



Early Career Teacher Policy

2021-22

DATE	October 2021
AUTHOR	Kim Day-Haynes
DOCUMENT OWNER	Kim Day-Haynes
VERSION NO.	1.0
NEXT REVIEW	September 2022
REVIEWED BY	Curriculum & Achievement Committee

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021
- The Early Career Framework reforms

Key Definitions

ECF Early Career Framework: published by the DfE listing what new teachers should know and know how to do.

ECT Early Career Teacher: teacher in their first two years after qualifying to teach, replacing NQT (Newly Qualified Teacher)

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.

Rationale

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

As detailed at <https://www.early-career-framework.education.gov.uk> schools have three options around how they implement the Early Career Framework:

- *Full Induction Programme* -

A funded provider-led programme offering high-quality training for early career teachers and their mentors alongside the professional development materials.

- *Core Induction Programme* -

Schools can draw on the content of the high-quality core induction programmes to deliver their own early career teacher and mentor training.

- *School-based Programme* -

Schools design and deliver their own ECF-based induction programme.

NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year). If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

This policy complies with our funding agreement and articles of association.

The ECT entitlement

- ECTs will be given targeted support by the induction tutor, mentor and headteacher.
- They will receive a structured induction programme, underpinned by the Early Career Framework, which involves completing self-study activities, accessing training, regular meetings with their mentor, and observing experienced teachers (in their own and other schools).
- ECTs will, in year 1, teach an 80% timetable, enabling them to have 10% professional development time and 10% planning and preparation time (PPA).
- In year 2, ECTs will teach an 85% timetable, enabling 5% professional development time and 10% planning and preparation time (PPA).
- They will be observed teaching by the induction tutor and other members of staff and be afforded specific and supportive helpful feedback [oral and written] that includes areas of strength and targets for development.
- ECTs will have a weekly developmental meeting with their mentor.
- Progress review meetings and formal assessment meetings will take place to review progress towards achieving the Teachers' Standards, against which they will be assessed.
- They will be given support and advice to ensure they are able to evidence their professional development, to feel that they are a full and valued member of the staff team and to know that they are part of the process and actively involved.

Roles and Responsibilities

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- Check that the ECT has been awarded QTS.
- Clarify whether the teacher 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.
- Ensure that the requirements for a suitable post for induction are met.
- Provide ECTs with a named induction tutor and a mentor, who will work together to support their professional development and monitor and assess progress.
- Ensure the induction tutor has the ability and sufficient time to carry out their role effectively.
- Ensure that the mentor has the ability and sufficient time to carry out their role effectively.
- Ensure an appropriate ECF-based induction programme is in place.
- Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching.
- Ensure that 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.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.

- Make the governing body aware of the arrangements that have been put in place to support ECTs 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 will:

- Oversee all arrangements for induction, including the ECF professional development programme and other induction related activities.
- Carry out regular progress reviews, to consider progress against the Teachers' Standards and next steps.
- Carry out formal assessment meetings and agree the judgements to be recorded on the assessment report.
- Ensure that teaching is observed, and feedback is given promptly and constructively.
- Take action if ECTs are experiencing difficulties.
- Ensure that monitoring and record keeping is done in the most streamlined and least burdensome way.

The Mentor will:

- Provide regular structured mentor sessions, which include effective targeted feedback.
- Work collaboratively with the ECT and other colleagues to ensure they receive a high-quality ECF-based induction programme.
- Participate in all relevant training provided by the school and teaching hub/institution selected to fulfil the ECF.
- Provide, or broker, effective support - including phase or subject specific mentoring and coaching.
- Take action if the ECT is experiencing difficulties.

The Appropriate Body, in addition to its quality assurance role of ECTs' induction period, has the responsibility to ensure that:

- Monitoring, support, assessment and procedures in place are fair and appropriate.
- A final decision is made (at the end of induction) on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required.
- ECT's records are accurately maintained with the Teaching Regulation Agency.

The Governing Body:

- Should ensure compliance with the requirement to have regard to this guidance.
- Should be satisfied that the institution has the capacity to support the ECT.
- Should ensure the headteacher/principal 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 institution's agreed grievance procedures.
- Can seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- Can request general reports on the progress of an ECT.

Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6) and will be carried out by the ECT's induction tutor and agreed and checked by the headteacher.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme.

Copies of the evidence relied on will be provided to the ECT and the Appropriate Body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the Appropriate Body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will have the opportunity to add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the Appropriate Body. The final assessment report will be sent within 10 working days of the meeting, for the Appropriate Body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified.
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
- An effective support programme is put in place to help the ECT improve their performance, which will be approved by the headteacher.
- The progress review record or formal assessment report will be shared with the Appropriate Body, alongside the support plan, for it to review.

If there are still concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor and/or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

This policy links to the following policies:

Teaching, Learning Feedback and Assessment Policy
CPD Policy
Pay Policy