



Early Career Framework Policy

Approved: Feb 2022

Review Date: Feb 2023

This policy has been created in line with the DfE Statutory Guidance – Induction for Early Career Teachers (Revised March 2021)

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. From September 2021 schools must implement the Early Career Framework (ECF), a programme designed to support those entering the teaching profession for the first 2 years in the classroom. (*Refer to the link below for the full DfE document*)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

The ECF ensures that Early Career Teachers (ECT) have the appropriate guidance, support and training - to include the development of skills, knowledge, expectations and observations, provided through a structured programme. There are some significant changes to the previous NQT policy that schools are aware of, including:

- The term Early Career Teacher (ECT) replaces newly qualified teacher (NQT);
- The standard length of induction has been increased from one school year to two school years
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction
- Schools are expected to deliver an induction period that is underpinned by the ECF
- The role of the mentor has been introduced. The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the governing body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years
- The number of ad-hoc absences permitted has been extended, in line with the extended length of induction

Tarporley High School will follow the approved '**Best Practice Network**' ECF programme facilitated and delivered via **Cheshire Teaching School hub**. (*Refer to the website links below*)

<https://www.cheshiretsh.co.uk/>

<https://www.bestpracticenetwork.co.uk/early-career-framework>

In addition to the support offered by the ECF, our school will also ensure that all ECTs are provided with the guidance, training and mentoring that will support them to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purpose

Tarporley High School's induction programme has been designed to make a significant contribution to both the professional and personal development of ECTs. The induction programme is designed to:

- Follow the statutory guidance, in conjunction with the local Teaching School Hub, to ensure compliance and to plan for a successful programme of support
- Provide appropriate professional support through the role of an identified mentor
- Provide ECTs with examples of good practice
- Help ECTs to establish good, professional relationships with all members of the school community
- Make ECTs aware of the school's role in the local community
- Encourage reflection on their own and observed practice
- Provide opportunities to identify and support areas for development
- Develop awareness of a teacher's role and responsibilities
- Provide a foundation for longer-term professional development and guidance for future career development
- Support ECT performance in line with the Teachers' Standards

The policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of colleagues plays a key role in its success.

Roles and Responsibilities

The Local Governing Body

Tarporley High School local governing body will be expected to be fully aware of the contents of the DfE's statutory guidance on the Early Career Framework, which sets out a school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The local governing body will be updated in terms of induction arrangements and ECT progress.

At registration, the ECT will be provided with a named contact from the Teaching School Hub with whom they may raise any concerns about their induction programme that they feel unable to resolve within school.

The Headteacher

Statutory responsibilities are:

- Ensuring an appropriate induction programme is in place
- Final Recommendation to the appropriate body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction

Whilst the Headteacher may not delegate these responsibilities, the overview and day to day management of the ECT induction programme will be with the school Induction Tutor. (Member of the Senior Leadership Team)

School Induction Tutor

The Induction Tutor is to be responsible for the overall management and supervision of the ECT induction programme.

This includes:

- The line management of ECT mentors
- The completion of formal assessment documentation
- Keeping records of activities and the monitoring and quality assurance of provision
- Liaising with the Teaching School Hub and ECF lead
- Liaising with mentors to provide support and guidance in terms of ECT progress and CPD opportunities

Mentor

The role of the mentor has been significantly bolstered in the new Early Career Framework model. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time, in line with ECF model guidance, to carry out the role effectively and to meet the needs of the ECT.

This includes:

- Provision of on-going support through regular, structured Mentor/ECT meetings
- Contributing to the judgements about ECT performance against the Teachers' Standards
- Responsibility for keeping records of mentor meetings and observations
- Providing summative comments relating to the ECT's progress against the Teaching Standards prior to each assessment point
- Attending mentor training sessions facilitated by the Cheshire Teaching School Hub in line with ECF guidance

ECT Entitlement

The ECT should be proactive in their own career development. Our school induction programme will ensure that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for the satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for Qualified Teacher Status (QTS). The key aspects of the induction programme are outlined below.

- Enrolment of ECTs and Mentors onto the relevant training programmes facilitated by the Cheshire Teaching School Hub. All training content is aligned to the ECF and covers the 5 core areas;
 1. Behaviour management
 2. Pedagogy
 3. Curriculum
 4. Assessment
 5. Professional Behaviours
- Regular mentor meetings
- Mentors will receive training of 36 hours across the 2 years of the programme;
- Regular progress checks and 2 formal assessment points at the end of year 1 and year 2
- Support and guidance from the School Induction Tutor who will coordinate the induction programme
- Participation in the school's Professional Learning programme
- Opportunities, where appropriate, to meet with other ECTs and teachers who have recently completed their induction programme
- Opportunities to observe experienced colleagues teaching
- A 10% teaching timetable reduction in year 1; 5% reduction in year 2
- Regular lesson observations and feedback with targets to improve and further develop practice
- Opportunities for continued professional development based on agreed targets.

Lesson Observation, Review and Target Setting

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to enable a broad assessment of the ECT's teaching practice, conduct and performance against the Teachers' Standards and to set targets for development. As such, for the first two years, ECF teachers will not be subject to the Performance Management framework followed by other teaching colleagues. Observations of the ECT may be undertaken by a number of teaching colleagues including, but not restricted to, the Induction Tutor, Mentor, Curriculum or Subject Leader or Department members.

Assessment

Two formal evidence-based assessments will be completed by the induction tutor -

- Assessment 1 - Final term of Year 1 (term 3)
- Assessment 2 - Final term of Year 2 (term 6)

Copies of the assessments will be provided to the ECT.

When considering evidence for each assessment point:

- This should be drawn from the ECT's work as a teacher during their induction
- This should be informed by evidence gathered during progress reviews, mentor meetings and assessment periods leading up to the formal assessment
- There is no need for the ECT to create any additional assessment documentation
- Judgements made during the induction period should relate to the Teachers' Standards

'At Risk' Procedures

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place:

- Support plan to assist the ECT in getting back on track
- Agreed, attainable targets for action, with specific and practical steps outlined for securing an improvement in practice
- Observation of experienced colleagues to model aspects of good practice
- Early warning notification of the risk of failure will be communicated to Cheshire Teaching School Hub along with the outline Support Plan

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

The ECT must be made aware of any concerns, at all stages, throughout the induction process.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised with the school in the first instance. Where the school is unable to resolve them the ECT should raise concerns with the named contact at the appropriate body, in this case Cheshire Teaching School Hub.

Further guidance and resources

Induction for Early Career Teachers (England) – DfE Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies
(Revised March 2021 for implementation September 2021)

DfE Appropriate Bodies Guidance: Induction and the Early Career Framework
(March 2021)

<https://www.bestpracticenet.co.uk/early-career-framework>

<https://www.cheshiretsh.co.uk/page/?title=Early+Career+Framework&pid=28>

