



Lincoln Christ's Hospital School Early Career Teachers (ECT) Policy

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Early Career Teachers at LCHS

At LCHS, we pride ourselves on ensuring that all of our teachers feel supported and have every opportunity to develop and progress in all aspects of their professional career. This is especially important for our Early Career Teachers (ECTs).

This policy will highlight the reforms that have led to a change in the induction process of all new teachers and highlight what we are doing as a school to ensure the continuing success of our ECTs throughout their induction and beyond.

Background

From September 2021, statutory induction for new teachers changed as part of the ECF (early career framework) reforms. All early career teachers in England undergoing statutory induction are now entitled to 2 years of high-quality professional development support based on the ECF.

Changes include:

- The extension of the induction period to 2 school years;
- Early career teachers undergoing induction are now entitled to a 2-year training and support programme based on the ECF.

The end of an early career teacher's induction period will continue to be marked by a decision as to whether the teacher's performance against the Teachers' Standards is satisfactory. Following a programme based on the ECF should make it easier for teachers to demonstrate that they have met those standards at the end of induction.

Aims

Lincoln Christ's Hospital School is committed to ensuring that all our students have access to high quality teaching and learning in order to ensure that all students are able to thrive and feel challenged within the classroom environment and beyond. We are committed to ensuring that our Early Career Teachers have access to the support and opportunities that are required for them to meet the needs of our students have the best start to their teaching career.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance *Induction for Early Career Teachers (England) (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.

The induction programme

For a full-time ECT, the induction programme will last for two academic years. Part-time ECTs will serve a full-time equivalent. The programme is quality assured by an 'appropriate body' (reviewed annually). The school follows the DFE funded provider-led programme. The external provider of the Early Careers Framework is reviewed annually.

The current chosen appropriate body for LCHS is L.E.A.D Teaching School Hub.

The provider-led programme is conducted by the EDT (Education Development Trust) and delivered via L.E.A.D Equate.

Roles and Responsibilities

The Headteacher and the designated Induction Tutor is responsible for making recommendation for the successful completion of the induction period to the Appropriate Body (AB) on behalf of the school and for holding senior and middle leaders to account for providing effective monitoring and support for ECTs. In cases of unsatisfactory progress, the Headteacher should ensure that judgements have been quality assured and communication with the ECT and AB is effective and timely. The Headteacher should ensure that the Induction Tutor has the expertise and time to fulfil their role, alongside ensuring that designated Mentors of ECTs are also allocated time to meet with their ECT.

The Induction Tutor has responsibility for ensuring the training of ECT Mentors, engagement with the ECT training programme, regular observations and verification of the formal assessment of each ECT. This is a departure from previous policy where assessment was undertaken by the Mentor and Induction Tutors. Induction Tutors liaise with the AB for reporting and assessment and where ECTs are at risk of failing to meet the Teacher Standards. Induction Tutors ensure that ECT mentoring and coaching is of a high standard.

ECT Mentors provide support and guidance on a daily basis and will support training and provide instructional coaching to ECTs. They offer knowledge and resources including schemes of learning to support ECT workload. They communicate with the Induction Tutor regarding ECT progress but are not responsible for making a judgement for the final assessment against Teacher Standards as this is undertaken by the Induction Tutor. They should be given time to meet with their ECT on a weekly basis.

The ECT has responsibility to participate in the training, self-study, coaching and monitoring activities which support the ECF and are provided by the EDT.

When the ECT has any concerns, they will:

- Raise these with their induction 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 tutor or within the school.

Formal QA is provided by the AB.

The Local Governing Body has a role in ensuring compliance to this policy and will hold the Headteacher to account for the numbers of ECTs successfully completing the programme and meeting Teacher Standards.

ECT appointments

The appointment of ECTs will be made with consideration of the capacity of the school to provide appropriate mentoring and support and fulfil the statutory obligations of monitoring, support and assessment.

Support for ECTs

We support ECTs with: Their designated subject mentor tutor, who will provide day-to-day monitoring and support through the Early Careers Framework, and an Induction Tutor who will have an overview of activity and will co-ordinate assessments.

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 [half termly], at which 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. Involvement with school CPD throughout the year alongside the Early Careers Framework.

In accordance with the Statutory Guidance for ECTs from the Department for Education, ECTs will receive a 10% timetable reduction in their first year of induction. In addition to this, they will also receive a 5% timetable reduction in the second year of induction.

Assessments of ECT performance

Each half term, an ECT's teaching will be observed against the Teaching Standards. This should be undertaken by the Induction Tutor.

Each term, the ECT and Induction Tutor will meet to undertake a professional progress review to identify development targets. 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. The induction tutor will notify the appropriate body after each progress review to inform whether the ECT is making satisfactory progress. Where this is not the case, a plan will be shared to outline the strategies in place to support the ECT in getting back on track.

ECTs are required to undertake two formal assessments. This must be undertaken by the Headteacher or Induction Tutor. These will take place at the end of the first year and in the final term of induction (second year).

ECTs should be kept up to date on their progress. There should be nothing unexpected.

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 and 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 appropriate body may be contacted and asked for further support;
- 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 Induction Tutor will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

It is hoped that the above policy will help to ensure that all ECTs employed by LCHS have access to the statutory support and delivery of the ECF and are able complete their induction period alongside developing as a practitioner within our school community.