

Early Career Teacher (ECT) Policy

Audience:	School and academy staff, particularly
	Headteachers and administrative staff
	Local Governing Bodies
Reviewed:	17/10/22
	Review November 2024
Other related	Teacher Appraisal
policies/	Capability
procedures	Teacher pay
Owner	Director of Education
Policy / procedure	MAT policy: all Crofty schools use this policy
model	Aligned: Policy to be adapted to school where
	indicated
	School policy: specific to needs of the school

1. Aims

Crofty MAT aims to:

- Provide all Early Career with an induction programme that meets all the statutory requirements
- Provide Early Career Teachers 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 Early career framework.

2. Legislation and statutory guidance

u) - <u>Induction for early career</u> <u>teachers (England) - GOV.UK (www.gov.uk)</u>. u <u>u</u> Standards.

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

3. The induction programme

For a full-time Early Career teacher, the induction programme will typically last for two academic years. Part-time ECT**s will** complete a full-time equivalent.

Crofty ECTs are enrolled onto the One Cornwall Teaching School/ Teach First induction programme who also fulfil the role of

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 induction tutor, who 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 time table of our strings of the time table of our strings.

- ½ networking and support meetings as part of the Crofty ECT support programme
- Allocation of a mentor / buddy who will work closely with the ECT, providing day-to-day curriculum and subject support.

• 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.

The headteacher 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
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body (One Cornwall Teaching School)
- 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
 relevant standards is satisfactory
- h rance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

The actions above may be delegated to an Induction Tutor or other appropriate member of staff to act on behalf of the headteacher.

The induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring
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