



Early Career Teacher (ECT) Policy

	School and academy staff, particularly Headteachers and administrative staff Local Governing Bodies
	17/10/22 Review November 2024
	Teacher Appraisal Capability Teacher pay
	Director of Education
	Aligned: Policy to be adapted to school where indicated School policy: specific to needs of the school

- 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
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- 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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