

SHERBORNE AREA SCHOOLS' TRUST



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Early Career Teacher Policy

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1.0	September 21	Head of HR	First publication New Trust-Wide Policy to take account of introduction of new Early Careers Framework

1 Abbreviations

DfE	Department for Education
SAST	Sherborne Area Schools Trust
ECF	Early Career Framework (the framework to support induction and professional development in the first two years)
ECT	Early Career Teacher (a teacher in the first two years of teaching)
EEF	Education Endowment Foundation
QTS	Qualified Teacher Status
UCL	UCL Institute of Education (SAST's chosen accredited provider for the ECF)

2 Rationale

1. Great schools cannot exist without great staff.
2. The introduction of the Early Career Framework (ECF) represents a welcome step change in support for early career teachers. It provides funded entitlement to a structured 2-year package of high-quality professional development, validated by the Education Endowment Foundation (EEF). These reforms are part of the Government's wider teacher recruitment and retention strategy, which aim to improve the training and development opportunities available to teachers.
3. The first two years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Nationally, approximately 15% of new teachers leave the profession within their first year of teaching. Our Trust's Early Career Framework (ECF) induction process ensures the appropriate guidance, support, and training are provided through a structured but flexible programme that supports ECTs in meeting the Teachers' Standards. (See ECF for congruence between the Teachers' Standards and the 8 sections of the ECF, pp. 5, 7-42.)
4. The Sherborne Area Schools Trust (SAST) wishes to recruit new teachers of the highest calibre to work with our children and young people and aims to move those teachers forward onto highly successful careers. This programme will enable an ECT to form a secure foundation upon which they might fulfill their professional responsibilities, and on which they can build a successful teaching career.

3 Overall Strategy

1. Our Trust's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of the ECF induction include:
 - a) to provide a high quality, evidence informed programme, appropriate to the needs of the ECT
 - b) to provide appropriate coaching and support through the role of an identified mentor
 - c) to ensure that the ECT engages with the ECF programme, facilitated by our chosen accredited provider, UCL Institute of Education
 - d) to provide ECTs with examples of good practice
 - e) to help ECTs form strong and positive professional relationships with all members of the Trust community and other stakeholders

- f) to help ECTs become aware of the Trust's role in the local community and beyond
 - g) to encourage reflection on their own and observed practice
 - h) to provide opportunities to recognise and celebrate good practice
 - i) to provide opportunities to identify areas for development
 - j) to help ECTs meet all requirements of statutory induction
 - k) to provide a foundation for longer-term professional development and growth
2. All staff will be kept informed of the Trust ECT induction policy and encouraged to participate, wherever possible, in its implementation and development. It is important that there is both a sense of shared ownership and collective responsibility.
 3. This policy reflects a structured whole Trust approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction process are crucial factors in its continued success.

4 Success Criteria

1. All ECTs will receive their entitlement to a coherently structured programme of professional development and tailored support which will enable them to thrive and succeed.
2. The induction process will positively contribute towards the personal and professional development of the ECT and form a secure foundation upon which a successful teaching career can be built.
3. All ECTs will be successful in meeting the Teacher's Standards, which, in turn will ensure that the ECT has a positive impact on the children and young people for whom they teach.

5 Roles and Responsibilities

1. At SAST, we strongly believe in our collective responsibilities to support and nurture our beginner teachers. The following roles and responsibilities are based on those outlined within the DfE's statutory induction guidance for ECTs.

5.1 SAST Trustees

Trustees should:

- a) ensure compliance with the statutory induction guidance
- b) be satisfied that schools within the Trust have the capacity to support the ECT
- c) ensure the headteachers are fulfilling their responsibility to meet the requirements of a suitable post for induction
- d) investigate concerns raised by an individual ECT as part of the Trust's grievance procedures

5.2 The Headteacher

1. The Headteacher, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:

- a) have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
 - b) check that the ECT has been awarded QTS
 - c) ensure that the appropriate body has been notified when an ECT is taking up a post in which they will be undertaking induction
 - d) appoint induction tutors and mentors in line with paragraphs 2.41-2.43 of the statutory induction guidance; ensuring that both the induction tutor and mentor have the ability and sufficient time to carry out their respective roles effectively.
 - e) ensure that time is allocated for the mentor and ECT to meet together (this may be outside the school day, depending on timetabling requirements) ideally on a weekly basis (1 hour) in the first year and on a fortnightly basis (1 hour) in the second year. On occasion, some flexibility may be required due to staff absence etc.
 - f) ensure that an appropriate induction programme is in place
 - g) ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching
 - h) ensure that assessments are carried out and reports completed and sent to the appropriate body
 - i) ensure an ECT receives a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year
 - j) recommend to the appropriate body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension
 - k) ensure that all relevant documentation relating to an ECT's induction is retained on file for six years
2. There may also be circumstances where the headteacher may need to:
- a) alert the appropriate body where an ECT may be at risk of not completing induction satisfactorily
 - b) ensure third party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
 - c) notify the appropriate body as soon as absences total 30 days or more
 - d) notify the appropriate body when an ECT serving induction leaves the school

5.3 Induction Tutor

1. The role of induction tutor is ideally separate from the role of the mentor. However, it may be necessary, due to staffing constraints in the school, that the induction tutor and mentor will be the same person. The DfE have confirmed this is acceptable.

The induction tutor is expected to:

- a) have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- b) co-ordinate and oversee the ECT's professional development, in line with the requirements of the appropriate body
- c) carry out termly progress reviews throughout the induction period. In addition to the termly progress reviews, undertake two formal assessment meetings during

the total induction period, in line with the appropriate body guidelines (refer to Section 11 for further information)

- d) ensure that the ECT's teaching is observed, and feedback provided on a half-termly basis
- e) ensure that all documentation concerning an ECT is uploaded in a timely manner and in line with the requirements of the appropriate body
- f) take prompt and appropriate action if an ECT appears to be having difficulties (refer to section 12 within this policy)
- g) design and co-ordinate a programme of on-boarding when joining the Trust that complements the ECF
- h) support the ECT mentor team
- i) keep the headteacher informed of the ECT's progress ensure that any assessment processes are not burdensome and do not add to workload
- j) have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs to the ECT. The ECT is not expected to collect additional evidence against the ECF or the Teachers' Standards

5.4 ECT Mentor

1. The role of the mentor is ideally separate from the role of the induction tutor. The mentor is expected to:

- a) act as a critical friend, mentor, and coach
- b) provide effective support
- c) meet weekly (in the first year) / fortnightly (in the second year) with the ECT for structured mentor sessions to provide effective, targeted feedback. This will be in line with the requirements of the early career framework
- d) ensure that they are fully prepared for each meeting
- e) work collaboratively with the ECT and other colleagues involved in the induction to help ensure the ECT receives a high quality ECF-based induction programme which meets the training needs of the ECT in their care
- f) engage fully with the mentor training and development provided
- g) work with the ECT to identify, on a half-termly cycle, their development needs
- h) share any concerns about the ECT's progress with the ECT and the induction tutor and address these through a supportive programme

5.5 Early Career Teacher (ECT)

1. The ECT is expected to:

- a) provide evidence that they have QTS and are eligible to start induction
- b) meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- c) agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- d) provide evidence of their progress against the Teachers' Standards
- e) participate and engage fully in the agreed monitoring and development programme
- f) raise any concerns with their induction tutor as soon as practicable

- g) consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor / within their school
- h) keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- i) agree with their induction tutor the start and end dates of the induction period
- j) retain copies of all assessment reports

6 ECT Rights

1. ECTs have the right to:

- a) access an ECF induction programme that will commence upon appointment and be reviewed after one year in post. This includes the host school and a wider MAT programme
- b) be employed in a post that enables them to teach classes within the age range and subjects for which they have been trained
- c) a 10% reduction of the normal teaching timetable in the first year and a 5% reduction in the second year
- d) help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the ECF induction programme in the school, and where appropriate across the Trust.
- e) meet termly with their induction tutor to review progress
- f) meet weekly (in first year) and fortnightly (in the second year) with their mentor
- g) time and regular opportunities to meet with other ECTs. Where appropriate this would include opportunities across schools within and beyond the Trust
- h) observe experienced colleagues teaching
- i) have their teaching observed by experienced colleagues, at least once every half term, with at least three of these observations being carried out by the induction tutor or members of the SLT
- j) to receive prompt written as well as oral feedback on the teaching observed and to receive advice, as necessary
- k) access external training and CPD as appropriate

7 ECT Responsibilities

1. ECTs have a responsibility to:

- a) engage fully and pro-actively with the programme of mentoring, support, and assessment
- b) evaluate, with support, their own performance and progress against the Teachers' Standards
- c) engage fully and pro-actively with the ECF training and development, including the self-directed study
- d) negotiate actions and professional development activities with their mentor and induction tutor
- e) take increasing responsibility for their own professional development as the induction period progresses

8 Prior to joining the Trust/School

1. Before ECTs start, and usually in the term before they take up their position, they should have:
 - a) a timetable amounting to not more than 90% of that given to a main scale teacher in year one, and not more than 95% of the same, in year 2
 - b) a copy of this ECF induction policy
 - c) a copy of the DfE Teachers' Standards
 - d) a staff handbook, containing reference to basic procedures on attendance, conduct, health and safety, safeguarding and the pastoral system
 - e) a chance to meet their induction tutor, mentor and other colleagues as appropriate.
 - f) a chance to ask any questions about the induction process
 - g) the names of the Trust representatives for professional associations and teachers' unions

9 Classroom Observation

1. All ECTs must be observed six times (one per half-term) during the first year of induction, with the first of those being inside the first 4 weeks. These observations may be carried out by the induction tutor, mentor and/ or members of the leadership team.
2. All ECTs should also observe teaching by other practitioners at least once a half term.
3. Effective classroom observation should have the following characteristics:
 - a) be explicitly related to the Teachers' Standards
 - b) written feedback should be recorded on a lesson evaluation form
 - c) a meeting between the ECT and the observer should occur within 48 hours to discuss the lesson
 - d) the ECT should be encouraged to evaluate the lesson for themselves
 - e) a record of all observations should be kept by both the induction tutor and the ECT

10 Early Career Framework (ECF)

1. The [early career framework](#) is the evidence base which underpins the entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their careers.
2. All schools within the Trust will be following a provider-led programme. Our accredited provider of choice is UCL, Institute of Education (UCL), in partnership with the South Central Teaching School Hub.
3. Training through the framework will occur through three strands – self-directed study, group seminars and instructional coaching. A virtual learning environment is also available to mentors, ECTs and school leaders.
4. A brief overview of the framework is summarised below:

<u>Year One – Six modules</u> One module each half-term. Carefully sequenced to fit day-to-day teaching and designed with national experts. Modules focus on: 1. Creating powerful learning environments 2. How pupils learn 3. How to plan and teach lessons 4. Supporting every pupil to succeed 5. Assessment & feedback 6. Planning a coherent curriculum Additionally... ECTs will engage in: 7. Self-directed study (4 ½ hours over the course of the module) 8. 2x 90-minute group seminars per module (occurring outside of the school day) 9. Weekly one-to-one instructional coaching with their mentor	<u>Year Two – an overview:</u> 1. Self-directed study 2. Phase / subject specific network and training sessions; led by subject / phase experts 3. Fortnightly one-to-one instructional coaching with their mentor – with opportunities to observe others' practice during this time on weeks when not meeting with mentor 4. Prompts for reflection, critical to change teacher action over time & prevent over-reliance on habits 5. Additional research and resources to stretch ECTs 6. Career development modules (during the summer term): a) Research in the classroom b) Leading careers and employability c) Preparing to mentor d) Preparing for middle leadership
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11 Weekly / fortnightly ECT & mentor meetings

1. In line with the requirements of the Trust's nominated accredited provider, mentors will spend one hour per week with their ECT. This hour could include observing, providing feedback and instructional coaching to develop the ECT, or discussing a topic in depth to enhance the ECT's understanding of the topic within the school's context. These meetings reduce to one hour per fortnight in the second year of induction.

12 Assessment & Quality Assurance

1. The assessment of ECTs will be rigorous but also objective and developmental. Mentors should not carry out formal assessments or progress reviews. The following principles apply:
 - a) ECTs should not be assessed against the ECF, but instead the Teachers' Standards
 - b) ECTs should receive a formal assessment in the final term of the first year and the final term of the second year of induction
 - c) Termly progress reviews should be undertaken in each term where a formal assessment is not scheduled. These are not formal and should be formative in nature. Nonetheless, a written record is expected to be retained, with a record clearly stating whether the ECT is on track to successful complete induction

2. Assessment points:

ECT Yr 1			ECT Yr 2		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Progress assessment point	Progress assessment point	Formal assessment point	Progress assessment point	Progress assessment point	Formal assessment point

- Evidence used to inform assessments should be transparent. It must be drawn from the ECT's work as a teacher during their induction
- The assessment process should not be burdensome. There is no need for the ECT to create anything new for the formal assessment
- Responsibility for assessment will involve all teachers who have a part in the ECT's development to gain a reliable, overall view
- The induction tutor will ensure that assessment procedures are consistently applied
- Copies of any records will be passed to the ECT concerned. Assessments will also be provided to the appropriate body within the specified timeframe
- The appropriate body plays an important quality assurance role

13 Unsatisfactory progress by ECTs

- Headteachers and induction tutors should have due regard to paragraphs 4.1-4.10 of the DfE's statutory guidance for the induction of ECTs. The following principles apply:
 - The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction
 - It is the responsibility of the induction tutor to notify the appropriate body, after each progress review, stating whether or not the ECT is making satisfactory progress
 - Where the induction tutor believes that the ECT is not making satisfactory progress, it is expected that a plan is put in place to assist the ECT in getting back on track
 - If it is apparent that an ECT is not making satisfactory process in the first formal assessment, the appropriate body should be informed and additional monitoring and support measures should be put in place by the induction tutor immediately
 - If the ECT's progress is still unsatisfactory in subsequent progress reviews, following the first formal assessment point, induction tutors should continue to undertake the progress reviews and review the ECT's objectives and support plan
 - Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards
 - Where there are still concerns about an ECT's progress between formal assessment point one and formal assessment point two, the induction tutor should explain the consequences of failure to complete the induction period satisfactorily

2. In a minority of particularly serious cases, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. The induction process should continue in parallel with any capability procedures.

14 Whistleblowing

1. If an ECT is dissatisfied with any aspect of their induction and cannot resolve this in collaboration with their mentor, the induction tutor, or the headteacher they have the right to contact the Head of HR, or the appropriate body.

15 Monitoring, Evaluation and Review

1. The process of induction should be monitored throughout the course of the programme, partly by means of the evidence generated by induction and quality assurance, and partly through the following:
 - a) All ECTs will complete a full evaluation and written exit survey at the end of their induction period
 - b) The induction tutor and mentor will evaluate the success of the programme each year and write a report on their recommendations for any amendments for the following academic year