



## EARLY CAREER TEACHERS (ECT) INDUCTION POLICY

Person(s) responsible for updating the procedure:	Emma Hawes, Professional Learning Lead
Dates consulted on (NQT Policy):	From: 03/08/2020 To: 07/09/2020
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Performance of the programme, impact and outcomes	Annual reporting

## 1. Introduction

Great schools cannot exist without great staff. 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.

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. The programme will involve the development of knowledge and skills through the sharing of clear expectations and a robust, flexible programme of support adapted to the needs of the individual is delivered.

Excalibur Academies Trust wishes to recruit new teachers of the highest calibre to work with our children and young people and aims to move ECTs forward onto highly successful careers. This programme will enable an ECT to form a secure foundation upon which they can fulfil their professional responsibilities, and on which they can build a successful teaching career.

### Aims

The Trust's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The aims of the ECT induction include:

- To provide a high quality, evidence informed programme, that meets all the statutory requirements and the needs of the ECT
- To provide appropriate coaching and support through the role of an identified mentor
- In secondary schools, provide subject specific mentoring through the role of an identified subject mentor.
- Make a significant contribution to both the professional and personal development of its ECTs.
- Ensure that the ECT engages with the ECF programme, facilitated by our chosen provider
- Ensure all staff across the Trust and within individual schools understand their role in the induction process.

- Ensure that ECTs settle into their school quickly and are helped to gain a knowledge and understanding of the philosophy and ethos of the Trust and the school they work within.
- Provide ECTs with good models of professional practice, teaching and learning.
- Encourage ECTs to reflect on their own and observed practice.
- Provide opportunities to recognise and celebrate good practice.
- To support ECTs to meet all the requirements of statutory induction
- Run a programme that operates throughout its schools that will enable an ECT to form a secure foundation for longer term professional development.

Full details of the ECT Induction procedure can be found in the ECT Induction Handbook.

## 2. Legislation and Statutory Guidance

This policy has been developed in accordance with the Department for Education's statutory guidance on Induction for ECTs as outlined in the Early Career Framework 2021 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The policy specifically refers to Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.

The 'relevant standards' referred to are the Teachers' Standards Guidance for school leaders, school staff and governing bodies, July 2011 (introduction updated June 2013, latest terminology update December 2021)

<https://www.gov.uk/government/publications/teachers-standards>

## 3. The Induction Programme

For a full-time ECT, the induction programme will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent.

The programme is quality assured by the Ambition Institute in conjunction with the Swindon and Wiltshire Teaching School Hub (ECT training) and a selected 'appropriate body' for each school.

Each ECT will:

- Be registered with the National Teaching Agency before their Induction period begins.
- 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 a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of the schools existing teachers on the main pay range. In Year 2 ECT's should have 5% of time away from the classroom.
- Regularly teach the same class or classes noting that there should be opportunities to teach across key stages and ability ranges. (NB: In primaries, this is unlikely to happen. Consideration to allow an opportunity to use their 5% release time to visit other key stage classrooms).
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Be provided with a suitable range of CPD opportunities, professional support, guidance and advice.
- Be provided with time off timetable to attend ECT conferences
- Be provided with feedback on their assessments and advised in a timely manner on areas that are raising concerns and could result in the failure of the induction period.
- Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- Raise any concerns with their induction tutor as soon as practicable.

#### 4. Support for ECTs

The Trust will support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Mentor support – weekly meetings in year one and 20 hours in year two which will be funded.
- 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 at least 6 times during the academic year, at which objectives will be reviewed and revised where necessary to ensure they are in line with relevant standards and their current needs and strengths are addressed.
- Opportunities to observe experienced teachers, either within the school, or in other Trust Schools.

## 5. Monitoring Arrangements

This policy will be reviewed **every three years** by the Trust and at every review, it will be approved by the Staffing Committee. As part of this review the Staffing Committee will **annually** review the impact, performance and outcomes of the ECT induction.

More [information](#) can be found at *Induction for Early Career Teachers (England) revised guidance March 2021 to come into force on 1<sup>st</sup> September 2021.*