

# Kirby Muxloe Primary School



## Early Career Teacher (ECT) Policy

Status: Statutory

Date adopted by governing body: October 2024

Date for review: Autumn 2027

## **Early Career Teacher (ECT) Policy**

***“We know that high-quality teaching is the thing that makes the biggest difference to young people’s academic successes,”***

-Education Endowment Foundation.

The Early Career Teacher or ECT induction process at Kirby Muxloe Primary School ensures that the appropriate guidance support and training is provided through a structured, nationally recognised programme. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional and statutory duties, can be built.

### **Early Career Framework**

The Early Career Framework has been produced by the DfE and underpins an entitlement to additional support and continued professional development for ECTs in the first two years of their career. It covers five core areas:

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional behaviours

### **Aims & Purposes**

- To provide a programme appropriate to the needs of the ECTs;
- To provide appropriate support through the role of an ECT Mentor;
- To provide ECTs with varied examples of good practice;
- To encourage reflection on their own and observed practice;
- To provide opportunities to recognise and celebrate good practice;
- To provide opportunities to identify areas for development;
- To help ECTs to develop an overview of a teacher’s roles and responsibilities;
- To provide a foundation for longer-term professional development
- To help ECTs perform satisfactorily against the current Teachers’ Standards.

### **Roles & Responsibilities**

#### **The Trust Board**

The trust board will be fully aware of the contents of the DfE Statutory Guidance on Induction for ECTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. The Trust Board will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

#### **The Headteacher**

- Selecting an SLT ECT Lead to oversee the implementation of the induction programme;
- Selecting a mentor for each ECT;
- Ensuring a high quality induction programme is selected from an approved provider;
- Informing the Appropriate Body as to whether or not an ECT has performed satisfactorily against the Teachers’ Standards for the completion of induction;
- Informing the appointed ECT training partner/ appropriate body as to whether or not the ECT has performed satisfactorily against the Teachers’ Standards for the completion of induction.

- Observe ECTs teaching at the required formal assessment points and take steps as required;
- Keep the Trust Board informed about ECT induction arrangements and the results of formal assessment meetings.

### **The SLT Early Career Teacher Lead/Tutor**

- Registering ECTs and mentors with the school's chosen induction provider
- Registering the ECT with the school's selected Appropriate Body
- Overseeing the implementation of the programme;
- Ensuring the required records for the ECT induction programme are secure and up to date;
- Monitor attendance of ECTs and keep records as required by the appointed ECT training partner/ appropriate body
- Take part in the formal assessment process for ECTs, ensuring assessment procedures are consistently applied.
- Hold progress reviews with the ECT in each term that does not contain a formal assessment and to inform the Headteacher and the appointed ECT training partner/ appropriate body of the outcome.

### **The ECT Mentor**

- To fully utilise and follow the induction programme, including engaging with self-directed study, in order to effectively support their assigned ECT;
- To hold weekly coaching sessions with the ECT
- To monitor ECT engagement with self-directed study and keep records required by the appointed ECT training partner/ appropriate body.
- To contribute to ECT progress reviews held termly.
- To keep the ECT up to date on their progress. There should be nothing unexpected.
- To liaise with the SLT Induction Lead and Headteacher, informing them of ECT's progress and any concerns they may have.

### **The Early Career Teacher (ECT)**

The ECT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction.

- To proactively engage with and follow the induction programme, including engaging with self-directed study and attending seminars.
- To actively engage with weekly coaching sessions with their mentor.
- To effectively utilise their 10% reduction in teaching time to participate in the Induction programme.
- To keep records required by the appointed ECT training partner/ appropriate body up to date and available to appropriate staff.

### **At Risk Procedures**

- An expectation is established that the support provided will enable any weaknesses to be addressed;
- Recorded diagnosis of the exact nature of the issue and advice given on how to redress it;
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the concerns communicated to the appointed ECT training partner/ appropriate body promptly;

- Where necessary the SLT Induction Lead and/or Headteacher will support the mentor in observations and in planning an appropriate programme to ensure satisfactory completion of the induction programme.

### **Addressing ECT Concerns**

If an ECT has concerns about the induction and mentoring programme, these should be raised with the SLT Induction Lead an/or the Headteacher. If the concerns are not resolved the ECT should contact the appointed ECT training partner/ appropriate body.

### **Associated Documents**

<https://www.gov.uk/government/publications/early-career-framework>

<https://www.gov.uk/government/publications/teachers-standards>