



Early Career Teacher Policy

Approved and Authorised for use by the Trust Board 18th July 2023



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 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 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

and other schools

- A reduction o

- time is for professional development activities and meetings with the mentor in year 1

- A

- 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

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 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 or direct contact with the



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



