



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## Early Career Framework Policy

Governors' Committee:	Curriculum & Standards
Adopted by the Governing Body on:	
Signed: (Chair of Committee)	
Signed: (Principal)	
Proposed date of review:	September 2023

## A. RATIONALE

The first years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Our school's two-year induction process ensures the appropriate guidance, support and training to include the development of skills, knowledge and expectations. Lessons and other observations are provided through a structured programme following the Early Career Framework (ECF) (begun in September 2021).

All staff in school have a role to play in supporting the teacher new to the profession. This will be led by the Induction Tutor and mentor but subject leaders, year leaders and members of the senior management team have a particular part in the process of ensuring that expertise and advice is available as necessary. The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built following the DfE `career` plan.

This policy is based on and follows the guidance and statutory requirements set out in the 2021 Early Career Framework DfE Statutory Guidance which develops from 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.

Castle Newnham Federation is following the Funded Provider-Led option for delivery of the Early Career Framework. Our provider is the University of Bedfordshire on behalf of Capita. Bedford Borough Local Authority constitutes our Appropriate Body as defined under Section 2.40 and Section 5.8 – 5.12 of the Early Career Framework Statutory Guidance.

### A.1 DEFINITION

The term 'ECT' (Early Career Teacher) is a teacher who has just attained Qualified Teacher Status (QTS), and is now undertaking an induction programme that enables them to be legally employed as a teacher in a maintained school. They may have gained QTS in a variety of different ways:

- By taking a **Bachelor of Education (BEd) undergraduate degree**, or a **Bachelor of Arts or Science (BA/BSc) degree with QTS**, a degree that incorporates teacher training.
- By taking a **Postgraduate Certificate of Education (PGCE)** or by doing **School-Centred Initial Teacher Training (SCITT)**, where graduates undertake almost all of their QTS training in a school setting.
- Through an employment programme like the **Graduate Teacher Programme (GTP)**, where graduates are employed as an unqualified teacher while working towards QTS, or **Teach First**, where recent graduates spend two years working in a challenging school before pursuing another career.

## B. PURPOSES

Our school's induction process has been designed to make a significant contribution to both the professional and the personal development of ECTs. Alongside the elements that comprise the ECF, the purposes of induction include:

- I. To provide programmes appropriate to the individual needs of the ECT.

- II. To provide appropriate mentoring and coaching through the role of an identified Induction tutor and mentor.
- III. To provide ECTs with examples of excellent practice.
- IV. To ensure ECTs become aware of the school's role in the local community.
- V. To encourage reflection on their own and observed practice.
- VI. To provide opportunities to recognise and celebrate good practice.
- VII. To provide opportunities to identify areas for development.
- VIII. To ensure ECTs develop an overview of a teacher's roles and responsibilities.
- IX. To provide a foundation for longer-term professional development.
- X. To ensure ECTs meet all the Professional Teacher Standards.

## **C. ROLES AND RESPONSIBILITIES**

### **C.1 THE GOVERNING BODY (SECTION 5.13 OF ECF STATUTORY GUIDANCE)**

- 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 head teacher / principal 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.

### **C.2 PRINCIPAL (SECTION 5.3 – 5.5 OF ECF STATUTORY GUIDANCE)**

- a) Check the ECT has QTS
- b) Clarify if induction is needed for new teacher
- c) Agree on an Appropriate Body
- d) Notify the Appropriate Body when an ECT takes up post
- e) Ensure requirements for ECT taking up a post are met
- f) Ensure ECT, Induction Tutor and Subject Mentor are given appropriate time (see 2021 ECF Statutory Guidance, Section 2.19 - 2.20)
- g) Ensure an appropriate ECF induction is carried out
- h) Ensure Progress Reviews and Assessment Points are carried out
- i) Maintain accurate records of ECT's role that will count towards induction
- j) Ensure reports are sent to the Appropriate Body
- k) Ensure all record keeping is carried out in the least burdensome manner
- l) Ensure Governing Body is informed of general progress and induction details
- m) Make a recommendation to the Appropriate Body of the ECTs performance against teaching standards is Satisfactory, Unsatisfactory or requires extension

- n) Participate appropriately in the Appropriate Bodies quality assurance
- o) Retain all details on record for 6 years
- p) Occasionally may be required to:
  - i. obtain interim assessments from ECTs previous post
  - ii. act early, alerting Appropriate Body, if the ECT is at risk of not completing induction
  - iii. ensure 3rd party observation of ECT who is not performing appropriately against teaching standards
  - iv. notify Appropriate Body if absence is 30 days or more
  - v. periodically inform the governing body of the induction programme arrangements
  - vi. advise and agree details of any extension period to induction
  - vii. consult and agree with the Appropriate Body of any changes to the induction period timing if part-time work is involved
  - viii. provide interim reports if ECT changes place of work
  - ix. notify Appropriate Body if ECT leaves institution

### **C.3 THE INDUCTION TUTOR (SECTION 5.6 OF ECF STATUTORY GUIDANCE)**

- a) Separate to the Subject Mentor.
- b) To keep the Principal and Appropriate Body informed of progress of ECTs
- c) Must have QTS
- d) Provide, co-ordinate or guide the ECTs professional development
- e) Carry out regular Progress Reviews and Assessment Points
- f) Inform ECT of the result of their professional development in relation to the teaching standards
- g) Inform the ECT of the result of their Assessment Point and allow them to add comments
- h) Ensure ECTs are being observed and feedback recorded
- i) Ensure ECTS are aware of how to record concerns and to whom
- j) Take swift, effective action if an ECT is struggling
- k) Ensure all information is recorded in the least burdensome way possible
- l) Ensure that evidence from ECTs is not beyond normal working documents

### **C.4 MENTOR (SECTION 5.7 OF ECF STATUTORY GUIDANCE)**

- a) Separate role than Induction Tutor.
- b) Given appropriate time for role.
- c) Must attend mentor training as organised by Delivery Partner.
- d) Holds regular, structured, meetings with ECT.

- e) Work collaboratively with Induction Tutor. to help ensure a smooth, effective, high-quality induction.
- f) Provide support for phase or subject-specific mentoring or coaching.
- g) Take swift, effective action, alongside the Induction Tutors guidance, following Statutory Guidance if ECT is struggling

#### C.5 EARLY CAREERS TEACHER (SECTION 5.2 OF ECF STATUTORY GUIDANCE)

- a) Year 1 - no more than 90% teaching time
- b) Year 2 - no more than 95% teaching time
- c) Any non-teaching time should be focused on preparing for / carrying out ECT training
- d) This is in addition to PPA i.e should have no more than 40 hours teaching over 2 weeks in Year 1 of ECF / 45 hours in Year 2 of ECF**
- e) To be given a named contact in the Awarding Body if they feel they have concerns over their induction training. This should not be someone involved in mentoring or supporting in school
- f) To collect evidence of engagement with training and development of teaching standards
- g) Meet with induction tutor regularly to:
  - i. Discuss, agree and review priorities for induction programme
  - ii. Agree how to use their ECT time most effectively
- h) Raise concerns with Induction Tutor as soon as anything occurs
- i) Discuss issues with Appropriate Body if inappropriate to discuss with Induction Tutor - such as concerns regarding the Induction Tutor.
- j) Keep track of classroom observations and impact on classroom practice
- k) Keep copies of all Progress Reviews and Assessment Points
- l) Agree start / end points of induction periods and any periods of absence with Induction Tutor.

The ECT will be aware of:

- a) Key personnel and their roles and responsibilities
- b) School layout – emergency exits, toilets, staffroom, office etc.
- c) Term dates, school times, meeting dates and times
- d) Signing in procedures, fire drill arrangements and other emergency, safety and security issues
- e) Arrangements for first aid with accident and incident reporting
- f) Class lists including SEND and medical information
- g) The school's safeguarding policy and practice

#### **C.6 THE APPROPRIATE BODY (SECTION 5.8 – 5.12 OF ECF STATUTORY GUIDANCE)**

- a) Has the main quality assurance duty.
- b) Should assure that:
  - i. Principals are aware of statutory requirements of the ECF
  - ii. monitoring, support, assessment and guidance is appropriate
- c) Can only be undertaken by bodies specified in statutory guidance.
- d) May work with partner bodies to support or facilitate delivery of induction or materials.
- e) Should consult with Principals on the quality assurance of the induction.
- f) Must ensure that:
  - i. Schools are delivering the ECF in line with the guidance
  - ii. If an ECF is struggling that appropriate measures are in place
  - iii. an ECF knows how to contact them if there are concerns they cannot contact the Induction Tutor over
  - iv. Records are maintained, fair and based on appropriate evidence
  - v. All judgements against an ECF are based on evidence against teaching standards
- g) Respond to calls for support and guidance from schools
- h) Responds to calls for training for Induction Tutors and Subject Mentors.

### **D. MONITORING, ASSESSMENT & EVALUATION - THE KEY ASPECTS OF THE INDUCTION PROGRAMME FOR ECTS**

#### **D.1 OVERVIEW OF MONITORING (SECTION 2.38 OF ECF STATUTORY GUIDANCE)**

- a) The ECF is a programme of study to allow an ECT to understand the requirements of the teacher standards knowledge and skills ('learn that' / 'learn how to').
- b) This programme of study will be delivered by the University of Bedford of behalf of Capita
- c) Regular one to one mentoring sessions with a mentor including Guided Coaching methodology.
- d) Support and guidance from an Induction Tutor.
- e) Regular (weekly in Year 1, alternate weeks in Year 2) observations of the ECT with written feedback based on self-study modules of the ECF.
- f) Professional reviews of progress with Induction Tutor to set and review development targets against Teacher Standards
- g) ECT observes experienced teachers - can be within and without own institution and subject areas.

## D.2 PROGRESS REVIEWS (SECTION 2.46 – 2.51 OF ECF STATUTORY GUIDANCE)

- a) Informal Progress Reviews occur in terms where there is not a formal Assessment Point.
- b) To be informed by use of evidence to demonstrate progress for each Teaching Standard. There should be no surprises to the ECT.
- c) Progress Reviews are **not** formal assessments.
- d) No evidence needed from ECF document for Progress Reviews **but ECTs are expected** to engage with the progress and make available agreed existing evidence for progression in each Teaching Standard to the Induction Tutor.
- e) Progress Reviews are recorded in written form including:
  - i. Is the ECT on track?
  - ii. Summary of evidence of progression
  - iii. Development targets
- f) Objectives are reviewed and revised in-line with teaching standards and the needs / strengths of the ECT
- g) Principal is informed of progress of each ECT following a Progress Review
- h) Appropriate Body is informed of the ECTs progress and whether they are on-track by the Induction Tutor.

## D.3 FORMAL ASSESSMENT POINTS (SECTION 2.52 – 2.57 OF ECF STATUTORY GUIDANCE)

- a) Carried out by Principal or Induction Tutor.
- b) Should not be carried out by Subject Mentor
- c) Formal Assessment Points occur twice during the ECF - once at the **end of Term 3** and once at the **end of Term 6** (pro-rata for part-time staff)
- d) Evidence used should be clear and transparent and relate to Teaching Standards. A document is shared with ECTs that identifies types of evidence for each Teaching Standard.
- e) Evidence should not be over and above regular teaching practice or documentation. Examples include: mentor meeting notes; lesson observations of both ECT and experienced staff; lesson plans and records of self-study modules.
- f) Copies of the Formal Assessment Point are given to the ECT and Appropriate Body
- g) Evidence can only come from teaching practice.
- h) Evidence should be collected from Progress Reviews and assessment periods leading up to the Formal Assessment Point.

- i) Judgements of progress are made against Teaching Standards and not the ECF at the time of the Assessment Point.
- j) Should not include surprises to the ECT
- k) 3 outcomes that must be recorded on the formal assessment
  - i. Satisfactory
  - ii. Unsatisfactory
  - iii. Requires extension
- l) ECT must add their own comments
- m) All parties sign and the ECT is given the original with copy sent to Principal and Appropriate Body in 10 working days

#### **D.4 RAISING CONCERNS AND `AT RISK` ACTIONS (SECTION 4.1 – 4.6 OF ECF STATUTORY GUIDANCE)**

- a) There is only one chance to complete the ECF – the ECT does not lose QTS but may not re-take induction.
- b) If not on track, Appropriate Body is contacted with details of a plan to support the ECTs development.
- c) Appropriate Body will be kept informed of developments
- d) Progress plan must include:
  - i. clear targets to achieve
  - ii. regular monitoring
  - iii. support measures
- e) ECT must be clearly informed of every step and the expected outcomes.
- f) Between Assessment Point 1 and 2 if progress is not met, the following must occur:
  - i. Make clear to the ECT the consequences of not achieving
  - ii. Identify key weakness
  - iii. Update or clarify the objectives needed for success
  - iv. Details of monitoring and support
  - v. Evidence used to inform judgement
  - vi. Details of the improvement plan
- g) Assessment must be made against the teaching standards
- h) Assessment reflects the current rate of progress and brief details discussed

#### **D.5 CONCERNS >**

- a) An ECT is expected to raise any concerns about the induction with the Induction Tutor first.
- b) If the concern is not resolved, then the ECT may contact the Appropriate Body.



- c) Culpability procedures can still occur but do **not** prevent completion of induction elsewhere.
- d) Appropriate Body must still be informed
- e) All procedures work in tandem with the ECT Assessment Point / Progress Reviews.

#### D.6 APPEALS >

- ECT can appeal against Appropriate Body decisions.
- Appeals body is: Teacher Regulation Agency.

#### D.7 OBSERVATIONS (SECTION 2.44 – 2.45 OF ECF STATUTORY GUIDANCE)

- a) An ECT can expect regular intervals of ECT being observed by Subject Mentor, Induction Tutor or members of Senior Leadership team.
- b) In Year 1, there will be weekly observations of 15 minutes.
- c) In Year 2, there will be observations every other week of 15 minutes.
- d) All** observations must be fed back quickly and in written format.
- e) All** observations must have development needs identified
- f) Observations must demonstrate engagement with training in both `learn that` and `learn how to`
- g) Consists of working documents and existing documents

#### Confidentiality

- No information will be kept confidential if it is felt by the induction tutor or the mentor, that in doing so the school or the children will be compromised or affected.