

ST. PETER'S CATHOLIC PRIMARY SCHOOL POLICY FOR EARLY CAREER TEACHER (ECT) INDUCTION

St. Peter's Catholic Primary School is at the heart of a Christ centred community where every person's uniqueness is celebrated with joy and truly valued. We foster caring, supportive relationships based on mutual respect and love. We embrace the different communities to which we all belong – home, school and parish, as well as our local, national and global families. When we welcome the child, we welcome the family. We strive for excellence in all we do; to be the best that we can be.

Overview

In September 2021 new statutory requirements for the induction of newly qualified teachers came into force.

The statutory guidance is contained in two DfE publications

- 'Induction for Early Career Teachers'
- 'Early Career Framework'

The Key Changes Include:

1. The term early career teacher (ECT) replaces the term newly qualified teacher (NQT).
2. The standard length of induction has been increased from one school year to two school years
3. The school must work in partnership with a DfE 'approved body' to jointly provide the training and support
4. The headteacher must make the governing body aware of the arrangements that have been put in place to support ECTs serving induction
5. The headteacher will be responsible for the monitoring, support and assessment of the ECT during the induction period
6. The school must appoint a qualified teacher as an 'Induction Tutor'. That teacher must have the ability and sufficient time to carry out their role effectively as the Induction Tutor. In addition to the Induction Tutor the school must provide a 'mentor' to support the ECT.
7. The school must ensure that the requirements for it to provide a suitable teaching post for the ECT's induction are met
8. In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction
9. Schools with ECTs are expected to deliver an induction programme that is underpinned by the statutory guidance in the DfE 'Induction Guidance' and 'the 'Early Career Framework (ECF)'
10. The ECF sets out what early career teachers are entitled to learn when they start their careers.
11. The ECF underpins the entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits.

Assessment

1. Appropriate bodies have a role in checking that an ECF-based induction is in place
2. The school's ECT mentor will have a key role in supporting the ECT during induction and that role is separate to the role of the induction tutor which is provided by the 'appropriate body'
3. The headteacher will ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that assessments are carried out and reports completed and sent to the appropriate body
4. There will be 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.

5. The induction tutor will be expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term.
6. The headteacher will act early, alerting the appropriate body in cases where an ECT may be at risk of not completing induction satisfactorily and ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards

October, 2021

Review: October, 2024