the principles behind the policy?</b>
	<p><b>Legislation and Statutory Guidance</b></p> <p>NSG aims to run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF).</p> <p>This policy is based on:</p> <ul style="list-style-type: none"><li>• The Department for Education's statutory guidance <a href="#">Induction for early career teachers. Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies</a></li><li>• The <a href="#">Early Career Framework reforms</a></li></ul> <p>The 'relevant standards' referred to below are the <a href="#">Teachers' Standards</a>.</p> <p>This policy complies with our funding agreement and articles of association.</p>

## 5 Procedures (standards)

### 5.1 The Appropriate Body

Leicester City Council provides the quality assurance service as the Appropriate Body for ECT induction at NSG.

Each ECT will:

- 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, induction period.
- Have an appointed induction tutor (mentor), who will have qualified teacher status (QTS) and receive quality assured training and high-quality resources from Teach First to support their mentoring.
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, no more than 95%.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

### 5.2 Newly Qualified Teacher (NQT) induction transitional arrangements

NQTs who have started, but not completed, their induction before **1 September 2021** will continue to follow our NQT policy, which can be found in Appendix 1. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the Headteacher and Appropriate Body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count toward the 2-year ECT induction period.

### 5.3 Support for ECTs

We support ECTs with:

- A two year long programme of training and development in partnership with Teach First following the Early Careers Framework (ECF).
- Their designated mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback based upon a coaching model, including deliberate practice.
- Weekly meetings with their mentor to review progress against the ECF in line with the Teach First programme.

- Regular professional reviews of their progress, to take place each half term, with the Professional Tutor, at which they will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Termly meeting with their mentor to fully review evidence against the assessment points.
- Chances to observe experienced teachers, either within the school or at another school with effective practice.

### 5.4 Assessments of ECT Performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the Headteacher, Deputy Headteacher for the Quality of Education or the Professional Tutor.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the Appropriate Body.

After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Professional Tutor, along with the Headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form which will be signed by the Headteacher.

The 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 ECT has passed their induction period.

### 5.5 At-risk Procedures

If it becomes clear the 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 ECT towards satisfactory performance.
- An effective support programme is put in place to help the ECT improve their performance.

The formal assessment report will be shared with the Appropriate Body, alongside the support plan so that they can review this as part of their procedures.

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the Professional Tutor will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

### 5.6 Reducing or Extending the Induction Period

- All teachers at NSG will serve a minimum of one year of induction.
- The Appropriate Body has the option, when making a decision at the end of the induction period, to extend the period where this can be justified. This may be where there is insufficient evidence on which

a decision can be based on where it would be unreasonable to expect an ECT to have demonstrated satisfactory performance against the relevant standards.

- The induction period will be automatically extended when an ECT's absences total 30 days or more (with the exception of statutory maternity leave).
- ECTs who take statutory maternity leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period their performance will still be assessed against the relevant standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

### **5.7 Roles and Responsibilities**

The following is based on recommendations from the statutory guidance, linked to above.

Role of the ECT.

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their mentor at the start of the programme to discuss and agree priorities, and keep these under review.
- Agree with their mentor how best to use their reduced timetable allowance maybe factor in here how to use this time in relation to the demands of Ambition ECF programme.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- Participate fully in the Early Careers Framework professional development programme.
- Agree with their mentor the start and end dates of the induction period, and the dates of any absences from work during the period.
- Keep copies of all assessment forms.

### **5.8 When the ECT has any concerns**

The ECT will:

- Raise these with their mentor or the Professional Tutor as soon as they can.
- Consult with their contact at the Appropriate Body at an early stage if there are difficulties in resolving issues with their mentor or within the school.

### **5.9 Role of the Headteacher**

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Make sure the ECT's post is suitable according to statutory guidance (see section 4 above).
- Make the Governing Board aware of the support arrangements in place for the ECT.

### **5.10 Role of the Professional Tutor**

The Professional Tutor will:

- Agree, in advance of the ECT starting, who will act as the Appropriate Body.
- Notify the Appropriate Body when an ECT is taking up a post and undertaking induction.
- Ensure the mentor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching done in line with the ECF programme.
- Ensure that formal assessments are carried out and reports completed and sent to the Appropriate Body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the Appropriate Body's quality assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence and forms on file for 6 years.
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

### **5.11 Role of the Mentor**

The mentor will:

- Engage fully with the mentor training provided by Teach First to be able to contribute to the delivery of the ECF programme.
- Provide guidance and effective support to the ECT, including coaching and mentoring.
- Carry out regular progress reviews throughout the induction period.
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Ensure that the ECT's teaching is observed and feedback is provided, in line with the delivery of the ECF programme.
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the ECT appears to be having difficulties.

### **5.12 Role of the Governing Board**

The Governing Board will:

- Ensure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the 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 ECT.

6	Policy Review
	This policy will be monitored as part of the Academy's annual internal review and reviewed on a three year cycle or as required by legislature changes.