

Early Career Teacher (ECT) Policy



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Ownership:

Vice Principal

Approved by:

LGB

Reviewed:

March 2023

Next Review Date:

March 2024

1 COLLEGE AIMS

The college aims to:

- Run an Early Career Teacher (ECT) induction programme that meets all the statutory requirements whilst also embodying our values and ethos.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers and engage in our bespoke staff development programme to ensure they have been provided with the same guidance and training as the rest of the staff body.
- Ensure all staff understand their role in the induction programme

2 LEGISLATION & STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance Induction for Early Career Teachers (England) and The Education (Induction Arrangements for School Teachers) (England) 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.

From September 2021, statutory induction for new teachers will change as part of the Early Career Framework (ECF) reforms. All early career teachers in England undergoing statutory induction will be entitled to 2 years of high-quality professional development support based on the ECF. Statutory induction guidance sets out the responsibilities of school leaders, induction tutors and mentors to support ECTs undertaking statutory induction.

Changes include:

The extension of the induction period to 2 school years

ECT's undergoing induction are now entitled to a 2-year training and support programme based on the ECF.

3 THE ECF INDUCTION PROGRAMME

For a full-time ECT, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent. It is recommended ECT's will have a 10% timetable reduction in the first academic year and a 5% timetable reduction in the second academic year.

The programme is quality assured by Cheshire East, Knowsley, Liverpool & Wirral ECT Manager our appropriate body (Wirral Local Authority).

The programme will be led by the Inspire Learning teaching school hub and the school will use the Government approved Appropriate Body –University College London-as the DfE professional development programme for ECTs and Mentors.

The programme consists of 9 modules over 2 years.

The 8 standards of the ECF (which themselves are mapped to the Teachers' Standards) are combined into 5 modules in Year 1 that fully address the content of all standards.

4 modules in Year 2 deepen ECTs' knowledge and practice in relation to aspects of the ECF that are most pertinent to each ECT.

3.1 POSTS FOR INDUCTION

The programme components for ECTs:

- Annual induction and learning conferences for induction leads, mentors and ECTs (Autumn term)
- Half termly online learning –UCL module approach based on the Teachers' Standards
- Online communities for ECT networking
- Structured self-study sessions (22 hours in year 1; 5 hours in year 2)
- Half-termly face-to-face training for ECTs, led by expert facilitators
- Structured ECT mentor meetings focused on the content of the ECF and targeted at ECT development needs (39 hours in year 1; 20 hours in year 2)

WITHIN THE STRUCTURE OF THE COLLEGE, 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 significant teaching experience
- 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.
- Have a reduced timetable if the curriculum has capacity, to allow them to undertake activities in their induction programme.

3.2 SUPPORT FOR ECTs

We support ECTs with:

Their designated induction tutor, who will provide ongoing monitoring and support, and coordinate their assessments

- A subject specific mentor that will usually be either the Head of Department in their curriculum area or a high performing teacher delivering the same subject and specification.
- A weekly mentor meeting to follow the Early Career Framework sessions.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews with the mentor and/or induction tutor to assess their progress are to take place on a termly basis at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Chances to observe experienced teachers, either within the college or at another college with effective practice in that subject specific area.
- Content, weekly activities, will be available to support ECT's.
- Access to the college CPD package and any relevant exam board training.

3.3 ASSESSMENT OF ECT PERFORMANCE

The ECF is not, and should not be used, as an assessment framework. ECTs will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers' Standards only and will be monitored on their engagement with the full induction programme materials, mentor sessions etc.

There will be two formal assessments with the appropriate body for the statutory induction arrangements at the end of each year that are completed through ECT manager. In addition, there will be two progress reviews conducted by the Induction Tutor annually.

3.4 AT RISK PROCEDURES

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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
- An effective support programme is put in place to help the ECT improve their performance.

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the Vice Principal will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

4 ROLES & RESPONSIBILITIES

4.1 LEAD PROVIDER

- Provision of Full Induction Programme (FIP).
- Learning platform (UCLeXtend) and technical support.
- Strategic governance.
- Quality Assurance processes.
- Reporting to DfE, Ofsted and designated external agencies.
- Provision of Mentor and facilitator professional development and certification

DELIVERY PARTNER

- Senior leader designated for ECF provision.
- Recruitment, deployment and ongoing QA of facilitators.
- Recruitment of schools with ECTs.
- Data collection.
- Quality Assurance (including external agency requirements).
- Contribution to operational and strategic development of ECF provision.
- Reporting to Lead Provider.

COLLEGE

- Registration of ECT.
- Registration of Mentor.
- Allocation of Induction Tutor.
- Implementation of ECF Programme.
- Reporting to Delivery Partner & Lead Provider.

This policy links directly to the ECT Procedure.