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# EARLY CAREER TEACHER POLICY



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The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or Principal will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Extensions to the induction period can be made by the appropriate body (Ambition Institute) if there is evidence that there are extenuating circumstances as to why the NQT has not made progress. Action to improve performance must not be delayed until a formal assessment meeting takes place.

### 8. ROLES AND RESPONSIBILITIES

#### 8.1. Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.

- Meet with their induction tutor at the start of the programme to discuss and agree priorities 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.

- Provide evidence of their progress against the relevant standards.

- Participate fully in the monitoring and development programme.

- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.

- 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.

- Keep copies of all assessment reports.

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can.

- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

#### 8.2. Role of the Principal

The Principal will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.

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Agree, in advance of the ECT starting, who will act as the appropriate body.

Notify the appropriate body when an ECT is taking up a post and undertaking induction.

Make sure the ECT's post is suitable according to statutory guidance (see Section 5.1 above).

Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.

Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively.

Make sure an appropriate ECF-based induction programme is in place.

Make sure the ECT's progress is reviewed regularly, including observations and feedback of their teaching.

Make sure that formal assessments are carried out and reports completed and sent to the appropriate body.

Maintain and keep accurate records of employment that will count towards the induction period.

Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.

Make the MAT Board aware of the

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8.5. Role of the MAT Board