



# Timothy Hackworth Primary School

**‘Respectful and resilient; being the best that we can be’**

## Early Career Teacher Policy

CRC Article 29: All children have the right to be the best that they can be.



Date policy approved/adopted:	<b>February 2023</b>
Next review date:	<b>February 2024</b>
Approved by:	<b>Governing Body</b>
Head Teacher Signature:	<i>L. Boulton</i>
Governor Signature:	<i>P. Crook</i>

# Early Career Teacher Policy

**Date of Policy:** February 2023

**Review Date:** February 2024

**This policy should be read in conjunction with our:**

- Statutory Guidance on Induction for Early Career Teachers'. Statutory Guidance for Appropriate Bodies, Head Teachers, School Staff and Governing Bodies, September 2021;
- Safeguarding Policy;
- Keeping Children Safe in Education, September 2022;
- Respectful Relationships (Behaviour) Policy;
- Equalities Policy Statement;
- Equality Objective Summary;
- Equalities Information and Objectives.

All policy and practice in Timothy Hackworth Primary School respects children's dignity.

## **Our Timothy Hackworth School Vision**

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Sildon and the wider world in which we all live.

## **Mission Statement (written by children):**

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

## **Values**

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD \(CRC\)](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

## **Equalities Information**

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

## **The ECT Induction Process**

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of Early Career Teachers as they make progress towards the Teachers' Standards (DfE).

The Head Teacher, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. In our school, the appropriate body is Durham Local Authority. They are also responsible for the quality assurance of the ECT induction process.

Other key roles within the induction process are the Induction Tutor and the Governing Body.

## **Roles and Responsibilities within the Induction Process**

(Taken from 'Statutory Guidance on Induction for Early Career Teachers', September 2021).

### **The ECT should:**

- Provide evidence that they have QTS and are eligible to start induction;
- Meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review;
- Agree with their Induction Tutor how best to use their reduced timetable allowance;
- Provide evidence of their progress against the relevant standards (see para 1.5);
- Participate fully in the agreed monitoring and development programme;
- Raise any concerns with their Induction Tutor as soon as practicable;
- Consult their Appropriate Body Named Contact at an early stage if there are, or may be difficulties in resolving issues with their tutor/within the institution;
- Keep track of and participate effectively in scheduled classroom observations, progress reviews and formal assessment meetings;
- Agree with their Induction Tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- Retain copies of all assessment forms.

### **The Head Teacher should:**

- Check that the ECT has been awarded QTS;
- Clarify whether the ECT needs to serve an induction period or is exempt;
- Agree, in advance of the ECT starting the induction programme, which body will act as the Appropriate Body;
- Notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction;
- Meet the requirements of a suitable post for induction;
- Ensure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively;
- Ensure an appropriate personalised support programme is in place;
- Ensure the ECT's progress is reviewed regularly, including through observations of their teaching with timely feedback;
- Ensure that termly assessments are carried out and reports completed and sent to the Appropriate Body;
- Maintain and retain accurate records of employment that will count towards the induction period;
- Make the Governing Body aware of the arrangements, that have been put in place, to support the ECT's serving induction;

- Make a recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- Participate appropriately in the Appropriate Body's quality assurance procedures;
- Retain all relevant documentation/evidence/forms on file for six years.

**The Induction Tutor (or the Head Teacher if carrying out this role) should:**

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- Carry out regular progress reviews throughout the induction period;
- Undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- Inform the ECT during the assessment meetings that the judgements are to be recorded in the formal assessment record, and invite ECTs to add their comments;
- Ensure that the ECT's teaching is observed and feedback provided;
- Ensure ECTs are aware of how, both within and outside the school, they can raise any concerns about their induction programme or their personal progress;
- Take prompt, appropriate action if an ECT appears to be having difficulties.

**The Governing Body:**

- Should ensure compliance with this guidance;
- Should be satisfied that the school has the capacity to support the ECT;
- Should ensure the Head Teacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- Must investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures;
- Can seek guidance from the Appropriate Body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process;
- Can request general reports on the progress of an ECT.

***Procedure for ECTs not satisfied with the Induction process:***

1. Raise any concerns with their Induction Tutor as soon as is practicable;
2. Discuss issues of concern with the Head Teacher;

3. Consult their Appropriate Body named contact;
4. Raise concerns with the Governing Body as outlined in the school's agreed grievance procedures.

Relevant school staff will be encouraged to participate, wherever possible, in this policy's implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.