

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
Early Career Teacher Policy

Approved by Standards Committee: January 2024

Shared with Full Governing Body: March 2024

Next Review Date: January 2025

Introduction

As a Christian community seeking to live out and share the Good News of Jesus Christ, the Gospel underpins all our shared activity and endeavour. We recognise all students in the community, young people, and adults as children of God. As such, each is a unique creation, gifted by God and precious. The adults in our community support and challenge each other to fulfil their responsibility to nurture and develop all of the young people in our care. We therefore choose with care the type of learning experiences we offer and the values we promote.

The purpose of this policy

This policy clearly outlines the vision for supporting Early Career Teachers (ECTs) at St Cuthbert Mayne School. It identifies the levels of support which will lead to a successful induction period at St. Cuthbert Mayne School. It makes explicit how we aim to ensure all Early Career Teachers (ECTs) staff provide the best possible learning for our students. It provides a clear framework that underpins the pedagogical approach of the school. It outlines the strategies the school will use to rigorously monitor and evaluate the quality of Teaching & Learning delivered by ECTs.

Our Vision for Teaching & Learning

Strategic Aim:

- St Cuthbert Mayne School to be a Centre of Excellence for ECT induction and the teaching and learning delivered by these colleagues.

Our core drivers for successful ECT induction, Teaching & Learning

- An ECT policy, which makes explicit how the induction period is structured and the responsibilities of all stakeholders at St Cuthbert Mayne.
- An ECT policy that clearly underpins our approach to teaching and Learning and meets the teaching standards.
- An ECT policy that provides effective monitoring and evaluation, and practices that are consistently deployed to support the development of outstanding teaching and learning.

What is the ECT induction period?

The ECT induction period is a teacher's first 2 years of teaching. It is the bridge between initial teacher training and a career in teaching and is a personalised programme of:

- Development
- Coaching, support and professional dialogue
- Monitoring/assessment of performance against the Teachers' Standards
- Takes equivalent of 2 full school years, i.e. six terms
- Depth and personalisation of support, training and CPD
- Gives the ECT time to observe and learn from others, within schools and across schools
- Develops self-reflection

Responsibilities

The Appropriate Body - South West Institute For Teaching (SWIFT). These responsibilities are described in the document [SWIFT Handbook - Full Induction Programme](#).

- Check the school's plans for delivering a two-year ECF-based induction and verify that this has been received by the ECT;
- Ensure that headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- Check that an ECT has a designated induction tutor and mentor and a reduced timetable in place;
- Ensure that the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- Ensure that where an ECT is experiencing difficulties, action is taken to address areas of performance that require further development and support;
- Moderate assessments, provide QA and make the final pass/fail judgement, following recommendation from the Headteacher;
- Ensure that where an institution is not fulfilling its responsibilities, contact is made to raise concerns;
- Ensure that ECT records and assessment reports are maintained;
- Provide the TRA with details of ECTs who have started, completed, require extensions or have left school partway through an induction period together with details of the type of induction an ECT is accessing.

The St Cuthbert Mayne School will:

The school/college will fulfil those statutory responsibilities which are required of an institution employing an Early Career Teacher. These responsibilities are described in the document [Induction for early career teachers \(England\) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies Revised April 2023 To come into force on 1 September 2023](#)

Headteachers and principals

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

check that the ECT has been awarded QTS;

- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- ensure that the requirements for a suitable post for induction are met;
- ensure the induction tutor has the ability and sufficient time to carry out their role effectively;
- ensure that the mentor has the ability and sufficient time to carry out their role effectively;
- ensure an appropriate ECF-based induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the appropriate body;
- ensure that assessments (including any interim assessments) are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an

- extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years. 44

There may also be circumstances where the headteacher/principal is expected to:

- obtain interim assessments, any formal assessment and progress reviews from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the appropriate body as soon as absences, within each year of induction, total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the appropriate body in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.

In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools should also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Induction tutors

The induction tutor (or the headteacher/principal if carrying out this role) is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body;
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;

- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

Mentors

The mentor (or the induction tutor if carrying out this role) is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high- quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

The ECT

The ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards (see para 1.9);
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate fully in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

The governing body

The governing body:

- should ensure compliance with the requirement to have regard to this guidance;
- should be satisfied that the institution has the capacity to support the ECT;
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT.

Progress Reviews & Formal Assessment Against the Teachers' Standards

An ECT's performance will continue to be assessed against the Teachers' Standards. The ECF is not, and should not, be used as an assessment tool. From September 2021 there will be two formal assessment points: these are shown on the timeline and 'key dates' documents. The first formal assessment takes place midway through induction and the final one takes place at the end of induction. These will be supported by regular reviews to monitor progress, to take place in each term where a formal assessment does not. Refer to Year 1 & Year 2 Key Dates on page 13.

The induction tutor is expected to conduct a progress review with an ECT in each term where a formal assessment is not scheduled.

How does the School promote professional studies and developmental practice?

A full calendar of JPD Professional studies opportunities (Professional Development Programme) will be published at the start of the academic year. This is designed to support and complement the ECTs 2 year induction, and is delivered by our senior leaders and most experienced teachers. This programme is constantly evaluated to enable ECTs to develop best practice in teaching, learning and professionalism. It is expected that all ECTs will attend these sessions.

Peer Observation of outstanding colleague practice is highly recommended during the 2 year induction process. The induction tutor will support the ECT in the direction of good practice within the subject area and across the School. Extra non contact time has been accommodated within the ECTs timetable to enable this, with 10% in year 1 and 5% in year 2.

Completing the induction period

This has been taken from [Induction for early career teachers \(England\) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies Revised April 2023 To come into force on 1 September 2023](#)

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- a reduced period of induction for part time teachers covering but not equivalent to a minimum of two years (as agreed with the appropriate body) (see para 3.5); or
- an extension to that period, as a consequence of absences occurring during the period.

The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher/principal.

Within 20 working days of receiving the headteacher's/principal's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the ECT.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher/principal (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency and should do so within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

Further Information

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1184915/Statutory Induction for early career teachers england .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1184915/Statutory_Induction_for_early_career_teachers_england_.pdf)

https://www.sw-ift.org.uk/uploads/1/3/5/0/135094932/swift_appropriate_body_induction_handbook_full_induction_programme-2023_071123.pdf

 <p>St Cuthbert Mayne Educating for life in all its fullness</p>	<p>How we Support our Early Career Teachers (ECTs)</p>	 <p>SOUTH WEST Institute for Teaching www.sw-ift.org.uk</p>
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Early Career Teachers (ECTs) at St Cuthbert Mayne School undertake a 2-year full induction [Early Career Framework](#) (ECF) programme through the [South West Institute for Teaching \(SWIFT\)](#), which is a combination of the two [Teaching School Hubs](#) of Devon; Colyton and Kingsbridge. Our provision for our ECTs therefore strives to go above and beyond the minimum requirements of the [DfE's statutory induction guidance](#) in terms of ECF provision for ECTs starting on or after the 1st September 2021. Below you will find a summary of how we support our ECTs at St Cuthbert Mayne School which should be used in conjunction with our statutory ECT policy.

YEAR 1 ECTs...

All Year 1 ECTs have the required additional 10% on their timetable in which they have access to weekly mentoring sessions from an appropriate colleague and are able to follow a high-quality ECF training programme that has been designed by SWIFT's national partners *Teach First*. This programme includes access to both an online self-directed learning platform called *Brightspace* and two twilight seminars per half-term that are led by local experts in groupings of approximately 20 ECTs. Together this provision ensures all aspects of the ECF are covered by ECTs in Year 1. In addition, by undertaking a full induction programme, the mentors of our Year 1 ECTs also have access to nationally recognised evidence-based training – consisting of both online content via *Brightspace* and a half-termly seminar – which ensures that their weekly ECT mentoring sessions are of the highest possible value. These weekly interactions employ an instructional coaching model and there is a *Teach First* mentor handbook that ensures mentoring interactions follow a structured programme that interacts with the ECT's online learning and seminars. This said, mentors have license to deviate from the programme outlined in the mentor handbook if it is more appropriate for the development of the ECT in question in relation to them meeting [the Teachers' Standards](#) by the end of their 2-year induction.

YEAR 2 ECTs...

All Year 2 ECTs have the required additional 5% on their timetable in which they have access to fortnightly mentoring sessions and continue to follow SWIFT's *Teach First* curriculum. This ECF-based curriculum is unique in the sense that it is delivered to both ECTs and mentors from a phase and subject-specific perspective. Furthermore, the

programme is structured around half-termly “development cycles” which formalise the opportunity for ECTs to learn from other expert colleagues from within the school.

SWIFT ENHANCEMENTS...

Beyond the core curriculum outlined above, SWIFT also enhances our ECF provision by providing the following:

- ∅ Assurance that the training programme is delivered by local expert practitioners that understand the context of the school;
- ∅ SEND enhancements that are drip-fed throughout the core *Teach First* material as well as additional SEND drop-in clinics;
- ∅ Greater flexibility for ECTs and mentors through high-quality interactive video catch-up for seminars;
- ∅ Additional CPD offers for ECTs and their schools, including an end-of-year SWIFT ECF Enrichment Conference;
- ∅ Strong ongoing support and communication for ECTs, Mentors and SLT leads, including a weekly SWIFT ECF Newsletters;
- ∅ Additional expert “development cycle” support to compliment *Teach First’s* Year 2 curriculum;
- ∅ Opportunity for Year 2 ECTs to participate in SWIFT’s School Exchange Programme;
- ∅ Access to an online peer-support forum and SWIFT’s subject-based Professional Communities for Year 2 ECTs;

In 2021-2, SWIFT was rated significantly above the national average for ECF provision by both ECTs and Mentors.

SENIOR LEADERSHIP SUPPORT FOR ECTs AND THEIR MENTORS...

The ECF Senior Leaders at the school support ECTs and mentors in the following ways:

- ∅ Ensuring ECTs have the required additional time on their timetable (10% in Year 1 and 5% in Year 2);
- ∅ Ensuring ECTs have access to an appropriate mentor, namely someone who is an excellent practitioner with at least 2 years teaching experience; has the capacity

- to carry out the role; is enthusiastic about supporting ECTs; and is excited about high-quality, evidence-based professional development;
- ∅ Ensuring mentors have appropriate time on their timetable to undertake mentoring interactions and participate in the training programme;
 - ∅ Ensuring that mentoring interactions take place at the required frequency (weekly for Year 1 ECTs and fortnightly for Year 2 ECTs);
 - ∅ Providing support to ECTs and mentors if SWIFT notify us that they are not engaging appropriately with the ECF programme;
 - ∅ Working with SWIFT to ensure appropriate part-time adjustments to the programme are in place for relevant ECTs and mentors;
 - ∅ Checking in with ECTs and mentors at least once per half-term to reflect on their ECF programme and discuss how it links to the wider mission of the school;
 - ∅ Acting as a point of contact for ECTs and mentors as required.

APPROACH TO INTERVENTION...

All ECTs at the school are registered with an Appropriate Body (AB) to which the school's Induction Tutor provides half-termly lesson observations, regular progress reviews and two formal assessments against [the Teachers' Standards](#). **If at any point an ECT is not making the expected level of progress against the standards then the Induction Tutor will work with the AB to ensure an appropriate support plan is in place.**