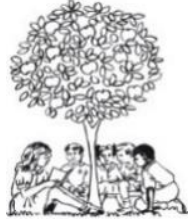


# The Orchard Infant School

## Early Career Teacher Policy



### Policy Summary

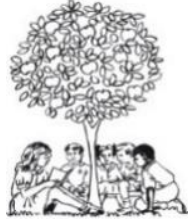
This policy outlines the roles, responsibilities and policies which relate to successful induction of Early Career Teachers

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The Orchard Vision: *Inspiring Success*

Values: *Determination, Courage, Respect and Kindness*

## The Orchard Early Career Teacher Policy

### 2024

#### **Purpose of the policy**

- To ensure all staff including an Early Career Teacher know their role, responsibility and policies which relate to the successful induction of ECT's.
- To ensure the legal requirement of providing an induction period is met.
- To ensure that an appropriate body oversees the satisfactory completion of the induction period.

#### **Purpose of Induction**

Statutory Induction for teachers is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards. The programme of support should enable the ECT to demonstrate their performance against the relevant standards and equip them with the necessary tools to be an effective and successful teacher.

The length of the induction period is the full time equivalent of two academic school years- usually six terms. This is statutory from September 2021

The minimum period of employment that can be counted towards the completion of an induction period is one term.

#### **Statutory Framework**

The statutory provisions underpinning the guidance are sections 135A, 135B and 141C of the Education Act 2002 and the Education Regulations 2012.

#### **Standards**

The decision made about whether an ECT's performance against the relevant standards is satisfactory will take in to account the ECT's work context and will be made on the basis of what can be reasonably expected of an ECT within the framework set out by the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

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A Qualified teacher cannot be employed as a teacher in relevant schools in England unless they have satisfactorily completed an induction period. While ECTs are encouraged to start their induction as soon as possible after gaining QTS there is no set time limit for starting or completing an induction period. There is no such requirement if an ECT intends to work in the independent sector, an academy, a free school a BSO or an FE institution.

There is only one chance to complete statutory induction.

### **The Appropriate Body**

The appropriate body for the oversight of ECTs at The Orchard is currently South Farnham Educational Trust. However, future ECTs may also use the Xavier Teaching School Hub. Both of these appropriate bodies are associated with the training provider Teach First.

### **Suitable Post for Induction**

An ECT at the Orchard will be given a class- based role to ensure that they have the best opportunity to learn and to meet the standards required. The Headteacher and the appropriate body are jointly responsible for ensuring that the supervision and training of the NQT meets their development needs.

The Orchard School is committed to ensuring:

- The Head Teacher will make the recommendation about whether the ECTs performance against the relevant standards is satisfactory.
- There is a prior agreement with an appropriate body: Xavier Teaching School Hub to act in the role of quality assurance of the induction process
- Provision for the ECT of appropriate 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.
- Provision of a reduced timetable- the ECT will teach no more than 80%. (10% NQT time and 10% PPA time) in the first year and no more than 85% in the second year.
- There are no unreasonable demands
- There are no demands to enforce teaching outside the age range for which they have been employed to teach
- The ECT regularly teaches the same class in the first year and ideally in the second year also.
- Similar planning, teaching and assessment processes to those in which other teachers working in similar posts are engaged.
- No additional non- teaching responsibilities without the provision of appropriate preparation and support. ECTs are not asked to be Subject Leaders in their first year of teaching.
- There is sufficient capacity to support an ECT.

### **Monitoring, Support and Assessment**

The programme of support will be personalised to meet the professional development needs of the ECT. The programme will meet the standards required by the National programme and Xavier Teaching School Hub. There will be:

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- Support and guidance from a designated induction tutor who holds QTS and has the time and experience to carry out the role effectively
- Observation of the ECTs teaching and follow up discussion- at regular intervals
- Regular professional reviews of progress
- ECT observation of experienced teachers either in the ECT's own school or in another school where effective practice has been identified
- Prompt and constructive feedback following observations
- Frequent reviews of progress towards objectives and agreed steps to support identified.
- Formal assessments carried out by the headteacher or induction tutor towards the end of each term which contain no surprises due to ongoing dialogue

An induction tutor will be appointed who will be sufficient time to carry out the role effectively and to meet the needs of the NQT- 10% in addition to their normal PPA and Leadership time in the first year and an additional 5% in the second year.

### **Assessments**

Formal assessments are carried out termly towards the end of each term. Assessment reports will show assessment of the ECTs performance against the relevant standards.

The final assessment meeting is at the end of the induction period and will form the basis for the Head Teacher's recommendation to the appropriate body as to whether the ECTs performance against the relevant standards is satisfactory, unsatisfactory or whether an extension should be considered. The ECT should add their comments to each assessment report shortly after each assessment meeting and within 10 days of the final assessment meeting. If an ECT leaves a post one term or more before completion of the induction year then an interim assessment must be carried out before the ECT leaves to capture any progress and performance information since the last assessment.

The appropriate body makes the final decision as to whether or not an ECTs performance against the relevant standards is satisfactory, drawn on the recommendation of the head teacher and making a decision within 20 working days. This decision must be based on all available evidence and the headteachers recommendation and any written representations from the ECT. Within three working days of this decision the body must make written notification of the decision to the ECT, the Head Teacher, (and the Teaching Regulation Agency in cases where there is a decision to fail or extend the induction period). The ECT must be informed of the right to appeal against a decision concerning failing or extending the induction period. An appeal must be notified within 20 working days after which the right to appeal expires except in exceptional circumstances.

### **Raising Concerns**

An ECT should normally raise any concerns about their induction programme with their induction tutor. If the matter is not resolved the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the matter.

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## **Record Keeping and Retention**

The appropriate body is responsible for keeping a record for each ECT registered. It should also monitor the return of forms ensuring the school returns them on time. Where the ECT has started in a different school the appropriate body should obtain copies of any assessments from them. Assessment reports are retained by the school and the appropriate body for a minimum of six years. ECTs are advised to keep the original copies of reports.

### Confidentiality and data protection

Arrangements must be in place to ensure all data is protected and transferred securely. The process and assessments must be treated with confidentiality at all times and not shared with anyone who is not directly involved in the process. The Governing Body can request general reports on the progress of an NQT but are not entitled to have access to an ECTs assessment forms unless they are investigating under grievance procedures.

- Frequent reviews of progress towards objectives and agreed steps to support identified.

## **Unsatisfactory Progress and appeals**

If there are concerns about progress the school will inform the appropriate body and additional monitoring and support measures will be put in place immediately. Clear feedback and targets will support the areas of concern so that an ECT is fully aware and has every opportunity to improve. The head teacher and appropriate body will ensure that areas for improvement have been identified appropriately, there are appropriate objectives and an effective support programme is in place.

If the performance remains unsatisfactory at the next formal assessment point this should be clearly communicated with the NQT and the consequences explained.

## **Appeal**

If an ECT fails the induction or has their induction extended the appropriate body must advise of the right to appeal to the Teaching Regulation Agency.

<https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

### Roles and Responsibilities

The ECT should:

- Provide evidence they have QTS and are eligible to start induction
- Meet with their tutor to discuss and agree priorities for their induction and keep these under review
- Agree with their tutor how best to use their non class based time
- Participate fully in the agreed monitoring and development programme
- Raise any concerns with their tutor as soon as is practicable
- Consult with their appropriate body contact at an early stage if there are unresolved issues with the tutor or school
- Keep track of and participate effectively in classroom observations, reviews and assessment meetings

- Agree with the tutor the start and end dates of the induction period and dates of any absences from work.
- Retain copies of all assessment forms

The Head Teacher should;

- Check that the ECT has been awarded QTS
- Clarify whether the teacher needs to serve an induction period
- Agree, in advance of the ECT starting induction, which body will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction
- Meet the requirements of a suitable post for induction
- Ensure the tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure an appropriate and personalised induction programme is in place
- Ensure the ECTs progress is reviewed regularly including observations and feedback
- Ensure termly assessments are carried out, reports completed and sent to the appropriate body
- Maintain and retain accurate records of employment that will count towards the induction period
- Make the governing body aware of the arrangements
- Make a recommendation to the appropriate body on whether the ECTs performance against the relevant standards is satisfactory or requires an extension
- Participate thoroughly in the appropriate body's quality assurance procedures
- Retain all relevant documentation on file for six years.

In some circumstances the Head Teacher should

- Obtain interim assessments from a previous post
- Act early, alerting the appropriate body where necessary, in cases where a NQT may be at risk of not completing induction satisfactorily
- Ensure 3<sup>rd</sup> party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards
- Notify the appropriate body as soon as absences total 30 days or more
- Periodically inform the Governing Body about the institution's induction arrangements
- Advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem it has been satisfactorily completed
- Provide interim assessment reports for staff moving between formal assessment periods
- Notify the appropriate body when an ECT leaves the school during the induction period

Tutors should:

- Provide or coordinate guidance and effective support including coaching and mentoring for the ECT's professional development
- Carry out regular progress reviews
- Undertake 3 formal assessment meetings- normally one per term

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- Inform the ECT of the judgements to be recorded and invite the ECT to make comments
- Ensure that the ECTs teaching is being observed and feedback provided
- Ensure ECTs are aware of how, both within and outside school, they can raise concerns about their programme or their personal progress
- Take prompt appropriate action if an ECT appears to be having difficulties

Appropriate Bodies should:

- Assure itself that Head Teachers and Governing Bodies are aware of and capable of meeting the statutory requirements
- Consult with headteachers regularly concerning the nature and extent of the QA procedures it operates
- Ensure that head teachers are providing a suitable post
- Ensure monitoring, support, assessment and guidance procedures in place are fair and appropriate
- Ensure action is taken to address underperformance
- Make contact with the school if it is not fulfilling its responsibilities
- Ensure tutors are trained and supported and given enough time
- Ensure agreements are upheld
- Ensure the Head Teacher verifies that the award of QTS has been made
- Ensure there is a reduced timetable in addition to PPA
- Provide a named contact with the appropriate body with whom to raise concerns.
- Ensure records and assessment reports are maintained
- Reach agreement where a reduced induction period is appropriate
- Make the final decision as to whether the ECTs performance is satisfactory or whether an extension is required, notifying the relevant parties
- Provide the Teaching Regulation Agency with details of ECTs who have started, completed or require an extension or left before the end of an induction period.
- Respond to requests from school for guidance, support and assistance
- Respond to requests for assistance and advice and training for induction tutors

The Governing Body should:

- Ensure compliance with this guidance
- Be satisfied that the school has capacity to support an ECT
- Ensure the Head Teacher is fulfilling their responsibility
- Investigate concerns raised by an ECT as part of the school's agreed grievance procedures
- Seek advice from the appropriate body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved
- Request general reports on progress

The Teaching Regulation Agency will:

(Statutory)

- Hear appeals
- Ensure names of ECTs who fail induction are included on the list of those who have failed to complete the induction period

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(Non- statutory)

- Record the progress of ECTs through their induction proves and provide details who have passed/failed to employers through the Employer access Online Service.

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