

# Early Career Teacher Policy

Version 1

N.B Please note this is a draft Policy and is awaiting approval. Any questions can be directed to Ceri Boyle ([ceri.boyle@nclt.ac.uk](mailto:ceri.boyle@nclt.ac.uk))

**This policy applies only to all New Collaborative Learning Trust institutions.**

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## **1.0 Introduction and Intent**

1.1 Early Career Teachers (ECTs) represent an exciting opportunity to bring new ideas and a fresh outlook into the organisation. However, they do require a planned induction programme if the initial years are to be successful ones. All staff have a role to play in supporting the teacher new to the profession. Subject leaders, Heads of Department and members of the senior management team have a particular role to play in the process of ensuring high quality provision. This policy aims to clarify the roles and requirements necessary to support ECTs. New Collaborative learning trust has a strong track record in the recruitment, retention and development of newly qualified teachers (NQTs) and ECTs.

1.2 We have teamed up with University College London (UCL) Institute of Education as our lead provider, undertaking the full induction programme. In May 2018 the Department for Education (DfE) set out a range of commitments including: ensuring all new teachers have the right support in place at the beginning of their careers by increasing the length of the induction period from one year to two years; developing an Early Career Framework (ECF) of support and mentoring for all ECTs and supporting the development of new specialist qualifications for experienced classroom teachers. [ECF Exploratory research doc 2018]. With the roll out of the Early Careers Framework from September 2021, this policy outlines our approach to supporting teachers in the first five years of their career.

### 1.3 Intent

1.3.1 Research shows that continuing professional development (CPD) plays a crucial role in helping to support and develop teachers (Cordingley et al., 2015), including Newly Qualified Teachers and early career teachers. There is evidence that CPD can help to manage the stress and difficulty often experienced by teachers in this phase of their career (e.g. Ashby et al., 2008, Day and Gu, 2010). Within the NCLT Trust there is a strong tradition of CPD based around evidence based TfL Principles. Our supportive whole trust culture underpins our commitment to support all staff. We intend to ensure that all ECTs are provided with the additional support needed in their first critical years in the profession.

## **2.0 Aims**

### 2.1 The Trust aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.
- Provide high quality, individualised support based on evidence informed practice CPD for all teachers in the first 5 years of their career, in order to maintain high levels of retention of our early careers teachers.
- Ensure Early career teachers who have not received QTS as part of their teaching qualification receive a support programme which is closely aligned to the full induction programme funded by the DfE.

- Draw upon the expertise of our colleagues to introduce new learning and where necessary manage additional support.
- Equip our ECTs with the necessary tools, skills and strategies in order to leave the induction period and continue their teaching career exemplifying practice and pedagogy.
- Ensure our ECTs have met all part of the teacher standards.

### **3.0 Newly Qualified Teacher (NQT) Induction Transitional Arrangements**

3.1 This policy applies to ECTs who start their induction on or after 1 September 2021.

3.2 NQTs who have started but not completed their induction before 1 September 2021 will continue to follow our prior NQT induction policy. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction.
- An induction mentor for the remainder of the NQT's 1-year induction.

3.3 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.

### **4.0 Legislation and Statutory Guidance**

4.1 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.
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.
- The 'relevant standards' referred to below are the Teachers' Standards.

### **5.0 The ECT Induction Programme**

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Delta Teaching School hub, our 'appropriate body'.

## 5.1 Posts for Induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS.
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

## 5.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Chances to observe experienced teachers, either within the school or at another school with effective practice.

## 5.3 Assessments of ECT Performance

5.3.1 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 induction tutor.

5.3.2 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.

- 5.3.3 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.
- 5.3.4 The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.
- 5.3.5 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.
- 5.3.6 It is the responsibility of the Headteacher to formally notify the awarding body, using the final assessment form, as to whether the ECT has met the requirements of successful induction and in particular their:
- strengths
  - areas requiring further development
  - evidence used to inform the judgement
  - targets for the coming term
- 5.3.7 The Induction Tutor will ensure that all assessment forms meet the agreed deadlines and success criteria (Teacher Standards).
- 5.3.8 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.
- 5.3.9 Progress reviews are:
- expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.
  - Not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review but ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.
  - provided as a written record. It is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets.
  - expected to be reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.
- 5.3.10 ECTs will be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor, subject mentor or another suitable person from

inside or outside the institution.

5.3.11 The Trust will ensure that:

- the ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance
- feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion
- any written record will indicate where any development needs have been identified.

5.4 At-risk Procedures

5.4.1 Very occasionally, ECTs will encounter difficulties. The majority will overcome these with support. If an ECT is struggling to meet any of the teaching standards the judgement must be clearly identified, evidenced, and linked to the specific standards. The awarding body will be notified as soon as possible if it seems as though an ECT will have difficulty meeting the standards at the end of their induction period.

5.4.2 Areas for development, targets and support will be identified and an action plan completed. This will identify the specific standard concerned; the support which will be put in place to assist and when the actions will be reviewed. The ECT must be involved at all stages. Colleagues to support the ECT and mentor will be called upon. Once a problem has been overcome, the success will be acknowledged in the assessment meeting and in the report.

5.4.3 The ECT Induction Tutor will be given copies of the interim reports and the action plan provided and the Headteacher / Deputy Headteacher will carry out additional observations of the ECT. If the concerns persist or it is felt that a teacher may fail to develop full competence after all reasonable support and other measures have been provided, the Headteacher will consult with the Induction Tutor and Mentor. The ECT will be informed in writing that they are at risk of failing to meet the Teacher Standards and the consequences of this.

5.4.4 The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

**6.0 Roles, Responsibilities and Expectations**

6.1 Role of the ECT

6.1.1 The ECT has a responsibility to participate fully in the induction programme and to work cooperatively and pro-actively with the School in all aspects of the support and assessment.

- Provide evidence that they have QTS and are eligible to start the formal induction process. Where QTS is not provided as part of their post 16 qualification, the core ECF programme will be delivered and a formal review process will still be in place in the line with the appropriate body expectations.
- Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.

- Provide evidence of their progress against the Teachers' Standards.
- Participate fully in the agreed monitoring and development programme.
- Raise any concerns with their induction tutor as soon as practicable.
- Consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.
- Retain copies of all assessment reports.
- Use the 10% reduction of timetable to support their professional development in Year 1, and 5% reduction in Year 2.
- Take increasing responsibility for their own professional development.
- Act upon advice and feedback and be open to coaching and mentoring.
- To read, sign and comment on assessment reports.
- Work towards meeting the Teaching Standards throughout the induction period
- Set and maintain good standards of student behaviour in the classroom.
- Liaise effectively with students, parents and carers.
- Take responsibility for their own professional development; participate in target setting and associated professional development; maintain their record of CPD and keep up-to-date with developments in pedagogy and in the subjects they teach.
- Teach lessons which are thoroughly prepared and which relate to their department's schemes of learning.
- Ensure lessons begin promptly, meeting and greeting students at the door.
- Ensure registers are completed accurately for all lessons.
- Be a positive role model for students.
- Assess, monitor and support student progress in line with school or college expectations.

## 6.2 Role of the Headteacher

6.2.1 The headteacher/principal 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. (Paragraph 2.9 onwards Statutory Induction Guidance 2018 (publishing.service.gov.uk))
- 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 and effectively, 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.

6.2.2 There may also be circumstances where the headteacher/principal is expected to:

- Obtain interim assessments from the ECT's previous post.
- Act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards.
- Notify the appropriate body as soon as absences total 30 days or more.
- Periodically inform the governing body about the institution's induction arrangements.
- Advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- Consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction.
- Provide interim assessment reports for staff moving school in between formal assessment periods.
- Notify the appropriate body when an ECT serving induction leaves the institution.

### 6.3 Role of the Induction Tutor

- Provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff).
- Carry out progress reviews in terms where a formal assessment does not occur on ECT Manager (terms 1, 2, 4 & 5).
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure that the ECT's teaching is observed, and feedback provided.
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.

- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents

#### 6.4 Role of the Induction Mentor

6.4.1 The role of the ECT mentor is the day-to-day responsibility to support, guide and coach the ECT throughout the induction period.

6.4.2 The mentor is expected to:

- meet weekly with the ECT for structured mentor sessions to provide effective targeted feedback and to discuss progress against the Teacher Standards, reviewing and setting of development targets .
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Work with the ECT to plan a support programme building on the ECT's identified training needs from their individual action plans.
- Provide regular, accurate and fair feedback to the ECT and Induction Tutor about performance and progress.
- Support the day-to-day needs of the ECT.
- Carry out formal reviews of progress during the induction period, using the structure provided by the induction tutor.
- Undertake some of the ECT's formal lesson observations.
- Undertake learning walks, providing verbal feedback to allow for progress towards identified targets
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and take prompt, appropriate action where an ECT appears to be experiencing difficulties.
- Support the interim and final assessment review process - ensuring that the ECT is aware of, and agrees, to the contents of each review.
- Ensure that the ECT evidence portfolio is of a good standard and provides sound and supporting evidence.
- Inform the ECT Induction Tutor of any concerns as soon as they arise – provide detailed supporting evidence when an ECT is deemed not to be making expected progress and / or meeting the college and Teachers' Standards to a sufficient standard.

#### 6.5 Role of the Governing Board

6.5.1 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.

## 7.0 Entitlements

7.1 The needs of a teacher will change over time and the levels of support will reflect this. The common theme is for Trust wide CPD based on the NCLT 12 principles for Teaching & Learning alongside individualised training based on the ECF. Teachers in years 3-5 will be offered bespoke support and development based on needs and their desired career trajectory.

Year 1 ECT	Year 2 ECT
<p data-bbox="252 750 619 779">Full ECF induction programme</p> <p data-bbox="331 824 539 853">In school/college:</p> <p data-bbox="151 864 722 931">Self study (45 mins) and mentoring sessions (50 mins) weekly</p> <p data-bbox="375 943 496 972"><b>Autumn 1</b></p> <p data-bbox="169 983 703 1050">Module 1: Enabling pupil learning (Teachers' Standards 1 and 7)</p> <p data-bbox="161 1061 715 1196">Setting high expectations for learning and behaviour, and practical strategies for shaping the learning environment to enable pupil learning.</p> <p data-bbox="156 1207 722 1386">A structured programme of observation, reflective practice, scripting and rehearsal equips the ECT with foundational learning skills that underpin self-study and continuing professional development.</p> <p data-bbox="375 1464 496 1494"><b>Autumn 2</b></p> <p data-bbox="148 1505 727 1572">Module 2: Engaging pupils in learning (Teachers' Standards 2 and 3)</p> <p data-bbox="156 1583 719 1762">Developing a rich conceptual understanding of pupil learning, memory and subject/specialism expertise. Applying this to teaching through carefully structured activities that connect theory to the ECT's practice.</p> <p data-bbox="347 1774 523 1803"><b>Spring 1 and 2</b></p> <p data-bbox="156 1814 719 1991">Module 3: Developing quality pedagogy (Teachers' Standards Exploring and applying strategies to support high-quality planning and adaptive teaching that addresses the needs of all pupils. 12 Term Focus Details 4 and 5)</p> <p data-bbox="375 2024 496 2054"><b>Summer 1</b></p>	<p data-bbox="919 750 1286 779">Full ECF induction programme</p> <p data-bbox="1007 824 1198 853"><b>Autumn term 1</b></p> <p data-bbox="778 864 1425 1010">Module 6: Inquiry into enabling pupil learning. Investigating one area of practice, from Standards 1 and 7, and conducting a rapid exploratory inquiry into the impact of the ECT's existing practice.</p> <p data-bbox="1007 1055 1198 1084"><b>Autumn term 2</b></p> <p data-bbox="778 1095 1425 1274">Module 7: Inquiry into engaging pupils in learning Using the audit to identify one area of practice, drawn from Standards 2 and 3, to focus a second exploratory inquiry into the impact of the ECT's existing practice, and to identify useful changes to practice.</p> <p data-bbox="903 1397 1299 1426"><b>Spring term and summer term 1</b></p> <p data-bbox="791 1438 1414 1650">Module 8: Inquiry into developing quality pedagogy and making productive use of assessment From an audit of Standards 4, 5 and 6, conducting a more extended inquiry, evaluating the impact on pupils of an alteration to the ECT's practice. Sharing the findings of this inquiry with colleagues.</p> <p data-bbox="1007 1695 1198 1724"><b>Summer term 2</b></p> <p data-bbox="778 1736 1425 1879">Module 9: Fulfilling professional responsibilities (II) reflecting on progress across the programme, exploring and preparing for how the ECT's professional role may evolve as their career develops.</p> <p data-bbox="815 1924 1388 1991">School-based mentor sessions at least once per fortnight</p> <p data-bbox="847 2024 1356 2054">Half termly meeting with early career lead</p>

<p>Module 4: Making productive use of assessment (Teachers' Standard 6)</p> <p>Investigating approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom.</p> <p><b>Summer 2</b></p> <p>Module 5: Fulfilling professional responsibilities (I) (Teachers' Standard 8) Building skills in working with others within and beyond the school to improve teaching and manage professional development across a career in education.</p> <p>Half termly meetings with induction lead to QA programme efficacy and review learning needs/progress towards targets/ formal observations</p> <p>In addition, there will be a conference, facilitation and online communities led by UCL</p> <p>Termly visit to another college/school</p>	<p>Experience in at least one other school setting to be agreed with mentor</p>	
<p><b>Year 3 teacher</b></p>	<p><b>Year 4 teacher</b></p>	<p><b>Year 5 teacher</b></p>
<p>No remission</p> <p>ECT 'buddy'</p> <p>½ termly catch ups to discuss:</p> <ul style="list-style-type: none"> <li>• Wellbeing and workload</li> <li>• Evidence based pedagogy</li> <li>• Personal inquiry progress</li> <li>• Career development</li> </ul> <p>Coached lesson observation, peer observation programme and team teaching developed as desired/needed</p> <p>Online Trust ECT community</p>	<p>No remission</p> <p>ECT 'buddy'</p> <p>½ termly catch ups to discuss:</p> <ul style="list-style-type: none"> <li>• Wellbeing and workload</li> <li>• Evidence based pedagogy</li> <li>• Personal inquiry progress</li> <li>• Career development</li> </ul> <p>Coached lesson observation, peer observation programme and team teaching developed as desired/needed</p> <p>Online Trust ECT community</p> <p>Enhanced opportunities for job shadowing</p>	<p>No remission</p> <p>ECT 'buddy'</p> <p>Termly catch ups to discuss:</p> <ul style="list-style-type: none"> <li>• Wellbeing and workload</li> <li>• Evidence based pedagogy</li> <li>• Personal inquiry progress</li> <li>• Career development</li> </ul> <p>Coached lesson observation, peer observation programme and team teaching developed as desired/needed</p> <p>Online Trust ECT community</p> <p>Enhanced opportunities for job shadowing</p> <p>ECT mentoring training</p>

## **8.0 Monitoring Arrangements**

- 8.1 This policy will be reviewed annually by Ceri Boyle, Trust ECF lead. At every review, it will be approved by the full governing board.

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## 9.0 Links with Other Policies

9.1 This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Teaching for Learning

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**Policy Status**

<b>Policy Lead (Title)</b>	Trust ECF Lead	<b>Review Period</b>	Annually
<b>Reviewed By</b>	Trust Executive Team/ Board of Directors	<b>Equality Impact Assessment Completed (Y/N)</b>	N

**POLICY AMENDMENTS**

<b>Version</b>	<b>Approval Date</b>	<b>Page No./Paragraph No.</b>	<b>Amendment</b>	<b>Audience</b>	<b>Plan for Communicating Amendments</b>
Version 1				NCLT staff	

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