

# Bedford High School

A Specialist Business and Enterprise College

Work Hard Be Respectful Take Responsibility



## Early Career Teachers Policy

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Document control

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## **Background:**

Under statutory guidance from the DfE the NQT (Newly Qualified Teacher) induction arrangements are replaced with the induction arrangements for ECTs (Early Career Teachers) alongside the ECF (Early Career Framework) from September 2021. The ECT induction process will now take two years.

## **Aims**

The school aims to:

- Run an ECT induction programme that meets all the statutory requirements underpinned by the ECF
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

## **Legislation and statutory guidance**

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for Early Career Teachers (England)
- The Early Career Framework January 2019

The 'relevant standards' referred to below are the Teachers' Standards.

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

## **The induction programme**

For a full-time ECT, the induction programme will last for two academic years. Part time ECTs will serve a full time equivalent. We sign up with an external provider for the Full Induction Programme (FIP). This external provider of the Early Career Framework is reviewed annually. Our provider is currently Generate Teaching Hub, based at Golborne High School.

The programme is quality assured by Generate Teaching Hub, our 'appropriate body'.

## **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 (Subject Mentor), who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their Early Career Framework induction programme. In the first year a 10% reduction, in the second

year a 5% reduction should be timetabled when compared to our existing teachers on the main pay range

- Be assigned to Generate Teaching Hub for the **Early Career Teacher Entitlement (ECTE)**
- 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 student discipline problems on a day-to-day basis

### **Support for ECTs**

We support ECTs with:

- Their designated Subject Mentor, who will provide day-to-day monitoring and support through the Early Career Framework and an Induction Tutor who will have an overview of activity and will coordinate assessments
- 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 each half term, at which we will review their action plans and revise them in relation to the relevant standards and their current needs and strengths
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice
- A programme of CPD (continuing professional development) throughout the year alongside the Early Career Framework along with a ECT dedicated professional hub.
- Access to a personalised action plan, the minimum requirement being that this is updated each half-term. Where additional support is required, this will be updated more frequently.

### **Assessments of ECT performance**

- Each term an ECT's teaching will be observed against the relevant standards. This should be undertaken by the Induction Tutor
- Each term (except when formal assessments take place) the ECT and Induction Tutor will meet to undertake a professional progress review to review objectives give feedback on progress and revise them in relation to the relevant standards and each ECT's current strengths and needs. A range of evidence is considered to inform the commentary in the assessment reports aside of observations and feedback from subject mentor.

- Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the Induction Tutor. This is to evidence progress against the standards.
- Following the progress review meeting, the Induction Tutor will notify the Appropriate body, through the completion of the Progress Review Form, to inform whether the ECT is making satisfactory progress in relation to the relevant standards. Where this is not the case, a plan will be shared to outline the strategies to support the ECT in getting back on track. The ECT has the opportunity to make comments on the Progress Review Form before it is signed by the ECT and Induction Tutor and sent to the appropriate body
- ECTs are required to undertake two formal assessments with the Headteacher or Induction Tutor. These will take place at the end of the first year (term 3) and in the final term of induction (term 6)
- After each formal assessment meeting, a Formal Assessment Form will be completed to show how the ECT is performing against the relevant standards. The ECT has the opportunity to add comments before the Formal Assessment Form is signed by the ECT, Headteacher and Induction Tutor and sent to the appropriate body. A range of evidence can be used to inform progress, not just the teaching standards/observations. For example, participation in extra-curricular provision.
- The Headteacher will also recommend to the appropriate body, on the final Formal Assessment Form, whether the ECT's performance is satisfactory against the relevant standards.
- The appropriate body makes the final decision on whether the ECT has passed the induction period
- ECTs should be kept up to date on their progress. There should be nothing unexpected
- In the event that the ECT leaves 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 and inform Generate Teaching Hub.

### **At-risk procedures**

If it becomes clear the ECT is not making sufficient progress against the standards, additional monitoring and support measures must be put in place immediately, meaning:

- Induction tutor to inform the appropriate body of the concerns and seek guidance / support
- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance
- An effective support Plan is put in place to help the ECT improve their performance
- The Progress Review Form or Formal Assessment Form will be shared with the appropriate body as soon as any concerns are raised/highlighted, alongside the support plan, for it to review
- A support plan will be put in place, shared with the ECT and appropriate body.

If there are still concerns about the ECT's progress at their next progress review or formal assessment, so long as it is not the final 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.

Under the statutory guidance, ECTs are also required to complete the Early Career Framework materials provided by the external provider.

**When the ECT has any concerns, they will:**

- Raise these with their Subject Mentor, Induction Tutor or HR Department as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues within the school

## **Roles and responsibilities**

### **Role of the ECT**

The ECT will:

- Provide evidence, to the HR Department, that they have QTS and are eligible to start induction
- Agree with their Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Agree with the Induction Tutor and Subject Mentor how best to use their reduced timetable allowance, including scheduling meetings and peer observations
- Meet with the Induction Tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development (ECTE) programme
- Participate in scheduled lesson observations, progress reviews and formal assessment meetings
- Retain copies of all assessment forms, lesson plans and materials, observation forms and CPD work

### **Role of the Subject Mentor**

The Induction Mentor will:

- Provide guidance and effective support to the ECT, including weekly (fortnightly in year 2) structured instructional coaching and mentoring sessions (linked to the ECT programme) to provide targeted feedback
- 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 arrange, effective support – including subject specific, phase specific, coaching and mentoring

- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Participate in ECTE Mentor training as delivered through the external provider
- Work with the Induction Tutor to ensure any concerns or additional support are dealt with effectively and timely

### **Role of the Induction Tutor**

The Induction Tutor will:

- Register ECTs with the DfE and Generate using their online portals.
- Provide, or coordinate, guidance and effective support for the ECT's professional development (with the appropriate body where necessary)
- Undertake two formal assessment meetings during the 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
- Inform the ECT during the progress review or formal assessment meeting of their progress against the relevant standards, and share progress review or formal assessment records with the ECT, Headteacher and Appropriate body and invite the ECT to add their own comments
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the 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 draws on existing working documents
- Keep all relevant documentation, evidence and forms on file for six years

*In exceptional circumstances it may be necessary to ask one person to carry out both roles, but in these cases it's important that the individual understands the distinction between their role as Induction Tutor and their role as Curriculum Mentor.*

### **Role of the Headteacher**

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see 'Legislation and Statutory Guidance' section above)

- Ensure the Induction Tutor and Induction Mentor are appropriately trained and have sufficient time to carry out their role effectively
- Ensure an appropriate **Early Career Teacher Entitlement** (ECTE) based induction programme is in place
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Ensure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

### **Role of the governing board**

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT

### **Monitoring arrangements**

This policy will be reviewed **annually** by the Induction Tutor. At every review, it will be approved by the full governing board.