



# Early Career Framework

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# Contents

- 1. Introduction .....3
- 2. Overall Strategy.....3
- 3. Legislation and Statutory Guidance .....4
- 4. Roles and Responsibilities .....4
  - The Headteacher (Academy).....4
  - The induction tutor .....5
  - mentor .....5
  - The ECT.....6
  - The governing body.....6
- 5. Pre-Induction .....6
- 6. Observation of Practice.....6
- 7. Mentor Meetings .....7
- 8. Assessment and Quality Assurance .....7
  - assessment points.....7
  - professional progress reviews.....8
  - formal assessments.....8
- 9. Unsatisfactory Progress by ECTs .....8
- 10. Raising Concerns .....9
- 11. Monitoring, Evaluation and Review .....9
- 12. ECT Rights.....9

## 1. Introduction

The [Early Career Framework](#) (ECF) represents a significant change in support for Early Career Teachers (ECT). It provides a fully-funded entitlement to a structured two-year programme of high-quality professional development, linked to the best available research evidence and validated by the Education Endowment Foundation (EEF).

The Learning for Life Trust wishes to recruit and retain new teachers of the highest calibre to work with our students and aims to provide high quality, structured support to assist those teachers to move onto highly successful careers. Such an investment of resource at a time when the learning curve is steepest will enable an ECT to form a secure foundation, develop the knowledge, practice and professional responsibilities to move them towards those of an expert practitioner.

The Learning for Life Trust operates within the guidance and procedures set out by the Department for Education (DfE) - see [Induction for early career teachers](#).

## 2. Overall Strategy

Statutory induction is the bridge between Initial Teacher Training and a career in teaching. This section summarises the main changes to statutory induction that came into force on 1 September 2021. The term Early Career Teacher (ECT) replaces Newly Qualified Teacher (NQT). The standard length of induction has been increased from one to two school years. In addition to the 10% timetable reduction that ECTs receive in their first year of induction, they will also receive a 5% reduction in the second year of induction. A formal mentoring role has been introduced to support the ECT during induction and this is separate from the role of the Induction Tutor.

The induction period delivered within a Trust academy is underpinned by the ECF with the Appropriate Body being the local Teaching School Hub, One Cumbria. The Trust has opted to follow the DfE funded provider-led programme with Teach First which provides a package of face-to-face and online training to ECTs and their Mentors.

The ECF is the evidence base which underpins the entitlement for ECTs' professional development. It sets out what all ECTs should learn about and learn how to do during the first two years of their careers. Learning for Life Trust academies will be following the DfE funded provider-led programme. Our accredited provider of choice is Teach First, in partnership with One Cumbria, who provide a package of face-to-face and online training to ECTs and their Mentors. There are three strands to this training – self-directed study, group seminars and instructional coaching.

The purposes of the ECF induction include:

- a. provide a high quality, evidence-informed programme, appropriate to the needs of the ECT;
- b. provide appropriate instructional coaching and support through the role of an identified Mentor;
- c. ensure that the ECT engages with the ECF programme, facilitated by our chosen accredited provider, Teach First;
- d. provide ECTs with examples of good practice;
- e. help ECTs form strong and positive professional relationships with all members of the school community;
- f. encourage reflection on their own and observed practice;
- g. provide opportunities to recognise and celebrate good practice;
- h. provide opportunities to identify areas for development;
- i. help ECTs meet all requirements of statutory induction;
- j. provide a foundation for longer-term professional development and growth.

### 3. Legislation and Statutory Guidance

All qualified teachers who are employed must, by law, have completed an induction period satisfactorily. The ECF-based training is embedded as a central aspect of induction involving a structured programme of development, support and professional dialogue in order to equip ECTs with the tools to be an effective and successful teacher.

### 4. Roles and Responsibilities

This policy recognises that the quality and commitment of the people who supervise the induction process are crucial factors in its success. This section summarises the roles and responsibilities of the key personnel involved in the induction process.

#### THE HEADTEACHER (ACADEMY)

The Headteacher, along with the Appropriate Body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:

- a. have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs;
- b. check that the ECT has been awarded QTS;
- c. agree, in advance of the ECT starting the induction programme, which body will act as the Appropriate Body and ensure that the Appropriate Body has been notified when an ECT is taking up a post in which they will be undertaking induction;
- d. appoint Induction Tutors and Mentors in line with paragraphs 2.41-2.43 of the statutory induction guidance; ensuring that both the Induction Tutor and Mentor have the ability and sufficient time to carry out their respective roles effectively;
- e. ensure that time is timetabled for the Mentor and ECT to meet together on a weekly basis (1 hour) in the first year and on a fortnightly basis (1 hour) in the second year. This is a timetabled session that is not part of the additional 10% of time allocated to ECTs in Y1 or 5% in Y2;
- f. ensure the ECT is not given additional non-teaching responsibilities without appropriate preparation and support;
- g. ensure that an appropriate induction programme is in place;
- h. ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching;
- i. make the governing body aware of the arrangements that have been put in place to support ECTs serving induction;
- j. ensure that assessments are carried out and reports completed and sent to the Appropriate Body
- k. ensure an ECT receives a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year;
- l. recommend to the Appropriate Body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- m. ensure that all relevant documentation relating to an ECT's induction is retained on file for six years.

There may also be circumstances where the Headteacher is expected to:

- a. alert the Appropriate Body where an ECT may be at risk of not completing induction satisfactorily;

- b. ensure third party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- c. notify the Appropriate Body as soon as absences total 30 days or more;
- d. notify the Appropriate Body when an ECT serving induction leaves the academy;
- e. advise and agree with the Appropriate Body where, in exceptional cases, it may be appropriate to reduce the length of the induction period of deem that it has been satisfactorily completed;
- f. consult with the Appropriate Body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- g. provide interim assessment reports for staff moving academy in between formal assessment periods;
- h. notify the Appropriate Body when an ECT serving induction leaves the institution.

#### **THE INDUCTION TUTOR**

- a. Provide, or coordinate guidance for the ECT's professional development (with the Appropriate Body where necessary);
- b. Must hold QTS;
- c. Must be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards;
- d. Must be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties;
- e. Carry out regular progress reviews throughout the induction period in terms where a formal assessment does not occur (terms 1, 2, 4 and 5);
- f. Undertake two formal assessment meetings (term 3 and term 6) during the total induction period, coordinating input from other colleagues as appropriate;
- g. Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and Appropriate Body;
- h. Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- i. Ensure that the ECT's teaching is observed and feedback provided;
- j. Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- k. Take prompt, appropriate action if an ECT appears to be having difficulties;
- l. 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 draw on existing working documents;
- m. Should be a different person to the Mentor.

#### **MENTOR**

The Mentor is expected to:

- a) Hold QTS and have the necessary skills and knowledge to work successfully in this role
- b) Regularly meet with the ECT for structured Mentor sessions to provide effective targeted feedback
- c) Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same academy to help ensure the ECT receives a high-quality ECF-based induction programme
- d) Provide, or broker, effective support, including phase or subject specific mentoring and coaching

- e) Take prompt, appropriate action if an ECT appears to be having difficulties
- f) Attend Mentor training
- g) Be an expert in the subject of the ECT wherever possible

#### THE ECT

ECT is expected to:

- a. Provide evidence that they have QTS and are eligible to start induction;
- b. Meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review;
- c. Agree with their Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- d. Provide evidence of their progress against the Teachers' Standards;
- e. Participate fully in the agreed monitoring and development programme;
- f. Raise any concerns with their Induction Tutor as soon as practicable;
- g. Consult their Appropriate Body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor / within the institution;
- h. Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- i. Agree with the Induction Tutor the start and end dates of the induction period / part periods and the dates of any absences from work during any period / part period;
- j. Retain copies of all assessment reports.

#### THE GOVERNING BODY

- a. Should ensure compliance with the requirement to have regard to this guidance;
- b. Should be satisfied that the institution has the capacity to support the ECT;
- c. Should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- d. Must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures;
- e. Can seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process;
- f. Can request general reports on the progress of an ECT.

## 5. Pre-Induction

Before ECTs start, and usually in the term before they take up their position, they should have:

- a. a timetable amounting to not more than 90% of that given to a main scale teacher in year one, and not more than 95% of the same, in year 2;
- b. a copy of this ECF induction policy;
- c. a copy of the [DfE Teachers' Standards](#);
- d. a Health & Safety (including Safeguarding) induction and agreed training plan;
- e. access to relevant policies including but not limited to staff conduct, health and safety, safeguarding and the pastoral system;
- f. a chance to meet their Induction Tutor, Mentor and other colleagues as appropriate;
- g. a chance to ask any questions about the induction process.

## 6. Observation of Practice

The ECT's teaching must be observed at regular intervals and at least six times (one per half-term) during the first year of induction, with the first of those being inside the first 4 weeks. This is to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. These observations may be carried out by the Induction Tutor, and/ or members of Leadership Team.

Effective classroom observation should have the following characteristics:

- a. be explicitly related to the Teachers' Standards and be constructive;
- b. brief written feedback should be recorded although there is no specified format for this;
- c. post-observation review meetings between the ECT and the observer should occur within 48 hours to discuss the lesson and agreed in advance of the observation;
- d. the ECT should be encouraged to evaluate the lesson for themselves;
- e. a record of all observations should be kept by both the Induction Tutor and the ECT;
- f. any written record will indicate where any development needs have been identified;

All ECTs should also observe teaching by other practitioners at least once a half term.

## 7. Mentor Meetings

Mentors will spend one hour per week with their ECT. This hour could include observing, providing feedback and instructional coaching to develop the ECT, or discussing a topic in depth to enhance the ECT's understanding of the topic within the academy's context. These meetings reduce to one hour per fortnight in the second year of induction. The ECT should keep a record of these sessions as part of their evidence to inform progress reviews.

## 8. Assessment and Quality Assurance

The assessment of ECTs will be rigorous but also objective and developmental. Mentors should not carry out formal assessments or progress reviews. The following principles apply:

- a. ECTs should not be assessed against the ECF, but instead the Teachers' Standards.
- b. ECTs should receive a formal assessment in the final term of the first year and the final term of the second year of induction.
- c. Termly progress reviews should be undertaken in each term where a formal assessment is not scheduled. These are not formal and should be formative in nature. Nonetheless, a written record is expected to be retained, with a record clearly stating whether the ECT is on track to successful complete induction.
- d) The Appropriate Body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headteacher (refer to section 2.60 of the statutory induction guidance).

### ASSESSMENT POINTS

ECT YEAR 1			ECT YEAR 2		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Progress assessment point	Progress assessment point	Formal assessment point	Progress assessment point	Progress assessment point	Formal assessment point

## PROFESSIONAL PROGRESS REVIEWS

The Induction Tutor will review the ECT's progress against the Teachers' Standards throughout the induction period with progress reviews taking place in each term where a formal assessment is not scheduled. Progress reviews are informed by existing evidence of the ECT's teaching and are conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment. 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 to engage with the process and provide copies of existing evidence as agreed with the Induction Tutor. The Induction Tutor will audit the progress of ECTs and Mentors on the Brightspace Learning Platform at least once a half term and follow up where necessary. Written records of each progress review will be retained and provided to the ECT after each meeting with the record clearly stating whether the ECT is on track to successfully complete induction, summarise evidence collected by the Induction Tutor and stating agreed development targets. The Headteacher should be updated on the ECT's progress after each progress review along with the Appropriate Body.

## FORMAL ASSESSMENTS

Formal assessments are carried out by either the Headteacher or Induction Tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Evidence used in assessments should be clear, transparent and copies provided to the ECT and Appropriate Body. Evidence used should be informed by that gathered during progress reviews and assessment periods leading up to the formal assessment (existing and working documents). Reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

Evidence used to inform assessments should be transparent. It must be drawn from the ECT's work as a teacher during their induction. The assessment process should not be burdensome. There is no need for the ECT to create anything new for the formal assessment. Responsibility for assessment will involve all teachers who have a part in the ECT's development to gain a reliable, overall view. The Induction Tutor will ensure that assessment procedures are consistently applied. Copies of any records will be passed to the ECT concerned. Assessments will also be provided to the Appropriate Body within the specified timeframe who play an important role in quality assurance.

## 9. Unsatisfactory Progress by ECTs

The Headteacher and Induction Tutor should have due regard to paragraphs 4.1-4.10 of the DfE's statutory guidance for the induction of ECTs. The following principles apply:

- a. The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction;
- b. It is the responsibility of the Induction Tutor to notify the Appropriate Body, after each progress review, stating whether or not the ECT is making satisfactory progress;
- c. Where the Induction Tutor believes that the ECT is not making satisfactory progress, it is expected that a plan is put in place to assist the ECT in getting back on track;
- d. If it is apparent that an ECT is not making satisfactory progress in the first formal assessment, the Appropriate Body should be informed and additional monitoring and support measures should be put in place by the Induction Tutor immediately;



- e. If the ECT's progress is still unsatisfactory in subsequent progress reviews, following the first formal assessment point, Induction Tutors should continue to undertake the progress reviews and review the ETC's objectives and support plan;
- f. Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards;
- g. Where there are still concerns about an ECT's progress between formal assessment point one and formal assessment point two, the Induction Tutor should explain the consequences of failure to complete the induction period satisfactorily.

In a minority of particularly serious cases, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. The induction process should continue in parallel with any capability procedures.

## **10. Raising Concerns**

If an ECT is dissatisfied with any aspect of their induction and cannot resolve this in collaboration with their Mentor, the Induction Tutor, or the Headteacher, they have the right to contact the Appropriate Body to investigate the issues raised.

## **11. Monitoring, Evaluation and Review**

The process of induction should be monitored throughout the course of the programme, partly by means of the evidence generated by induction and quality assurance, and partly through the following:

- a. All ECTs will complete a full evaluation and written exit survey at the end of their induction period.
- b. The Induction Tutor and Mentors will evaluate the success of the programme each year and write a report on their recommendations for any amendments for the following academic year.

## **12. ECT Rights**

ECTs have the right to:

- a. access an ECF induction programme that will commence upon appointment and be reviewed after one year in post;
- b. be employed in a post that enables them to teach classes within the age range and subjects for which they have been trained;
- c. a 10% reduction of the normal teaching timetable in the first year and a 5% reduction in the second year;
- d. help and guidance from an Induction Tutor who is adequately prepared for the role and will coordinate the ECF induction programme in the academy;
- e. meet termly with their Induction Tutor to review progress;
- f. meet weekly (in first year) and fortnightly (in the second year) with their Mentor;
- g. time and regular opportunities to meet with other ECTs;
- h. observe experienced colleagues teaching;
- i. have their teaching observed by experienced colleagues, at least once every half term, with at least three of these observations being carried out by the Induction Tutor or members of the local Leadership Team.