



EARLY CAREER TEACHER (ECT) POLICY [AVANTI SCHOOLS TRUST]

This policy is in force until further notice from:	Jan-22
This policy must be reviewed by:	Jan-23
Policy Author(s):	Head of Professional Learning
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Date compliance with Equality Diversity & Inclusion assured:	December 2021
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Under the Trust's Scheme of Delegation this policy must be approved by [NAME OF COMMITTEE OR BOARD]. Such approval was given on:	Learning, Teaching and Standards Committee

EARLY CAREER TEACHER POLICY

Rationale and background

Great schools cannot exist without great staff. At Avanti Schools Trust (AST), we believe that the introduction of the Early Career Framework (ECF) represents a welcome step change in support for early career teachers (ECTs). It provides funded entitlement to a structured two-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.

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. We wish to recruit new teachers of the highest calibre to work with our children and young people and aim to move those teachers forward onto highly successful careers. At Avanti, we strive to help our ECTs form strong and positive professional relationships with all members of the Trust community and other stakeholders. Once established, these relationships will create a network that will provide support for each ECT and ensure that their ECF journey is observed and advocated at every opportunity. We understand how important this support network is and want nothing more than to support our ECTs in creating a secure foundation upon which they might fulfil their professional responsibilities and on which they can build a successful teaching career. The potential impact that their success has on the children and young people for whom they teach is unlimited and fundamental to our core values.

Working in alliance with the Ambition Institute as our accreditor:

State-funded schools can choose to work with one of 6 providers accredited by DfE. The AST have selected Ambition Institute. The Ambition Institute have introduced their ECT programme to bring about lasting change in teachers' understanding and practice. The programme takes a recurring weekly approach to study and coaching, so teachers and the mentors supporting them can get into powerful routines for improvement. Each week includes:

- Concise, accessible summaries of the evidence, with optional further reading, so teachers can gain understanding quickly.
- Short videos of experts talking through the most important insights and showing what they look like in practice.
- Mentor sessions that link closely with the summaries and videos and provide support so they can conduct effective instructional coaching.

The Early Career Teachers programme includes all resources, readings and coaching opportunities alongside a carefully designed combination of face-to-face training, virtual peer-learning groups, expert-led webinars and further support for effective in-school mentoring.

1. Aims

The school aims to:

- Run an ECT induction programme that meets all 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

2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction **on or after 1 September 2021**. NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction policy, which can be found in your school's policy folder. 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 Principal 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

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.

3. Legislation and statutory guidance

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](#).

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

4. 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 Principal 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.

We are using the Ambition Institute as our accredited provider:

<http://bit.do/ECTAMBITIONINSTITUTE>

The Ambition Institute Handbook can be found here:

<http://bit.do/ECTPROGRAMMEHANDBOOK-AMBITION>

4.1 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

4.2 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

4.3 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 Principal and / or the Induction Tutor and the Induction Mentor.

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. These [Teachers' standards](#) are used to effectively assess an ECT's performance at regular points. The Principal 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 add their own comments, and the formal assessment report will be signed by the Principal, 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 Principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 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

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 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 or Principal will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Extensions to the induction period can be made by the appropriate body (Ambition Institute) if there is evidence that there are extenuating circumstances as to why the NQT has not made progress. Action to improve performance must not be delayed until a formal assessment meeting takes place.

5. Roles and responsibilities

5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, 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
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- 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
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

5.2 Role of the Principal

The Principal 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 section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure 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
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the MAT 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

5.3 Role of the Induction Tutor

The induction tutor will:

- Provide guidance and effective support to the ECT alongside Ambition Institute
- Carry out regular progress reviews throughout the induction period

- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Principal and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure 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
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

When the Induction Tutor has any concerns:

- If it becomes clear during a termly progress review or at a formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately
- Areas in which improvement is needed are identified . Ensure that any areas of concern are discussed in full with the ECT. ECTs should be kept up to date on their progress. There should never be nothing unexpected introduced in a coaching session / monitoring meeting
- If necessary, the Induction mentor must also inform the Induction Tutor to establish a support network. Meetings may need to be conducted with both mentor and tutor present
- Ensure that 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 Induction Tutor / Principal
- The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review
- Evidence of the ECT's progress and areas of concern must be recorded and monitored throughout this process. An email thread or paper copies of these documents must be available for the ECT.

5.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

5.5 Role of the MAT Board

The MAT Board will:

- Make sure that each school complies with statutory guidance on ECT induction
- Be satisfied that each school has the capacity to support the ECT
- Make sure that each Principal 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 procedures
- If it has any concerns or questions, 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 on a termly basis

6. Induction for ECTs

It is our aim to ensure that all new ECTs are warmly welcomed into the Avanti Trust as part of a robust and positive induction process. We will encourage their regular participation in its implementation, review and development to create a sense of shared ownership and collective responsibility. We endeavour that ECTs will complete an evaluation at the end of their induction period; the induction tutor and mentor will evaluate the success of the programme annually and make recommendations for any amendments for the following academic year.

7. Monitoring arrangements

This policy will be reviewed **annually** by the MAT's Head of Professional Learning and submitted to the LTS committee annually.

8. Links with other policies

This policy links to the following policies and procedures:

- AST Appraisal policy
- AST Grievance policy
- AST Pay policy