

Early Career Teachers (ECT) Policy

Policy Monitoring, Evaluation and Review

This policy covers all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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1 Introduction

- 1.1 The Mead Educational Trust (TMET) offers induction to early career teachers (ECTs). This policy sets out how we aim to manage this personalised programme to support an early career teacher during their induction, to satisfactorily meet the Teachers' Standards by the end of this period. This induction will be underpinned by the provisions of the Early Career Framework (ECF).

2 Scope and purpose of this policy

- 2.1 This policy has been developed to comply with current, relevant legislation and the statutory guidance 'Induction for early career teachers (England)'.
 - 2.2 This policy has been implemented following consultation with the TMET JCC.
 - 2.3 This policy does not form part of any employee's contract of employment and may be amended at any time.

3 Prior to starting induction

- 3.1 We will follow our Recruitment and Selection Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded QTS. The ECT should provide evidence that they have QTS and are eligible to start induction.
- 3.2 We will identify and agree an organisation to act as the appropriate body in accordance with the guidance and will notify them of the appointment of the ECT. The appropriate body, who has the main quality assurance role within the induction process, will determine a start date for induction, which will be agreed with us and the ECT in advance. The appropriate body should provide the ECT with a named contact with whom to raise concerns that they are unable to resolve via their induction tutor (see 3.5, below), and will also notify the Teaching Regulation Agency (TRA) of the ECT's appointment.
- 3.3 The Principal will agree with the appropriate body whether or not the post that it is intended the ECT will serve induction in is suitable for this purpose, in order to facilitate a fair and effective assessment of the ECT against the Teachers' Standards. This will include ensuring that the post:
 - 3.3.1 provides the necessary tasks, experience and support to demonstrate satisfactory performance against the Teachers' Standards;
 - 3.3.2

- 3.3.6 will not present unreasonably demanding discipline problems on a day-to-day basis;
 - 3.3.7 will not involve additional non-teaching responsibilities without appropriate preparation and support.
- 3.4 We will also ensure that in the first year of induction (terms 1-3) there will be a reduced timetable for directed teaching time of no more than 90% of other main pay range teachers to undertake induction activities. In addition, during the second year (terms 4-6) there will be a reduced timetable for directed teaching time of no more than 95% of other main pay range teachers to undertake induction activities. The ECT will agree with their induction tutor how best to use their reduced timetable allowance. This is in addition to the timetable reduction received for planning, preparation and assessment (PPA) time.
- 3.5 The Principal will appoint an induction tutor for the ECT, who is expected to hold QTS, and who has the necessary skills and knowledge to provide regular support and guidance and assess the ECT's progress against the Teachers' Standards, and will ensure that they are appropriately

- 4.3 Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period.
- 4.4 Where an ECT is eligible to carry out short-term supply work, and is undertaking short term supply work of less than one term, this cannot count towards induction. However if it becomes clear that short-term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.
- 5 Monitoring, support and assessment during the induction period
 - 5.1 Monitoring and support will take place throughout the induction period. This will be structured to meet the professional development needs of the ECT. It will include a programme of ECF based training, ongoing support and guidance from the induction tutor, regular mentoring provided by the designated mentor, the ECT observing experienced teachers either in this academy/Academy

setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.

7.2 Paragraph 7.1 above does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be granted and their performance will be assessed against the Teachers' Standards.

8 Where there are concerns

8.1 If it becomes apparent during progress reviews, that the ECT is not making satisfactory progress against the Teachers' Standards, the induction tutor should state this clearly within the progress

- 8.4.1 the identified weaknesses and the evidence used to inform the judgement;
 - 8.4.2 give the ECT the opportunity to comment on and discuss the concerns;
 - 8.4.3 the agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives;
 - 8.4.4 the additional monitoring and support put in place and put in place any further monitoring and support that will be provided to address the specific areas and improve their performance;
 - 8.4.5 details of the improvement plan for the next assessment period;
 - 8.4.6 the consequences of failure to complete the induction period satisfactorily.
 - 8.4.7 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.
- 8.5 If the concerns about the ECT's progress are very serious, we may instigate formal capability proceedings in line with our Capability Policy, which may lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the appropriate body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction

12.1.1 The induction process will be treated confidentially, and we will ensure that arrangements are in place to facilitate this, including the secure transfer of data between us and the appropriate body. Information relating to an ECT's induction process will only be shared with those directly involved in the induction process, and the Academy council on request for a general report on progress, on a termly basis.

12.2 Consistency of Treatment and Fairness