



LANDAU
FORTE
ACADEMY
AMINGTON

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Author	B Hazzard
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1. Aims

The Academy aims to:

- Run an ECT induction programme that meets all the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the ECT induction programme

This policy applies to ECTs who start their induction **on or after 1 September 2021**.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england> and <https://www.gov.uk/government/publications/early-career-framework>

The 'relevant standards' referred to below are the [Teachers' Standards](#).

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

3. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the principal and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The induction standards are quality assured by the Awarding Body which is John Taylor. ECT training is assured by Education Development Trust. Further quality assurance is provided by Ofsted.

3.1 Posts for induction

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
- Have an appointed ECT Induction Tutor and ECT mentor, both of whom will have qualified teacher status (QTS)
- 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 and in their second year no more than 95% of the timetable of our existing teacher on the main pay range.

- 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 student discipline problems on a day-to-day basis

3.2 Support for ECTs

We support ECTs with:

- Their designated Induction Tutor, who will provide day-to-day guidance and support and co-ordinate their assessments
- Their designated ECT mentor, who will provide day-to-day guidance and support
- Weekly meetings in Year 1 with their ECT Mentor to discuss progress targets and offer support. Fortnightly meetings in year 2.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback. ECTs should always be given a copy of their feedback for their records
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the Academy or at another school with effective practice

3.3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year and the final term of their second year, and will be carried out by the ECT Induction Tutor, who then informs the Principal.

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 upon will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The principal will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the principal, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

3.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will 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 against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or principal will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

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 ECT Induction Tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their ECT Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction.
- Attend the weekly mentor meetings prepared to reflect on their progress against their targets and progress made
- Engage in the ECT formally delivered training whether that be face to face or online and commit fully to the ECT modules covered in the training
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their ECT mentor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms

When the ECT has any concerns, they will:

- Raise these with their ECT mentor or 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 mentor/tutor or within the Academy

4.2 Role of the Principal

The Principal will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body 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 4.1 above)
- Ensure the ECT Induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT mentor 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
- Make sure that an appropriate ECF-based induction programme is in place
- 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 the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the ECT Induction Tutor

The ECT Induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate

- Inform the ECT during the formal 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
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the Academy
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

4.4 Role of the mentor

The principal will identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role.

Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

The ECT Mentor will:

- Lead regular Mentor Meetings guided by ECF schedule.
- Contribute to ECT assessment at the end of each year.
- Attend all ECF training events and undertake self-study as required.
- Undertake regular observations of the ECT which will provide constructive written and verbal feedback, copies of which will be given to the ECT and retained by the Mentor and Induction Tutor.

4.5 Role of the governing board

The governing board will:

- Ensure the Academy complies with statutory guidance on ECT induction
- Be satisfied that the Academy has the capacity to support the ECT
- Ensure the Principal is fulfilling their responsibility to meet the requirements of a suitable induction post

- Investigate concerns raised by the ECT as part of the Academies grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

5. Monitoring arrangements

This policy will be reviewed **annually** by the Academies ECT Induction Tutor. At every review, it will be approved by the full governing board.

5.1. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay