

# EARLY CAREER TEACHER (ECT) POLICY

<b>Approving Body</b>	Trust
<b>Date of Last Review</b>	November 2023
<b>Statutory (Y/N)</b>	Y
<b>Responsible Officer</b>	BMAT CEO for and on behalf of the Trust

## **I. INTRODUCTION – AIMS, SCOPE, FRAMEWORK**

1. BMAT and its constituent schools aim to:
  - a. Run an ECT induction programme that meets all the statutory requirements;
  - b. Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers; and
  - c. Ensure that all BMAT staff understand their role in the induction programme.
2. Scope: This Policy sets out an ECT induction and assessment programme which applies across BMAT and its constituent schools.
3. Framework – this Policy:
  - a. Complies with the Department for Education’s statutory guidance, “[Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](#)” and “[The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012.](#)”;
  - b. Means the [Teachers’ Standards](#) by “the relevant standards”;
  - c. Complies with our funding agreement and articles of association; and
  - d. Will be reviewed at least every three years by the BMAT Trust Executive;
  - e. Links to other [BMAT policies](#), including its Capability Policy, Staff Appraisal Policy, Pay Policy and Grievance Policy.

## **II. THE BMAT INDUCTION PROGRAMME**

4. For full-time ECTs, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent.
5. The programme is quality assured by our “appropriate body”
6. Each ECT will:
  - a. 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;
  - b. Be provided with Early Career Framework (ECF) based training embedded as a central aspect of induction;

- c. Have an appointed induction tutor, who will have qualified teacher status (QTS);
- d. Have an appointed induction mentor, who will have qualified teacher status (QTS);
- e. Have a reduced timetable to allow them to undertake activities in their induction programme, with a 10% timetable reduction of our existing teachers on the main pay range, in the first year of induction, and a 5% timetable reduction of our existing teachers on the main pay range, in the second year of induction;
- f. Regularly teach the same class or classes;
- g. Take part in similar planning, teaching and assessment processes to other teachers working in similar posts;
- h. Not be given additional non-teaching responsibilities without appropriate preparation and support;
- i. Not have unreasonable demands made upon them;
- j. Not normally teach outside the age range and/or subjects they have been employed to teach; and
- k. Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

7. BMAT ECTs will be supported by:

- a. Their designated induction mentors will provide day-to-day monitoring and support, and contribute to ECT's assessments. This will generally be an experienced colleague (not an ECT) within the same department.
- b. Their designated induction tutor, who will oversee the induction programme and co-ordinate the completion and submission of ECT assessments.
- c. A weekly programme of support and training focusing both on continuing development with regards to the Teachers' Standards (as indicated in the career entry profiles provided by ITT providers) and a bespoke induction programme, based on the Early Career Framework (ECF) and designed to support the ECT at BMAT. This will include a focus on effective feedback, managing workload, behaviour for learning strategies and local safeguarding issues.
- d. Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback

- e. Regular professional reviews of their progress. Reviews take place termly including one senior leadership team visit incorporating a lesson observation. These visits inform and support the judgment of the two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.
- f. Chances to observe experienced teachers, either within the school or at another school with effective practice. The tutors facilitate these observations within and across departments with the aim of sharing good practice.

8. Assessment of ECT Performance:

Professional progress reviews of the ECT

- a. The induction tutor will review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.
- b. Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment
- c. Progress reviews are not formal assessments and there is no requirement for ECT's to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.
- d. A written record of each progress review will be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT
- e. The induction tutor will notify the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress they will outline the plan they have put in place to assist the ECT in getting back on track. Schools will maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

## Formal assessments

- f. ECTs will have formal assessments carried out by the induction tutor. ECTs will receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Evidence used in assessments will be clear and transparent and copies provided to the ECT and appropriate body.
  - g. Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF
  - h. The final assessment meeting is at the end of the induction period and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.
  - i. Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher/principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically
9. At Risk Procedures. If it becomes clear an ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately. The appropriate body, has a robust system of standard action plans and visits from the 'Named Contact' to:
- a. Identify and address areas in which improvement is needed;
  - b. Set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards; and
  - c. Implement an effective support programme to help the ECT improve their performance. This could include an extension of the ECT induction period if appropriate.

10. If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final 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.
11. The induction period will be automatically extended prior to completion when an ECT's absences during the period total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave).

### **III. ROLES AND RESPONSIBILITIES**

#### **12. BMAT ECTs will:**

- a. Provide evidence that they have QTS and are eligible to start induction;
- b. Meet with their induction mentor and tutor at the start of the programme to discuss and agree priorities, and keep these under review;
- c. Agree with their induction mentor how best to use their reduced timetable allowance;
- d. Provide evidence of their progress against the relevant standards through lesson observations and tutor/mentor meetings. There is no requirement to provide a portfolio of evidence;
- e. Participate fully in the monitoring and development programme;
- f. Participate in scheduled classroom observations, progress reviews and formal assessment meetings;
- g. 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;
- h. Keep copies of all assessment forms;
- i. Raise any concerns with their induction tutor as soon as reasonably practicable; and
- j. 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.

#### **13. BMAT School Principals, or those members of staff to whom they have delegated certain responsibilities (such as the Induction Tutor) will:**

- a. Check that the ECT has been awarded QTS and whether they need to serve an induction period;
- b. Agree, in advance of the ECT starting, who will act as the appropriate body;
- c. Notify the appropriate body when an ECT is taking up a post and undertaking induction;

- d. Make sure the ECT's post is suitable according to statutory guidance;
- e. Ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is embedded as a central aspect of induction;
- f. Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- g. Ensure the ECTs progress is reviewed regularly, including through observations and feedback of their teaching;
- h. Ensure that formal assessments are carried out and reports completed and sent to the appropriate body;
- i. Maintain and keep accurate records of employment that will count towards the induction period;
- j. Make the governing board aware of the support arrangements in place for the ECT;
- k. Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory;
- l. Participate in the appropriate body's quality assurance procedures of the induction programmes; and
- m. Keep all relevant documentation, evidence and forms on file for six years

13. BMAT Induction Tutors will:

- a. Coordinate and facilitate an induction programme that is underpinned by the ECF to ECTs;
- b. Liaise with the appropriate body in order to support the induction;
- c. Provide guidance and effective support to the ECT, including coaching and mentoring when needed;
- d. Carry out regular progress reviews throughout the induction period;
- e. 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; and

- f. Take prompt, appropriate action if the ECT appears to be having difficulties.
- g. Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate;
- h. Ensure that the ECTs teaching is observed and feedback is provided; and
- i. 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.

14. The BMAT Trust will:

- a. Ensure that BMAT and its constituent schools comply with statutory guidance;
- b. Be satisfied that BMAT and its constituent schools have the capacity to support ECTs;
- c. Ensure that BMAT school principals are fulfilling their responsibility to meet the requirements of a suitable induction post;
- d. Investigate concerns raised by the ECT as part of the [BMAT Grievance Policy and Procedure](#).
- e. 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; and
- f. If it wishes, request general reports on the progress of the ECT.



## Standards for Teachers

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

#### TS1 A teacher must set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### TS2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### TS3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### TS4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### TS5 Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

#### TS6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### TS7 Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### TS8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

#### A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

#### B. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

#### C. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.