



WICKERSLEY  
PARTNERSHIP  
TRUST.

# Early Career Teacher (ECT) Policy

**DATE:** November 2023

**OWNED BY:**

**APPROVED BY:** Trust Board

**WICKERSLEY PARTNERSHIP TRUST**

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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.



## 1. Aims

The Trust aims to:

- Broker an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

## 2. Scope

This policy applies all ECTs who have started, but not completed, their induction period.

## 3. Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early Career Framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- The 'relevant standards' referred to below are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

## 4. The ECT Induction Programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. This induction programme will be delivered by Potentia TSA using the Education Development Trust platform.

Prior to the ECT serving their induction, the Headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by South Yorkshire Teaching School Hub, our 'appropriate body'.

### 4.1 Posts for Induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS

- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

## 4.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Where possible, the mentor will have expertise and recent experience in the phase and subject the ECT is training in. Mentors will benefit from a shared mentoring approach and expertise across Trust schools.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice
- Opportunities to develop their practice with further bespoke CPD designed around key emerging needs and processes of Wickersley Partnership Trust

## 4.3 Assessments of ECT Performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by either the Headteacher or the ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher, induction tutor and the ECT.

## 4.4 At-Risk Procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance (see appendix 1)
- In some cases, leaders may decide that a transfer of mentor/mentee to a different setting or person would allow for completion of progress and capability before the programme outlined in Appendix 1. This decision would be taken in conjunction from advice from the AB, as well as Unions, where appropriate.

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 headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

If the ECT has concerns about the conduct or process of mentors and/or Induction Tutor, WPT provides clear guidance on how to raise this (see 5.1 Role of the ECT).

## 5. Roles and Responsibilities

### 5.1 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
- Uphold and display high standards of ethics and behaviour within and outside school, and maintain high standards in their attendance and behaviour.
- 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 (noting that absences due to coronavirus before 1 September 2022– in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
- 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

- Raise any concerns involving the conduct or process of mentors or induction tutors with the ECF Lead Teacher.
- 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

## 5.2 Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- 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 4.1 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 through 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 (noting that absences due to coronavirus before 1 September 2022– in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory (see appendix 1)
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

## 5.3 Role of the ECF Lead Teacher

- Quality assure all ECT processes in schools, including the quality of mentor and induction tutor provision and assessment.
- Support mentors in providing the right level of support, training and challenge for ECTs.
- Support induction tutors with working alongside ECTs to identify where there may be Cause for Concern and provide initial informal support before entering the AB pathway (Appendix 1)
- Provide a minimum of 12 hours bespoke training for ECTs which support their delivery of Trust policy and processes and which provide ECTs with a chance to collaborate on an action research project cross-phase. (See Appendix 2)
- Support ECTs in situations where they raise a concern about the conduct or process of a mentor or induction tutor. Where necessary, to liaise with the AB and WPT executive leaders to address these concerns and provide appropriate next steps.
- Update ECT Policy as required.

## 5.4 Role of the Induction Tutor

The Induction Tutor will:

- Provide guidance and effective support to the ECT(with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and appropriate body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress (see appendix 1)

### **5.5 Role of the Induction Mentor**

The Induction Mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme. Ensure that ECTs receive a minimum of 39 hours of face-to-face mentor meetings in Year 1 and 20 hours in Year 2, as outlined in the Potentia TSH provider offer.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties (see appendix 1)

### **5.6 Role of the Governing Board**

The Governing Board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

### **5.7 Role of the WPT Education Subcommittee**

The Education Subcommittee will:

- Review the overarching policy every two years to ensure it complies with statutory guidance on ECT induction
- Be satisfied that the Trust's arrangements for ECT induction training provision and appropriate body identification is effective and value for money
- Be aware of any setting where responsibilities to meet the requirements of a suitable induction post have not been met and what the local governing body and Trust leaders are doing to remedy this.
- Understand the current number of ECTs across the Trust and challenge settings where there is a high degree of ECTs at a Cause for Concern

## 6. Monitoring Arrangements

This policy will be reviewed **every two years** by the WPT Lead Practitioner. At every review, it will be approved by the education subcommittee and the school's governing bodies. It will also undergo periodic review by the JCNC. The policy will be updated regularly in light of any statutory changes made to the ECT framework. It will also be updated regularly to reflect adjustments made to the bespoke training package in Appendix 2.

## 7. Links with other Policies

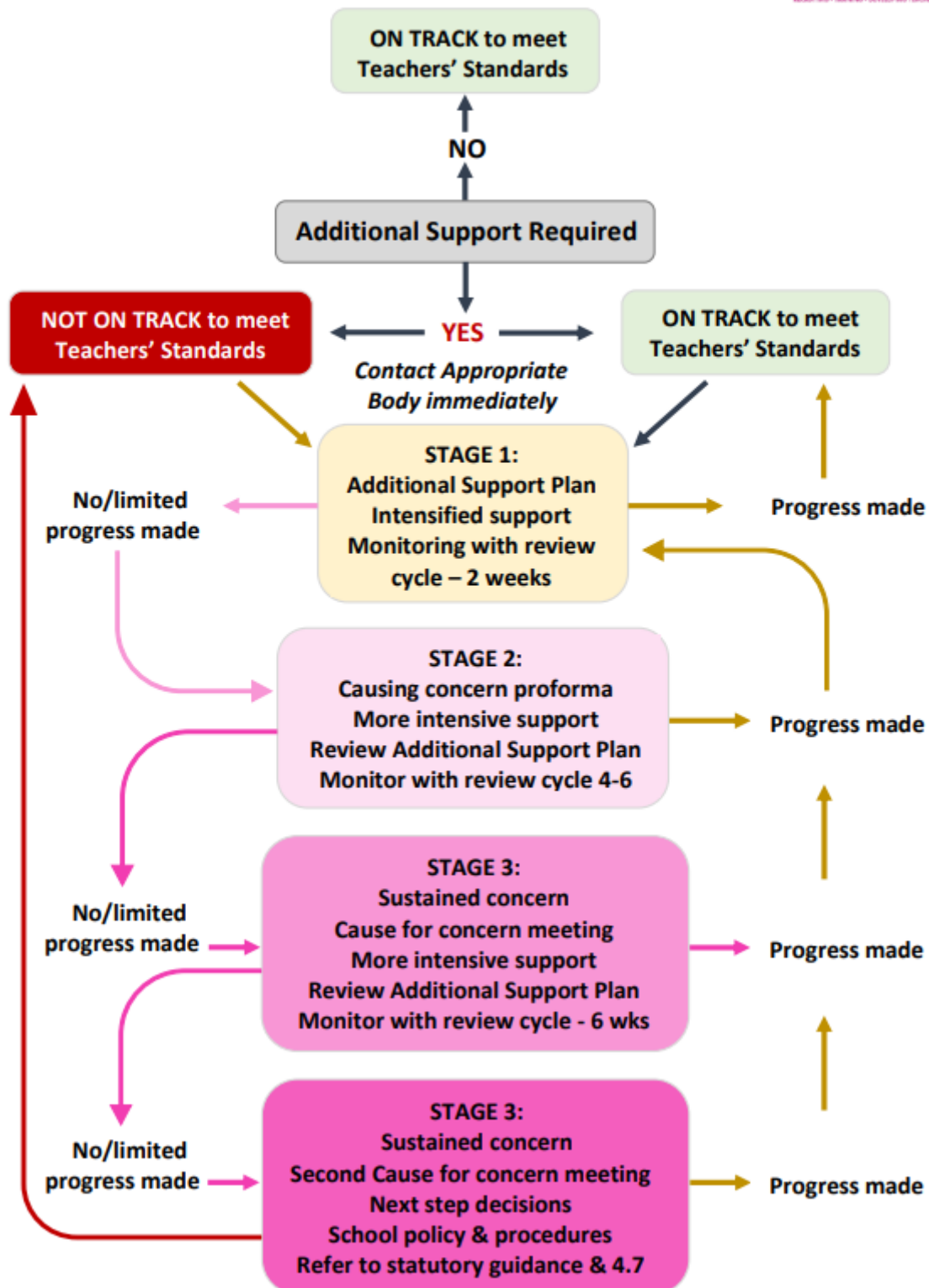
This policy links to the following policies and procedures:

- Workforce Development
- Code of Conduct
- Disciplinary
- Grievance
- Management of Absence
- Staff Induction
- Pay



# Appendix 1 – Summary of Process: Managing Concerns

## Summary of Process: Managing Concerns



## Appendix 2A – WPT Primary ECT Bespoke Professional Development Programme 2023/24 Example

Session	Date	Focus of CPD	What NQTs will be able to do on completion, and exemplar actions	Teacher Standards
1		Introduction to Trust, who's who, format of training and key QoE handbooks for each phase.	Understand how their CPD will support their standards and development, gain and understanding of the Trust's position on QoE and in particular, on overcoming barriers	All to an extent
2		<p><b>Behaviour Management</b>            Effective behaviour management to ensure an outstanding, positive and safe learning environment is established and maintained for all learners. Issues relating to the management of pupils' behaviour and how to promote good behaviour for learning within their own classroom.            B+A handbook            School Ways            Use of Bromcom            Positive reinforcement strategies</p>	<p>An understanding of behaviour management and some strategies for promoting good behaviour for learning and how this could be applied in their own school or setting            Importance of establishing effective relationships            Practical tips and hints- know your class, keep an overview, seating            Establishing rules            Engaging/team building activities            How to use Bromcom to input positive and negative behaviour</p>	<p>1. Set high expectations which inspire, motivate and challenge            7. Manage behaviour effectively to ensure a good and safe learning environment</p>
3		<p><b>AFL and Effective Questioning</b>            Learning how to adapt their teaching to respond to the strengths and needs of all pupils, with particular reference to their current classes and school context. Identify and use a range of questioning techniques</p>	<p>How to develop and use questioning skills to impact on pupil progress            How to use questioning skills to impact on pupil progress            Understanding how questioning can be</p>	<p>2. Promotes good progress and outcomes            4. Plan and teach a well-structured lesson            6. Make accurate and productive use of</p>



Session	Date	Focus of CPD	What NQTs will be able to do on completion, and exemplar actions	Teacher Standards
			<p>targeted and allow children to still reach the same point (adaptive teaching)            Reflect on their own teaching techniques to enhance practice            Reflect on their own settings' ethos and expectations            Identify a range of data sources and evidence to identify vulnerable groups of learners in their own class/school and inform their planning            Recognise types of support, how to scaffold learning and when to challenge</p>	assessment
4		<p><b>Climate for Learning</b>            How to create a positive and effective climate for learning and set high expectations which inspire, motivate and challenge pupils.            Approaches to creating a positive climate for learning, realising this within the classroom including: communicating vision and ethos; the curriculum; effective staff and pupil relationships; positive pupil engagement and behaviour; and the learning environment.</p>	<p>The essential components of creating an outstanding climate for learning. Focus on each school's strategy – Ways, Pledges, SFA, collaboration etc            Understanding of the key barriers the Trust aims to overcome.            Recognise components needed for an effective climate for learning            Consider how to improve/adjust the learning approach within their classroom            Explore a range of techniques to impact on their practice            Be more aware of how to create a</p>	1. Set high expectations which inspire, motivate and challenge



Session	Date	Focus of CPD	What NQTs will be able to do on completion, and exemplar actions	Teacher Standards
			stimulating learning environment to engage all learners.	
5 and 6		<p><b>SEND</b> SEND Code of Practice How to understand and assess the needs of children as a practitioner. Use of adaptive teaching in classrooms. SEND processes and policy.</p>	<p>Understand the SEND processes of the Trust and how this links to the SEND Code of Practice. Know what adaptive practice is and how to apply this in practice. Recognise the key areas of need in children defined in SEND and how these can be assessed.</p>	5. Adapt teaching to respond to the strengths and needs of all pupils
7		<p><b>Subject knowledge- Maths</b> Explore good subject and curriculum knowledge, including a range of phases. It will further extend understanding of the expectations within their key stage, enhance their subject and curriculum knowledge and learn how to identify outstanding teaching and learning. Gareth Metcalfe Manipulatives</p>	<p>An overview of effective Teaching and Learning, including effective pedagogy and subject knowledge Plan and deliver effective teaching and learning in a range of subjects Implement practical ideas to stimulate specific subject delivery Use practical ideas for stimulating learning and current curriculum developments Activities to support reasoning and applying knowledge and skills</p>	<p>3. Demonstrate good subject and curriculum knowledge 4. Plan and teach a well-structured lesson</p>
8		<p><b>Subject knowledge- Writing Journey</b></p>	<p>Focussing on the writing journey, links to school policy, SPAG and wagolls. Non-negotiables, secretarial marking</p>	<p>3. Demonstrate good subject and curriculum knowledge 4. Plan and teach a well-structured</p>



Session	Date	Focus of CPD	What NQTs will be able to do on completion, and exemplar actions	Teacher Standards
			and BRAG	lesson
9		<b>Subject knowledge – Reading / Phonics</b>	Focus on progression, echo reading, reciprocal reading, age-related checks (YARC). Understanding the important of language development and acquisition throughout the school day through expectations and modelling.	3. Demonstrate good subject and curriculum knowledge 4. Plan and teach a well-structured lesson
10		<b>Subject knowledge – Science</b>	Focus on investigative skills and progressions	3. Demonstrate good subject and curriculum knowledge 4. Plan and teach a well-structured lesson
11		<b>Subject knowledge – enrichment and entitlement</b>	Awareness of the Trust's enrichment and entitlement promises and staff's part in these. Understanding the wider focus and benefits of the Trust. Understanding Pledges, councils etc.	1. Set high expectations which inspire, motivate and challenge
Alternative School visits begin				
12		<b>Action Research – identify areas for development.</b>	Introduction to process. Provide ECT focus areas (see below). Begin planning in pairs	Dependent on focus
13		<b>Action Research – window for completion/visits</b>	ECTs carry out their focus activities and complete own practice in class. Complete action research response doc.	
14				



Session	Date	Focus of CPD	What NQTs will be able to do on completion, and exemplar actions	Teacher Standards
15		<b>Action Research – presentation skills.</b>	PPT skills, presentational tips, use of handouts, etc.	
16		<b>Action Research – window for completion/visits</b>	ECTs carry out their focus activities and complete own practice in class. Complete action research response doc.	
17		<b>Action Research – formal presentations/next steps.</b>	ECTs to complete research projects and feedback. Visits from MR/mentors to discuss findings and trial presentations.	8. Fulfil wider professional responsibilities
18		<b>Action Research – formal presentations/next steps.</b>	Window for delivering presentations, including some to subject directors/SLEs etc.	

### **ECT Focus choices/Action Research Areas:**

Understanding reading approaches through primary and secondary – looking at the delivery and impact of echo/reciprocal reading strategies through schools.

Exploring the teaching sequence across school settings – how are primary and secondary phases using this sequence to embed, retrieve and store learning over time?

Exploring the use of marking and feedback (BRAG) in primary and secondary; how are children using marking and feedback to move learning forward? How effective is marking and feedback rectifying misconceptions?

Understanding effective behaviour policies and strategies – how are primary and secondary settings supporting positive behaviour and working proactively to adjust negative behaviour?



## Appendix 2b – WPT Secondary ECT Bespoke Professional Development Programme 2023/24 Example

Number of sessions per half term: 3

WPT ECT Professional Development Programme 2023-24

Session	Term	Date	Who	Focus of CPD	What ECTs will be able to do on completion, and exemplar actions	Teacher Standards
			Trust			
1	Half Term 1		Trust	<p><b>Climate for Learning</b> How to create a positive and effective climate for learning and set high expectations which inspire, motivate and challenge pupils. Approaches to creating a positive climate for learning, realising this within the classroom including: communicating vision and ethos; the curriculum; effective staff and pupil relationships; positive pupil engagement and behaviour; and the learning environment.</p>	<p>The essential components of creating an outstanding climate for learning.</p> <p>Understanding of the key barriers the trust aims to overcome.</p> <p>Recognise components needed for an effective climate for learning.</p> <p>Consider how to improve/adjust the learning approach within their classroom</p> <p>Explore a range of techniques to impact on their practice</p> <p>Be more aware of how to create a stimulating learning environment to engage all learners.</p>	<p>1. Set high expectations which inspire, motivate and challenge</p> <p>2. Promote good progress and good outcomes by pupils</p> <p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>
2				<p><b>Behaviour Management</b></p> <p>Effective behaviour management to ensure an outstanding, positive and safe</p>	<p>An understanding of behaviour management and some strategies for promoting good behaviour for learning and how this could be applied in their own school or setting</p> <p>Importance of establishing effective relationships</p> <p>Practical tips and hints- know</p>	<p>1. Set high expectations which inspire, motivate and challenge</p> <p>7. Manage behaviour effectively to</p>



Session	Term	Date	Who	Focus of CPD	What ECTs will be able to do on completion, and exemplar actions	Teacher Standards
				<p>learning environment is established and maintained for all learners. Issues relating to the management of pupils' behaviour and how to promote good behaviour for learning within their own classroom.</p> <p>Signposting: School behaviour policy School Ways Use of Bromcom Positive reinforcement strategies</p>	<p>your class, keep an overview, seating Establishing rules Engaging/team building activities How to use Bromcom to input positive and negative behaviour</p>	ensure a good and safe learning environment
3	Half Term 1			<b>Showcase-based on instructional coaching</b>	<p>ECTs will demonstrate their progress in this area by reflecting on individual strengths and reflecting on instructional coaching.</p> <p>This session is designed to share good practice and for ECTs to take an active role in how they have worked on their target.</p>	<p>1. Set high expectations which inspire, motivate and challenge 2. Promote good progress and good outcomes by pupils 7. Manage behaviour effectively to ensure a good and safe learning environment</p>
4	Half Term 2		Trust	Teaching complex material	<p>4 Plan &amp; teach well structured lessons 2 - Promote good progress and outcomes by pupils 5 - Adapt teaching to respond to the strengths and needs of all pupils</p>	Block 2 How Pupils learn





Session	Term	Date	Who	Focus of CPD	What ECTs will be able to do on completion, and exemplar actions	Teacher Standards
5			Trust	Teaching complex material	4 Plan & teach well structured lessons 2 - Promote good progress and outcomes by pupils 5 - Adapt teaching to respond to the strengths and needs of all pupils	Block 2 How Pupils learn
6	Half Term 2		Trust	Showcase-based on instructional coaching on block 1 and block 2.	NA	Block 2 How Pupils learn
7	Half Term 3		Trust	Questioning and AFL based on Observation feedback	TS 1/4/5	NA based on obs
8	Half Term 3		Trust	Behaviour management	TS7 Behaviour	NA based on observation needs





# **Early Career Teacher (ECT) Policy**