



Kings Langley School

Unlocking Potential for Life

Early Careers Teachers Policy

September 2024

Review September 2025



	Page
Early Career Teacher Policy	3
Vision and Purpose	3
Roles and Responsibilities	3
The Induction Process	5
The Early Career Framework (ECF)	5
Part Time Early Career Teachers	6



It takes courage to grow up and become who you really are.
- E. E. Cummings

Vision and Purpose

Our vision is that our staff can enable students to flourish in all areas of their lives, support their development into well-rounded, empathetic beings who are able to contribute and shape society and the wider world, whilst respecting and supporting those who live in it.

This policy sets out the school's commitment to supporting, monitoring and mentoring staff appointed as Early Career Teachers (ECTs) with the aim of helping them fulfil their professional duties and our school vision whilst meeting the requirements for satisfactory completion of the statutory induction period which is now across 2 years.

Roles and Responsibilities

Appropriate Body

The school has appointed an Appropriate Body: Chiltern Teaching School Hub, linked with Hertfordshire ECT Induction Service, to quality assure the induction process from commencement through to final assessment and certification from the Teaching Regulation Agency (TRA). This is the same for both ECT1 and ECT2 teachers.

The role of an Appropriate Body

Appropriate bodies support the schools and teachers they work with in a variety of ways and their core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career.

Appropriate bodies have two key roles:

- Monitoring of support
 - Appropriate bodies will check that ECTs are receiving their statutory entitlements.
 - Provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction.
- Monitoring of assessment
 - Appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards 5, based on the Headteacher's recommendation.

ECT1 Teachers

Appropriate body	Alban Teaching School Hub (Sandringham School)
Lead provider	Best Practice Network Change
Delivery partner	Alban Teaching School Hub

ECT2 Teachers

Appropriate body **Chiltern Teaching School Hub (Denbigh High School)**
Lead provider **UCL Institute of Education**
Delivery partner **Milton Keynes Education Partnership**
Dacorum schools have grouped to become the Dacorum Milton Keynes Teaching Hub.

Induction Co-ordinator

The Induction Coordinator is Sabra Butt, Principal Assistant Head teacher.

The role of an Induction Co-ordinator

The induction co-ordinator will oversee the induction process in line with the statutory guidelines, ensuring that the ECT is registered with an appropriate body, appropriate mentoring provision is in place (including sign-up to an ECF-based programme), assessments are completed and recommendations are made to the appropriate body on whether the ECT has met the relevant Teachers' Standards.

Induction Tutor

The Induction Tutor is Ruth Jennings, Deputy Head teacher

The role of the Induction Tutors

The induction tutors, who hold qualified teacher status (QTS), are to provide regular monitoring and support, and coordination of assessment throughout the induction process. The induction tutors will carry out regular progress reviews and conduct formal assessments where they will make rigorous and fair judgements about the ECT's progress in relation to the teachers' standards. They will also need to ensure that they can recognise when an ECT is experiencing difficulties and when early action is needed.

Mentors

The mentors will vary dependent on the ECT. They are subject specialists and have been chosen as they have considerable teaching experiences.

The role of the Mentors

The role of the mentor is discrete from the role of induction tutor. The school will assign a mentor who holds QTS and leads regular mentoring sessions with the ECT, providing a dedicated source of support, guidance and coaching for the ECT's professional development, including their engagement with the ECF programme. The mentor is not responsible for any aspect of the ECT's formal assessment.

Early Career Teacher (ECT)

The ECTs will be appointed through our usual recruitment process.

The role of the ECT

The ECT will be expected to participate in all tasks associated with the induction process and to actively engage with any support, guidance, feedback and training provided.

The Induction Process

The school will meet the requirements of the DfE statutory guidance on ECT induction by providing the following;

Adherence to the statutory guidance:

- An induction tutor who holds QTS and has the necessary skills and knowledge to work successfully in this role. The induction tutor will have access to induction tutor training in order to understand the expectations of this role.
- A mentor who holds QTS and has the necessary skills and knowledge to work successfully in this role. The mentor will engage with ECF programme mentor training in order to understand the expectations of this role.
- Appropriate work tasks, experience and support to enable the ECT to demonstrate satisfactory performance against the relevant teachers' standards by the end of the induction period.
- Regular professional reviews of progress where the ECT is monitored and observed by the induction tutor who sets and reviews development targets against the teachers' standards.
- A reduction in timetable to enable the ECT to undertake activities related to their induction (in line with paragraph 2.19 of the statutory guidance). This will be in the format of 10% release time in the first year of induction and a 5% timetable reduction in the second year.
- A personalised programme of development, support and professional dialogue.
- Regular observations of the ECT's teaching, including written and oral feedback on all aspects of their practice.
- Opportunities to observe experienced practitioners.
- Access to relevant training and development activities.
- An induction programme that is underpinned by the early career framework (ECF). The school must follow a programme of ECF training that supports the ECT to apply the knowledge and skills set out in the ECF into their own practice.


The Early Career Framework (ECF)

The ECF is not an assessment tool and an ECT's progress should not be judged against their engagement with the ECF programme.

Our teaching school hub is following the programme below:

- Full induction programme – A funded, provider-led programme offering a blend of face-to-face and online training for early career teachers and their mentors based on DfE accredited provider materials.

Our hub is receiving some of the face-to-face training and the online training from the Milton Keynes Education Partnership, however we are also delivering some of the face-to-face materials in our



schools on a rotation basis using school facilitators to avoid staff having to constantly travel to Milton Keynes.

Part time Early Career Teachers

Appropriate bodies have the ability to reduce the induction period for ECTs who are completing induction on a part time basis. The appropriate body should only consider granting a reduction and bringing forward the final assessment point once the ECT has completed a period covering but not equivalent to two school years.

For example, an ECT starting induction in September 2021 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2025, but can be considered for a reduction in summer term 2023.

A prerequisite for considering reduction past the two-year point will be that the ECT is considered to be meeting the teachers' standards. In making this decision, the appropriate body should consult the Headteacher and must always gain the agreement of the teacher concerned.