



# Early Career Teachers Policy

Version	Date	Author(s)	Changes
2	November 2022	S Corry	Cover
3	February 2024	D Hackett	Cover and Minor formatting adjustments.
4	February 2025	S Corry	Review frequency changed to annual.
5	June 2026	S Corry	No changes

<b>Date of ratification:</b>	June 2026
<b>Ratified by:</b>	Governors
<b>Review frequency:</b>	Annual
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<b>Source:</b>	National College
<b>Type of policy:</b>	Statutory
<b>Target audience</b>	Governors/ Staff

**All staff and volunteers working in our school share a responsibility for promoting and safeguarding the welfare of the children with whom they come into contact with.**

**This policy applies to:**

- local-authority maintained schools; including maintained special schools and maintained bursary schools;
- academies;
- free schools including technical colleges and studio schools;
- pupil referral units (PRU);
- independent schools, not state-funded;
- sixth-form colleges;
- further education institutions.

**This is a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:**

- Standards and Framework Act 1998.
- Education Act 2002.
- Education and Inspections Act 2006.
- Equality Act 2010.
- Education Act 2011.
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

**The following documentation is also related to this policy:**

- Ofsted School Inspection Handbook (DfE 2022)
- Early Career Framework (DfE)
- Induction for Early Career Teachers (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Review if Children in Need (GOV.UK)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

At The Dassett C of E Primary School we believe that it is 'essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.'

We are committed to the Early Career Framework (ECF) that underpins an entitlement to a fully funded two-year package of structured training and support for early career teachers linked to the best available research evidence. The package will ensure new teachers have dedicated time set aside to focus on their development.

We understand that the vision of the ECF is to 'build on high-quality Initial Teacher Training (ITT) and become the cornerstone of a successful career in teaching.' The content of the ECF builds on and complements ITT.

We are aware that the ECF 'has been designed around how to support all pupils to succeed and seeks to widen access for all which includes:

- those pupils identified within the four areas of need as set out in the Special Educational Needs and Disability (SEND) code of practice; and
- children in need of help and protection as identified in the Children in Need Review.

We understand that the ECF has been designed to support early career teacher development in five core areas:

- Behaviour management.
- Pedagogy.
- Curriculum.
- Assessment.
- Professional behaviours.

In order to ensure harmony with the 8 Teachers' Standards, the content of the ECF is presented in 8 sections:

### **ECF Teachers' Standards**

#### **Behaviour management**

S1. Set high expectations which inspire, motivate and challenge pupils.

S7. Manage behaviour effectively to ensure a good and safe learning environment.

#### **Pedagogy**

S2. Promote good progress and outcomes by pupils.

S4. Plan and teach well-structured lessons.

S5. Adapt teaching to respond to the strengths and needs of all pupils.

#### **Curriculum**

S3. Demonstrate good subject and curriculum knowledge.

#### **Assessment**

S6. Make accurate and productive use of assessment.

#### **Professional behaviours**

S8. Fulfil wider professional responsibilities.

We ensure the ECF will not be used as an assessment framework and early career teachers will not be expected to collect evidence against the ECF but will continue to be assessed against the Teachers' Standards only.

We are committed to the ECF as we believe it has a positive impact on early career teachers and therefore we will provide the necessary funding to ensure its success by:

- funding and guaranteeing 5% off timetable in the second year of teaching for all early career teachers;
- creating high quality, freely available ECF curricula and training materials;
- establishing full, high quality ECF training programmes; • funding time for mentors to support early career teachers; and
- fully funded mentor training.

We as a school community have a commitment to promote equality. Therefore we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth. We believe that it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

### **Aims**

- To ensure the Early Career Framework has a positive impact on early career teachers.
- To ensure compliance with all relevant legislation connected to this policy.
- To share good practice within the school, with other schools and with the local authority in order to improve this policy.

### **Responsibility for the Policy and Procedure Role of the Governing Body**

#### **The governing body has:**

- appointed an experienced member of staff with qualified teacher status to act as an induction mentor; 2022-2023 – The Headteacher – S Corry is Mentor to ECT s
- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:
  - full compliance with all statutory responsibilities;
  - the school complies with all equality's legislation;
  - funding is in place to support this policy;
  - this policy and all policies are maintained and updated regularly;
  - all policies are made available to parents;
  - the nomination of a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy; the nomination of a link governor to:
    - visit the school regularly;
    - work closely with the Headteacher and the mentor;
    - ensure this policy and other linked policies are up to date;
    - ensure that everyone connected with the school is aware of this policy;

- attend training related to this policy;
- report to the governing body every term;
- annually report to the governing body on the success and development of this policy.
- the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

#### **The headteacher will:**

- work in conjunction with the senior leadership team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and induction mentor;
- ensure funding is in place for this policy;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy; • provide guidance, support and training to all staff; • monitor the effectiveness of this policy by:
- monitoring learning and teaching through observing lessons;
- monitoring planning and assessment;
- speaking with pupils, school personnel, parents and governors.
- annually report to the governing body on the success and development of this policy.

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

The induction mentor will:

- have received mentoring training;
- regularly meet with the ECT for structured mentoring sessions to provide targeted feedback;
- work with the ECT and teaching staff to make sure that the ECT receives a high-quality ECF induction programme;
- provide effective support including subject or phase specific coaching;
- take immediate action if the ECT is experiencing problems;
- be able to guide ECTs in growing the skills highlighted in the ECF;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the governing body on the success and development of this policy.

### **Role of Early Career Teachers**

ECTs will:

- comply with all aspects of this policy;
- work with their induction mentor;
- be aware of the ECF;
- be aware of Teachers' Standards.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- Staff handbook;
- Meetings with school personnel;
- Annual report to parents;
- Headteacher reports to the governing body; • Text messages; • Email.

## **Training**

We ensure all early career teachers receive:

- equal chances of training, career development and promotion;
- training on induction which specifically covers:
- periodic training so that they are kept up to date with new information;
- equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

## **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

## **Linked Policies and procedures**

- Assessment and data - insights
- Classroom monitoring
- Curriculum Intent, Implementation and Impact - Cornerstones
- Curriculum Planning and Cornerstones Curriculum
- Marking and feedback
- Newly Qualified Teachers (NQTs)

- Planning, Preparation and Assessment Time
- Pupil Behaviour Policy
- Staff Code of Conduct

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings.

We are aware that Ofsted have updated their school inspection handbook. We have in place awareness training for all school personnel and governors. During an inspection inspectors must:

- meet with ECTs;
- visit lessons given by ECTs;
- assess the effectiveness of the support and professional development put in place for ECTs to ensure that they have the knowledge and skills necessary to teach in their chosen subject or phase;
- judge the quality of mentoring and what the school has done to support their development in areas for improvement identified by initial teacher training providers; • discuss how ECTs are supported by the school in managing pupils' behaviour;
- meet with mentors and the induction tutor.