



**CARLTON**  
ACADEMY TRUST

## **Carlton Academy Trust Early Career Teacher (ECT) Policy**

**Signed on behalf of Trustees:**

**Gareth Logan**

**Date:**

**July 2023**

**Next Review date:**

**September 2024**



## Glossary

**ECT:** Early Career Teacher.  
**ITT:** Initial Teacher Training  
**QTS:** Qualified Teacher Status.

## Definition

Teachers are classed as ECT's during their statutory two-year induction period following ITT. During this period, they must demonstrate that they are making at least satisfactory progress against 'Teacher Standards.' ECT provision aims to build on what has been learnt during ITT and facilitate a successful long-term transition into teaching.

ECT's have at least 10% less teaching time than a main scale teacher in year one and at least 5% less in year two.

## Support and Provision

Each ECT is assigned a **mentor** who acts as their main point of contact and is responsible for:

- Supporting teaching and learning practice.
- Arranging lesson observations.
- Providing advice and guidance.
- Monitoring and evaluating ongoing formal progress through weekly, half-term and termly reviews.

Mentors are overseen by a school **Induction Tutor**, a senior leader with overall responsibility for supporting the professional development of ECT's. They are responsible for:

- Monitoring progress in accordance with the Early Career Framework induction guidance.
- Standardising lesson observations and providing judgements against Teacher Standards.
- Providing support where required.
- Ensuring teaching commitments accord with statutory guidelines.

## Teaching Standards

To be awarded QTS, the following 'Teaching Standards' must be met:

- Set high expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes of students.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all students.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies, and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- An understanding of and acting within the statutory frameworks which set out their professional duties and responsibilities.

### **Lesson Observations, Progress Reviews and Formal Assessment**

ECT's have regular formal lesson observations, usually one per half term. These are observed by their mentor, with the first and last observations standardised by the Induction Tutor.

Progress reviews take place at the end of the Autumn and Spring terms in both years. Findings are shared with the ECT, clearly indicating whether they are making sufficient progress to complete induction. Where not making satisfactory progress, the Induction Tutor will devise an individual support plan to help them meet the required standard.

Formal assessments made against Teacher Standards are completed in the final term in each year, summarising evidence obtained to that point. Year two assessments include a recommendation as to whether overall performance is 'Satisfactory,' 'Unsatisfactory' or whether an extension should be considered.

Where the judgement is 'Unsatisfactory,' the appropriate awarding body will be informed. In most cases, they will then receive immediate support and guidance to improve their practice.

Sometimes it is necessary to instigate capability procedures which may lead to dismissal before the end of the ECT period. Where occurring, automatically mean the ECT fails ICT induction, if it can be satisfactorily completed at another school.

### **Early Career Framework Training**

Each school provides ECT's with the necessary training to satisfy the requirements of the framework: Understanding and applying knowledge/skills ('learn that') and practice ('learn how'). Training is delivered through a funded external provider who deliver a combination of in-person and online sessions, supplemented by in-house provision.

ECT's may also observe other colleagues within their school and trust, and access support from other trust staff where appropriate.