



St Thomas à Becket Primary School

With faith and nurture we flourish

Ethos Statement



Friendship | Respect | Truth | Forgiveness | Thankfulness | Perseverance

Mark 4:31-32 *"It is like a grain of mustard seed, which, when sown on the ground, is the smallest of all the seeds on earth yet when it is sown it grows up and becomes larger than all the garden plants and puts out large branches, so that the birds of the air can make nests in its shade."*

At St Thomas à Becket Church of England Primary School we believe that every child has the right to achieve, within a caring, happy environment based on Christian values where every member of our community is shown respect.

Early Career Teacher (ECT) Policy

Statutory	
Policy agreed	May 2022
Policy published	May 2022
Next review date (H/T free to determine)	May 2023
Approved by	FGB

Purpose

This policy outlines how the school complies with the [Statutory Guidance for the Induction of Early Career Teachers \(ECTs\)](#) (Revised March 2021 to come into force September 2021).

Review

The policy should be updated annually by the Governing Body, who should be aware of their responsibilities within section 5.13 of the Statutory Guidance.

Appointment of an Appropriate Body for ECT Induction

Prior to commencing employment, the school has appointed Wiltshire Council as the appropriate body to oversee the induction of ECTs.

The post

Prior to advertising a post, the HT shall decide if it is a suitable post for the induction of ECTs and mark the advertisement appropriately. To be suitable the school must be able to provide:

- An additional 10% of non-contact time in the 1st year and 5% in the 2nd year
- Access to an Early Career Framework based induction programme (Pickwick Learning)
- An experienced teacher with QTS to act as Induction Tutor
- An experienced teacher with QTS to act as ECF Mentor
- A post where the teacher regularly plans for the needs of the same class, or classes
- A contract that is at least 65 days in length
- The requirements outlined in Section 2.17 of the Statutory Guidance.

The Governing Body should also consider if the school has the capacity to support an ECT, bearing in mind:

- The experience and expertise of the rest of the teaching staff
- The fact that an ECT should not ideally mentor students, lead subjects or undertake significant numbers of additional duties.

Prior to the contract commencing, the HT should give consideration as to the class/classes to be taught, ensuring that they are not unreasonably demanding for the setting.

ECF

The school will ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements.

As a school we will provide ECTs with: (delete as appropriate)

- **A Full Induction Programme:** a funded provider led programme through (*name of Teaching School Hub or provider*).
- **A Core Induction Programme:** delivering our own training using DfE accredited materials and resources from (*name of Core Induction Programme materials*).
- **A School Based Induction Programme:** designing and delivering our own two-year induction programme for ECTs based on the ECF.

The Core Induction Programme and the School Based Induction Programme will be quality assured by the Appropriate Body to ensure fidelity to the Early Career Framework.

Personalised programme

The school believes in investing in its staff and consequently aims to provide personalised support in addition to the ECF training, which considers the developmental needs of the ECT.

This should include:

- The opportunity to observe high quality teaching within the school and within other local schools.
- Regular meetings with a suitably trained ECF mentor and Induction Tutor to discuss emerging issues.
- A commitment to provide the opportunity to attend some external CPD as required.
- The opportunity to discuss key issues with colleagues, especially curriculum leaders, SENCOs and those responsible for pastoral care.
- Being observed by their Induction Tutor each Wiltshire term, being given written feedback and having the opportunity to discuss the lesson in a supportive environment.
- A supportive action plan that is reviewed each Wiltshire term where no more than 4 next steps are identified.
- A progress check against the Teacher Standards each seasonal term when a formal assessment does not take place (or 65 contracted days in the case of a part-time contract).
- A formal assessment against the Teacher Standards at the end of each academic year (or equivalent for part-time contracts).

Legal duties

The school will:

- Ensure the ECT is aware of the named contact for ECT Induction at Wiltshire Council – For the academic year 2021-22 this is Jane Margetts jane.margetts@wiltshire.gov.uk .
- Retain copies of any paperwork and completed assessment securely for 6 years. If an ECT leaves during, or at the end of, their induction year they will be given copies of their assessments.
- Share general reports on the progress of an ECT on a termly basis with the governing body but they are not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the grievance procedures.
- Ensure that it meets the legal requirements detailed within the statutory ECT induction guidance. Sections 5.3-5.7 and 5.13

If the ECTs performance is a concern, the school is committed to:

- Providing additional resources to support them
- Informing the Appropriate Body immediately if they feel their ECT is not on track to pass induction
- Working with the ECT and Appropriate Body to provide action plans that cover a 20-day period detailing what the ECT needs to do to improve and how the school will support him

or her. These action plans will be reviewed systematically with a cycle of support and review continuing until the end of the academic year.