

Early Career Teacher Policy

Version 3

*This policy has been implemented after consultation with relevant recognised trade unions.
Policy review will be carried out in consultation with recognised trade unions.*

**This policy applies to the New Collaborative Learning
Trust institutions listed below.**

 **newcollege** Doncaster  **newcollege** Bradford  **newcollege** Pontefract  **Wingfield Academy**



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1.0 Introduction and Intent

1.1 Introduction

- 1.1.1 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. Middle and senior leaders have a particular role to play in the process of ensuring high quality provision.
- 1.1.2 This policy aims to clarify the roles and requirements necessary to support ECTs. The policy is underpinned by the DfE statutory guidance for induction of early career teachers:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1151553/Statutory_Induction_for_early_career_teachers_england.pdf.
- 1.1.3 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.
- 1.1.4 The principal/headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements. Early Career Framework-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- 1.1.5 There are three approaches schools can choose from to enable the delivery of an ECF based induction. NCLT ECTs and their mentors will be enrolled on a funded provider-led programme, the UCL programme delivered through Exchange Teaching Hub. In the case of non-QTS teaching staff, an induction programme with close alignment to this provider led programme will be followed.

1.2 Intent

- 1.2.1 Research shows that continuing professional development (CPD) plays a crucial role in helping to support and develop teachers (Cordingley et al., 2015), including 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). The recent UCL study into the impact of the ECF found that the programme can have a positive impact on the development of many ECTs, but also that the programme alone is unable to transform support for ECTs' professional development. The school organisation provides the conditions that enable the desired learning transformation to happen (Gu et al., 2023). Within NCLT, 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 will ensure that all ECTs are provided with the additional support needed in their first critical years in the profession.

1.2.2 The Trust will:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021, both in terms of statutory assessment procedures and induction programme.
- 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 new 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 ie, a structured programme which enables them to consolidate and extend the skills, knowledge and understanding acquired during initial teacher education in the context of their work as qualified practitioners.
- Draw upon the expertise of colleagues to introduce new learning and where necessary manage additional support.
- Equip 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 ECTs have met all parts of the teacher standards.

2.0 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. The ECF has been designed to support early career teacher development in five core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours.

The UCL programme consists of nine modules of study over the two years which have been carefully designed to fully address the content of all Teachers' Standards. In Year 1 ECTs will study five carefully crafted modules with a further four modules in Year 2, through professional inquiry, to deepen ECTs' knowledge and practice in relation to aspects of the ECF that are most pertinent to each individual's progress and learning.

Prior to the ECT serving their induction, the Principal/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. One term or more of continuous employment may count towards completion of the induction period. ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part time as a 0.5 FTE will need to serve induction for four school years. It is for the school/college and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern. In cases where part-time ECTs have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards, they may be able to have their induction period reduced (i.e. 'reduced induction') in consultation with the appropriate body.

ECTs have a responsibility for being clear about how long their induction period should last if they are teaching part-time.

Induction programmes for teachers with QTS in sixth form colleges must include a minimum of 10 days teaching experience of compulsory school age students in a school setting.

2.1 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. Mentor meetings to be consistent and in a timetabled period wherever possible. These meetings will usually be an hour and will take place weekly in y1 and fortnightly in y2. DfE funding is available to support this mentoring time for teachers with QTS but is supported across the Trust regardless of QTS status.
- 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 (in addition to receiving the usual non-contact time of a teacher).
- 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.

2.2 Support for ECTs

We support ECTs with:

- A schedule for all induction activities, including observations, professional reviews of progress, targeted professional development activities and formal assessment meetings.
- Their designated induction tutor, who will provide regular monitoring and support, and co-ordinate their assessments (see also Section 6 of this policy).
- 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, liaising with induction mentors as appropriate.

- Chances to observe experienced teachers, either within their own school or college or at another school or college with effective practice.
- Provision of a schedule for all induction activities, including observations, professional reviews of progress, targeted professional development activities and formal assessment meetings.

2.2.2 Support for Mentors

We support mentors in the following ways:

- The role of mentor is highly valued and appropriate time and support is provided to ensure this vital role can be undertaken effectively
- New mentors are supported to undertake self-study and training sessions as part of their ongoing professional development as a mentor. Where mentors are supporting non-funded ECTs, parallel coaching and self-study support is provided.
- Additional development opportunities to foster effective mentoring are sought and supported as part of the Trust CPD commitment

2.3 Assessments of ECT Performance

- 2.3.1 The ECT's progress should be discussed regularly by the mentor and the teacher with feedback provided to support progress towards meeting standards. This support, however, is separate from the formal assessment process led by the induction tutor-see 3.3.2.
- 2.3.2 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.
- 2.3.3 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, liaising with mentors as appropriate. Copies of the evidence relied on will be provided to the ECT and the appropriate body.
- 2.3.4 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 Principal/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.
- 2.3.5 The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.
- 2.3.6 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.
- 2.3.7 It is the responsibility of the Principal/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

2.3.8 The Induction Tutor will ensure that all assessment forms meet the agreed deadlines and success criteria (Teacher Standards).

2.3.9 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 Principal/Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

2.3.10 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.

2.3.11 ECTs will be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice and conduct 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.

2.3.12 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.

2.4 At-risk Procedures

2.4.1 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 appropriate body, Exchange Teaching hub, 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. The appropriate body procedures and paperwork can be found here: <https://www.exchangeteachinghub.org.uk/appropriate-body/>. All induction leads are made aware of these procedures and paperwork.

- 2.4.2 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.
- 2.4.3 The ECT induction tutor will be given copies of the interim reports and the action plan provided and a senior leader 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 senior leader 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.
- 2.4.4 The progress review record or formal assessment report will be shared with the appropriate body, alongside the ECT support plan, for it to review in accordance with the appropriate body's relevant policy. ECTs have the right to be accompanied by a trade union representative at meetings taking place within the remit of this policy.

3.0 Roles, Responsibilities and Expectations

3.1 Role of the ECT

- 3.1.1 The ECT has a responsibility to participate fully in the induction programme and to work cooperatively and pro-actively with the school or college 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.
- Teach lessons which are thoroughly prepared and consistent with their subject's curriculum plan.
- 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.

3.2 Role of the Principal/Headteacher

3.2.1 The Principal/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 whether 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 2.17 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.
- Make the advisory board 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.

3.2.2 There may also be circumstances where the Principal/Headteacher 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 advisory group 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.

3.3 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, Principal/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.

3.4 Role of the Induction Mentor

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

3.4.2 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 or college 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.
- 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.

3.5 Role of 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

4.0 Monitoring Arrangements

- 4.1 This policy will be reviewed annually. At every review, it will be approved by the full Trust board.
- 4.2 An Equality Impact Assessment will be undertaken on this policy to ensure there is no detrimental impact on any category of employee.
- 4.3 All data under the policy will be managed and retained in line with Data Protection legislation, including retention periods, and will be handled confidentially (Paragraphs 2.69-2.75 Statutory Induction Guidance 2018 (publishing.service.gov.uk)).

5.0 Links with Other Policies

5.1 This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Teaching for Learning