
ECT POLICY



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RATIFIED BY THE TRUST BOARD:
15TH NOVEMBER 2023

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ECT POLICY

Person responsible for this policy:	Carey Fish
Policy author:	Carey Fish
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CEO Signature:	Angela Ransby
Trust Board Signature:	Alan Whittaker

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1. Purpose

Our Trust's statutory induction processes have been developed to ensure our ECTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students. Statutory induction for ECTs supplements the Trust's induction process for all new staff and ensures the ECT is provided with appropriate guidance, support, training, development opportunities, monitoring and assessment through a structured but flexible individual programme.

Our induction processes will:

- support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.9 and successfully complete their statutory induction period
- ensure each ECT receives their statutory entitlements:
 - trained induction tutor and dedicated ECF mentor with QTS
 - a reduced timetable for professional development (in addition to PPA time)
 - observation of experienced teachers
 - have no unreasonable demands made of them
 - a pre-planned induction programme
 - a support plan when necessary
 - an ECF-based induction programme
 - formal observation of teaching, at least each half-term, with verbal and written feedback
 - regular meetings with the induction tutor
 - half-termly reviews of progress
 - fair and rigorous assessment against all of the Teachers' Standards
 - two formal assessment meetings and reports
 - know the details for named contact at the Appropriate Body: Helen Main: hmain@unitysp.co.uk
- ensure each ECT accesses an ECF-based induction programme with dedicated support from their mentor
- provide appropriate support, advice and guidance to each ECT based on individual talents and needs including lesson observations each half-term
- provide examples of good practice and facilitate each ECT's observation of effective teaching based on their development needs
- support ECTs to develop positive relationships with all members of the Trust community to impact positively on pupil outcomes
- encourage ECTs to become reflective practitioners, supported by ECF resources and personnel to aid personal development
- acknowledge success and celebrate good practice
- provide opportunities for professional development beyond the ECF, as and when required
- support an understanding of the full role and responsibilities of a teacher

This policy is underpinned by a whole Trust commitment to support teachers new to the profession to develop their skills, pedagogy, and practice.

2. Roles and responsibilities

Trust Board

The Trustees have responsibility to ensure the Trust complies with all aspects of the statutory guidance¹. Prior to an ECT being employed the Trustees will carefully consider the Trust's capacity to fulfil its obligations towards each ECT. The Trustees will be kept informed of induction arrangements and outcomes of formal reports.

The Trustee with responsibility for ECTs is Chitra Watson.

ECT Trust Lead

The ECT Trust Lead has a significant role in the statutory induction process and will:

- ensure all ECTs are registered with an Appropriate Body
- work closely with the Appropriate Body throughout the statutory induction period, including quality assurance processes and any necessary fidelity checks
- ensure an appropriate ECF-based induction programme is in place
- appoint an induction tutor who has Qualified Teacher Status, the time, and skills to undertake the role, and is appropriately trained
- appoint a dedicated ECF mentor who has Qualified Teacher Status, the time, and skills to undertake the role, and is appropriately trained
- ensure an appropriate, pre-planned induction programme is drawn up by the induction tutor and ECT
- ensure the ECT is provided with all statutory entitlements
- ensure the ECT has a suitable role to undertake induction as in paragraph 2.18² of the statutory guidance
- ensure assessment and monitoring is carried out and evidence of progress towards meeting the Teachers' Standards is recorded in professional reviews, progress reviews and assessment reports
- ensure the ECT is made aware (in writing), if at any point during induction they are deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure the Appropriate Body is contacted at any point during induction the ECT is deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure a support plan is put in place for any ECT deemed 'not on track' in order to bring them back on track
- ensure the support plan is shared with the Appropriate Body and work with them to bring the ECT back on track
- make a final recommendation to the Appropriate Body as to whether the ECT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' statutory guidance paragraph 1.8, and should successfully complete their induction period
- keep the Trustees informed about induction arrangements for ECTs in the school.

Induction Tutor

¹ [Statutory guidance](#)

² [Statutory guidance](#)

Many tasks associated ECT Lead may be delegated to the induction tutor or other suitably experienced colleagues. Head Teacher retains responsibility.

The induction tutor will:

- ensure ECT is kept up to date on their progress and there will be nothing unknown, no surprises, at the time of a formal assessment.
- have responsibility for the writing and day-to-day oversight of the pre-planned induction programme.
- meet regularly with the ECT, retaining signed and dated meeting notes that are uploaded to ECT Manager to provide transparency and access for ECT, induction tutor, Head Teacher /induction lead/professional tutor and Appropriate Body.
- undertake, and/or, arrange lesson observations as necessary, at least each half-term.
- provide opportunities for the ECT to observe experienced teachers to support their understanding and professional development.
- have oversight of the ECT's use of the timetable reduction for professional development.
- arrange support when necessary.
- ensure rigorous and fair assessment throughout the induction process including professional reviews, progress reviews and assessment reports.
- liaise with the dedicated ECF mentor to ensure pertinent information is considered.
- inform the Head Teacher and the Appropriate Body, at the earliest opportunity, if concerns arise that the ECT is not 'on track' to meet all the Teachers' Standards, 'consistently over a sustained period' by the end of the statutory induction period'.
- write a support plan and work with the ECT to bring the ECT back 'on track'.
- share the support plan with the ECT, Head Teacher and Appropriate Body.
- seek support, advice, and guidance from the Appropriate Body as necessary.
- ensure reviews and assessments are completed on time so that the Appropriate Body can meet its obligations and ensure ECTs are informed of outcomes within the statutory timeframe.

ECT Lead (Dedicated ECF induction mentor)

The ECT lead has the main responsibility for working with the ECT and the ECF throughout the statutory induction period.

The induction mentor will:

- work collaboratively with ECT and others in the school to ensure ECT receives a high-quality ECF-based induction programme.
- meet regularly with the ECT for structured mentor sessions based on the ECF.
- provide targeted feedback and instructional coaching based on ECF training programme.
- take prompt action if ECT appears to be having difficulties.
- provide, or broker, effective support when required, which may be phase or subject specific.
- ensure Head Teacher and ECT are aware if there are any concerns the ECT is not on-track to meet the Teachers' Standards by the end of the statutory induction period.
- work with the school and ECT if a support plan is required.

ECT

The ECT is expected to participate fully in the induction process, including all ECF activities, and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.9³.

The ECT will:

- provide evidence of Qualified Teacher Status
- collaborate with the induction tutor to write a pre-planned induction programme
- agree with the induction tutor how the reduced timetable will be utilised
- provide evidence that Teachers' Standards are being met, and how this is happening throughout the induction period
- participate fully in the monitoring and development programme
- work closely with the ECF dedicated mentor to access all aspects of the ECF to develop skills, pedagogy and practice to impact positively on outcomes for children/pupils/students
- participate effectively in observations, professional reviews, progress reviews and formal assessment meetings
- retain personal copies of both formal assessment reports.

If an ECT has any concerns about induction processes they should be raised within the school in the first instance. Where the school is not able to resolve the concerns the ECT should raise concerns with the Appropriate Body named contact: Helen Main hmain@unitysp.co.uk These contact details are also provided in the Unity Induction Handbook. ECTs will be reminded that their Professional Association is another source of advice and support.

The Early Career Framework

From 1 September 2021 Head Teachers are expected to ensure ECTs receive an ECF-based training programme that is embedded into induction practices in the school.

The ECF Route followed by the Raedwald Trust 2023 -24 is the full induction programme (FIP) with Unity Teaching School who provide a fully funded provider led programme in partnership with Ambition Institute, for early career teachers and mentors.

3. Monitoring, assessment, and reporting

The induction tutor and ECT will undertake a professional review of practice by half-term in October, February and June each year (not statutory but very helpful to fulfil the expectations of statutory guidance). These will support the ECT and induction tutor to gather evidence related to the Teachers' Standards and will be used to write formal reports and be uploaded to ECT Manager (Unity Teaching School Hub online support and induction management system).

Progress reviews will be completed via ECT Manager during December and April each induction year for all ECTs. This is based on ECTs who begin their statutory induction period at the beginning of an academic year.

³ [Statutory guidance](#)

For part time ECTs statutory guidance suggests that progress reviews are completed at the end of each term there is not a formal assessment, rather than on a pro-rata basis. This ensures regular monitoring.

Formal assessment reports will be completed in July each year for full time ECTs (adjust as appropriate for your school. ECT Manager will generate the date of the first formal assessment for any part-time ECTs). Assessment report 1 will be towards the end of statutory induction Year 1 with the final report at the end of Year 2.

4. Appropriate Body

The Appropriate Body has the main quality assurance role for statutory induction. The Trust will work with the Appropriate Body by participating in quality assurance visits, phone calls and requests for information as appropriate.

The Appropriate Body is available to the Trust throughout induction and can be contacted via email, telephone and ECT Manager Helpdesk Tickets.

Office phone number 01440 333 400 ext. 5564

Unity ECT Appropriate Body Lead: cmoore@Unitysp.co.uk