

# St Alban's Catholic High School



## Early Career Teacher Policy

Approved by Governors on: 13/05/2024

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## Section 1 Aims

The school will:

- Run an ECT induction programme that meets all the statutory requirements
- Provide ECTs with a supportive environment that develops and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme
  
- Beyond the statutory aims of the ECT policy, the school's Catholic Ethos permeates the support offered to staff training in the school. This means as part of the professional development over the ECT programme, the school takes an active part in the formation of the teacher to enhance their knowledge, understanding and skills of working in a Catholic School. In the first instance, the school is partnered with the Margaret Beaufort Institute. This allows access to training courses appropriate to ECT teachers, including accredited courses. This commitment to formation is enhanced with specifically focused CPD and mentor support from the school's Chaplain.

## Section 2 Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance *Induction for Early Career Teachers (England) Revised March 2021* and *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012*.

The 'relevant standards' referred to below are the Teachers' Standards.

This policy complies with our funding agreement and articles of association.

## Section 3 The induction programme

3.1 For a full-time ECT, the induction programme will typically last for a two academic years. Part-time ECTs will serve a full-time equivalent.

The programme is quality assured by the Alpha Teaching School Hub.

3.2 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, the induction period
- Be provided with a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have qualified teacher status (QTS)
- Have the stated mentor contact of one hour per week
- 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 during their first ECT year and no more than 95% during their second.
- 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

3.2 Support for ECTs

We support ECTs with:

- A designated induction mentor, who will provide day-to-day mentoring and support
- A designated induction tutor, who will co-ordinate their monitoring and assessments
- Access to a school Chaplain to support them in matters of Catholic Ethos
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- ½ termly professional reviews of their progress with their induction tutor where we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

3.3 Assessments of ECT performance

Formal assessment meetings will take place termly, undertaken by the induction tutor in partnership with the school ECT & ITT lead.

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, clearly showing 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 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.

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.

### 3.4 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 by the induction tutor and school ECT/ITT lead to help the ECT improve their performance

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 school ECT lead will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

## Section 4 Roles and responsibilities

### 4.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor and induction mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction mentor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully with the ECT online training platform and complete tasks by the stated deadline
- Participate fully in the school CPPD programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Keep copies of all assessment forms
- **When the ECT has any concerns, they will:**
- Raise these with their induction mentor as soon as they can
- Consult with their contact at the Local Authority and FKTSa at an early stage if there are difficulties in resolving issues with their mentor or within the school

### 4.2 Role of the headteacher

The ECT/ITT lead will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Notify the appropriate body (Local Authority and FKTSa) when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 3.1 above)
- Ensure an appropriate ECF-based induction programme is in place

- Ensure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the induction tutor 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
- 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 Local Authority and FKTSA on whether the ECT's performance against the relevant standards is satisfactory
- Participate in quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

#### 4.3 Role of the induction tutor

The induction tutor will:

- 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
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review record with the ECT, Headteacher and appropriate body.

#### 4.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction to help insure the ECT receives a high-quality ECT-based induction programme
- Provide, or broker, effective support, including phase of subject specific mentoring and coach
- Take prompt, appropriate action and inform the ECT lead if an ECT appears to be having difficulties.

#### 4.5 Role of the governing body

The governing board will:

- Ensure the school complies with statutory guidance
- 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

## Section 5 Monitoring arrangements

This policy will be reviewed **annually** by the school ECT/ITT lead in discussion with the Headteacher. At every review, it will be approved by the governing body.

## Section 6 Links with other policies

This policy links to the following policies and procedures:

- Appraisal
  - Grievance
  - Pay
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Signed by Phil Dance Chair of Governors:

Date: