



THE PRIORY
LEARNING TRUST

Early Career Teacher Policy

Policies approved by the Board of Trustees

Signed: 

Name: Katie Dominy
Chair of Board of Trustees

Date: 2nd September 2021

Authorised for Issue

Signed: 

Name: Neville Coles
Chief Executive Officer

Date: 2nd September 2021

History of Policy Changes

Date	Version	Change	Origin of Change e.g. TU request, change in legislation.	Changed by
May 2021	1	New policy	Change in legislation	Denise Hurr

This policy applies to The Priory Learning Trust and all its schools.

Date policy adopted	September 2021
Review cycle	Annual
Review date	May 2022

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1. Rationale

The first few years of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital that new teachers get a good start to their teaching careers through appropriate transitional support. Our school's Early Career Teacher (ECT) provision is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our 2 year ECT programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

2. Aims

Our Trust's ECT programme meets the statutory requirements of the Early Career Framework through a full induction programme led by Ambition Institute.

Specifically, we will provide

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework
- Regular one to one mentoring sessions from a designated mentor who holds QTS
- Support and guidance from a designated Induction Tutor who holds QTS
- Weekly short observations of the ECT teaching by experienced colleagues with prompt written as well as oral feedback on teaching observed
- Professional review of progress conducted by the Induction Tutor to set and review development targets against the Teachers' Standards
- ECT's observation of experienced teachers in their own and other schools
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is for professional development activities and meetings with the mentor in year 1
- A reduction of 5% of the average teacher's workload (in addition to PPA time). This time is for professional development activities and meetings with the mentor in year 2
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards

The whole staff will have access to the school's Early Career Teacher Policy and are encouraged to participate, wherever possible, in its implementation and development e.g. by allowing ECTs to observe their lessons, and having open dialogue with ECTs about teaching and learning.

A 2 year induction will have no adverse impact upon an early career teachers' pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow, both during and after induction. (For further information please see TPLT Pay Policy)

3. Roles and Responsibilities

The Trust Board

The Trust Board will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all of its obligations. The Trust Board will be kept aware and up to date about the progress of ECTs, through the Head of Training School's report or direct contact with the Induction tutor in each School.

The Principals

The Principals within The Priory Learning Trust (TPLT) play a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of Early Career Framework (ECF) has been delegated to the school based Induction Tutor, the Principals will also receive feedback on the ECT. Statutory responsibilities for the Principal are:

- ensuring an appropriate programme and support are in place
- recommending to the Appropriate Body whether an ECT has met the requirements for satisfactory completion of the induction period.

Head of Training School Alliance

The Head of Training School Alliance is responsible for supporting the Induction Tutors in the schools. This includes meeting regularly throughout the year to discuss the progress of ECTs and supporting with the Appropriate Body in managing any underperformance.

Induction Tutor

The Induction tutor will provide regular monitoring and support and co-ordinate assessment of the ECT. The Induction Tutor should hold QTS to enable them to assess the ECT's progress against the Teachers' Standards. The role embraces various tasks, such as providing support and guidance, monitoring of the completion of Assessment reports and the rigorous, fair and consistent assessment of ECT performance. Training for this role will be provided.

Mentor

Each ECT will have a mentor who will provide regular mentoring. The mentor will hold QTS to ensure they have the skills and knowledge to be successful. The mentor will need time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate. The Mentor will contribute to judgements about the ECT's progress against the Teachers' Standards and the completion of the Assessment forms. Continued training for mentors will be provided.

4. Reviewing progress

Progress Reviews

The Induction Tutor will review the ECTs progress against the Teachers' Standards throughout the 2 year induction period with progress reviews taking place in each term where a formal assessment is not scheduled. A record of each progress review will be kept and will state whether the ECT is on track to successfully complete their induction.

Formal assessments

Formal assessments will be completed in the final term of the first year and the final term of the second year of induction by the Induction tutor or Principal. The final assessment meeting is at the end of the induction period and will form the basis of the Principal's recommendation to the Appropriate Body as to whether the ECTs performance against the Teachers' Standards is satisfactory, unsatisfactory or whether or not an extension should be considered. This report should be signed by all involved and submitted to the Appropriate Body within 10 days of the meeting.

5. At risk procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- A meeting to set the support needed to address any weaknesses will be arranged
- A support plan will be agreed based on attainable targets for action set for a minimum of 4 weeks, with specific and practical steps outlined for securing an improvement in practice
- experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation
- early warning of the risk of failure will be given to the ECT and the school's concerns communicated to the Appropriate Body, without delay

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period. This may ultimately lead to dismissal.

6. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school with the Induction Tutor in the first instance. Where the school does not resolve them the ECT should raise concerns with the Head of Training School and then the Appropriate Body (AB) contact.

7. Policy Review

This policy is reviewed annually by the Trust and where materially amended is consulted on, where necessary. We will monitor the application and outcomes of this policy to ensure it is working effectively.

