

Pathways School

Early Career Teachers Policy

Policy Monitoring

This policy was written: 14/10/21

Date agreed and ratified by Board of Trustees: 16/11/21

Date of next review: June 2022

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures.

1. Introduction

The Department of Education issued new guidance on the Induction for Early Career Teachers in March 2021. The term 'Early Career Teacher' refers to a newly qualified teacher in their first or second year of induction. The guidance covers those settings which are both required to or choose to offer induction to their Early Career Teachers (ECTs).

Due to the context of Pathways School, being a specialist provision for students with autism and being of a very small scale, we have chosen not to employ early career teachers. Our policy therefore is to pay regard to the guidance but not to implement any part of it at present.

2. Legislation

- Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.



3. Links to other school policies and practices

- Capability of Staff Policy
- Teachers Pay Policy

4. Key points

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.
- **The guidance has been significantly updated since the previous version (issued April 2018). The following key changes have been made:**
 - The term early career teacher (ECT) replaces newly qualified teacher (NQT).
 - The standard length of induction has been increased from one school year to two school years.
 - In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction.
 - Schools are expected to deliver an induction period that is underpinned by the ECF. Appropriate bodies will have a role in checking that an ECF-based induction is in place.
 - The role of the mentor has been introduced. The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor.

- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years.
- The number of ad-hoc absences permitted has been extended, in line with the extended length of induction.

	Name	Signature	Date
Chair of Trustees	Saima Ali Majid		16/11/21
Headteacher	David Haswell		16/11/21

Review Date	June 2022
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