



St Ambrose College

Early Career Teacher (ECT) and Trainee Teacher Policy

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1. Aims

The college aims to:

- Run an ECT induction programme that meets all the statutory requirements, in line with our Awarding Body (currently Trafford Council).
- Ensure ECTs participate in the Early Careers Framework with an accredited provider (currently Best Practice).
- 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 induction programme.
- Run a successful programme of professional issues tutorials for trainees (also accessible to the ECTs) delivered by various staff.
- Ensure all Head of Departments for trainees understand their role.
- Run a successful programme for trainees that meets all statutory requirements of our provider (currently MMU).

2. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)

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

3. The induction programme

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

The programme is quality assured by the appropriate body.

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 ECF lead and an ECF mentor, who will have qualified teacher status (QTS).
- Have an appointed induction tutor and line manager (usually the Head of Department), who will have qualified teacher status.
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% (95% in Year 2) of the timetable of our existing teachers 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.

3.2 Support for ECTs

ECTs are supported with:

- A designated induction tutor mentor, who will meet them once per half-term with other ECTs to share good practice and challenges as well as meeting them individually once a term to discuss and complete progress reviews and assessments.
- A designated line manager (usually a Head of Department) who will meet with them fortnightly.
- An ECF mentor (outside their department) who will support and mentor them with their progress.
- An ECF lead who will oversee the ECF.
- Observations of their teaching every half-term, (once a term in the second year) and follow-up discussions with prompt and constructive feedback. Most of these will be done by the Head of Department. The induction tutor will observe them at least once a year.
- Termly reviews of their progress where objectives are reviewed and revised in relation to the relevant standards and their current needs and strengths. This takes place with the line manager and is then reviewed and assessed by the induction tutor.
- Opportunities to observe experienced teachers.
- Extra support with behaviour management when needed.

3.3 Assessments of ECT performance

- Progress reviews (terms 1,2,4,5) and formal assessment meetings (terms 3,6) will take place termly, first with the Head of Department and then quality assured by the induction tutor.
- 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 Head of Department, induction tutor and the appropriate body.
- After these meetings, formal assessment reports will be completed that clearly show 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 induction tutor 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:

- 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 to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next formal 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. If there are still concerns at the final assessment process, the induction tutor will recommend to the awarding body that the ECT does not pass their induction 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 Head of Department and induction tutor at the start of the programme to review their final report from their ITT year and discuss and agree priorities and targets.
- Agree with their Head of Department and induction tutor how best to use their reduced timetable allowance.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations and progress reviews.
- Agree with their induction tutor 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.
- If 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 induction tutor or within the school

4.2 Role of the Principal

The Principal will:

- Check that the ECT has been awarded QTS.
- Agree, in advance of the ECT starting, who will act as the appropriate body (this may be delegated to a member of the SLT).
- Notify the appropriate body when an ECT is taking up a post and undertaking induction (this may be delegated to a member of the SLT).
- Make sure the ECT's post is suitable according to statutory guidance (see section 3.1 above)
- 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, for example lesson observations and feedback of their teaching (this may be delegated to a member of the SLT).
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body (this may be delegated to a member of the SLT).
- 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 (this may be delegated to a member of the SLT).
- Participate in the appropriate body's quality assurance procedures of the induction programmes (this may be delegated to a member of the SLT).
- Keep all relevant documentation, evidence and forms on file for 6 years.

4.3 Role of the induction tutor:

The induction tutor will:

- Provide guidance and effective support to the ECT.
- Carry out termly progress reviews throughout the induction period.
- 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.
- 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 school.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Ensure the ECT receives the appropriate support from their Head of Department.

4.4 Role of the governing body

The governing body will:

- Ensure the school complies with statutory guidance.
- Be satisfied that the school 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 school's 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.

5. Trainee teachers

We accommodate trainees in a number of subjects for their PGCE placements. The trainee teachers are provided with a Professional Development programme, (along with the ECTs) delivered by various staff.

Trainees are supported by a subject mentor. The subject mentor must have evidence of excellent practice in their teaching, including their assessment and feedback.

All staff working with trainees must adhere to the partnership agreements with MMU. Further details of the roles and responsibilities of the college, trainee teachers and the provider can be found in the MMU handbook and documentation.

The college provision for trainees is quality assured by MMU. The college can only accommodate trainees that are part of our partnership; occasionally we may accommodate requests for people to come into school and observe lessons but they must not teach or mentor students.

Each trainee will:

- Have a timetable according to the requirements of the provider.
- Receive an induction programme that meets the requirements of the provider.
- Have a subject mentor who has a proven track record as a good or outstanding teacher. They will meet with the subject mentor once per week. The subject mentor must attend the training provided by the provider.

- Have a professional mentor who will support and quality assure the subject mentors.
- Have access to regular professional issues tutorials as well as whole staff CPD sessions in accordance with the school calendar.
- Receive written feedback at least once a week as well as regular informal feedback.
- Shadow and work with a form tutor.
- Be given the opportunity to observe other teaching staff both within and outside their departments.
- Be observed by the professional mentor once during their placement.

Where concerns arise with trainees, the college will follow the procedures of MMU regarding the use of support plans (see MMU handbook)

6. Monitoring arrangements

This policy will be reviewed annually by Assistant Principal, Mrs R Wheelan. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay