



Early Career Teacher Policy

Approved by:	Board of Trustees	Date: May 2023
Last reviewed on:	N/A	
Next review due by:	May 2024 (subject to change following DfE Appropriate Bodies guidance coming into effect from September 2023)	
Monitoring & Review	Board of Trustees, HR Committee	
Links	Statutory Induction Guidance 2018 (publishing.service.gov.uk) Revised March 2021 for Introduction September 2021	
Staff Members responsible	Director of PLI and SCITT, HR Director, Academy Induction Tutors, Principals, ECT Mentors, ECTs	

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1. Policy statement

Summit Learning Trust is committed to providing quality first educational experiences to all our learners. Key to this mission, is the offer of high-quality Professional Learning provision for all colleagues, in all roles, across Summit Learning Trust. Utilising the statutory guidance of the Early Career Framework (ECF), our academies provide support and challenge, at multiple levels, to ensure that our Early Career Teachers (ECTs) (ECT 1 who were previously Newly Qualified Teachers (NQTs) and ECT 2 who were previously Recently Qualified Teachers (RQTs)) are equipped to meet the needs of all our learners, and to access Professional Learning which will support them during the most formative stage of their becoming teachers, and in building the foundations for a sustainable and fulfilling career. To ensure the best outcomes for our learners, professional learning for our ECTs during the period of induction ensures that they have the opportunity to build knowledge, skills and 'teacher capital', which they can draw on in the classroom.

2. Scope and purpose

This policy relates to the induction, development, monitoring and assessment of ECTs at Summit Learning Trust. The policy is informed by statutory guidance, *Induction for early career teachers (England) (any italicised paragraph references are directing the reader to this document)*, and relates to induction from September 2021. The ECF, created as part of the government's teacher recruitment and retention strategy, provides a funded entitlement to a structured 2-year package of high-quality professional development. The ECF sets out what knowledge the ECTs should learn (*learn that*), and skills (*learn how to do*), during the first 2 years of their careers.

From September 2021 the statutory induction checklist includes:

- Induction period of 2 school years (6 terms) (*See paragraph 2.29*)
- Entitlement to a 2-year embedded training and support programme based on the ECF (*see paragraph 2.39*).
- 10% reduction in timetable received in the first year of induction and 5% reduction in second year. (*See paragraph 2.19*) This time should be in addition to the timetable reduction in respect of Planning, Preparation and Assessment (PPA) that all teachers receive, and should be used to specifically enable ECTs to undertake activities in their induction programme.
- Monitoring and support throughout the period of induction should be sufficient so that there are no surprises when an ECT reaches a formal assessment point (DfE, 2021:7).

3. Roles and responsibilities

3.1 **The Principal**, along with the Appropriate Body (AB), is jointly responsible for the monitoring, support and assessment of the ECT during induction, and for making recommendation for the successful completion of the induction period. (*See paragraph 5.3*)

3.2 **Induction Tutor** (*see paragraph 2.41*). The Principal should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and co-ordination of assessment. The Induction Tutor is required to hold QTS and have necessary skills and knowledge to work successfully in the role and be able to assess the ECT's progress against the Teachers' Standards (*see paragraph 5.6*).

3.3 **Mentor** (see *paragraph 2.42*). Each ECT will be supported by an assigned mentor. The role of the mentor is key and is a separate role to that of Induction Tutor, offering support and guidance on a daily basis, working collaboratively with the ECT and other colleagues involved in the ECTs induction within the academy and across Summit Learning Trust to help ensure that our ECTs receive a high quality ECF-based induction programme. (See *paragraph 5.7*).

3.4 Note that the role of Mentor and Induction Tutor are discrete roles with differing responsibilities. It is expected that these roles should be held by different individuals, however in exceptional circumstances it may be necessary for the Principal to designate a single teacher to fulfill both roles, which may be the Principal themselves.

3.5 **An Appropriate Body (AB)** (see *paragraph 2.21*) has the main quality assurance role within the induction process. In the case of Summit Learning Trust, Ark Teaching School Hub is the AB and they are responsible for checking that Principals, working with or as Induction Tutors, have put in place an induction programme for the ECT, ensuring that this programme of support is clearly based on the ECF. (See *paragraphs 5.8, 5.12*).

3.6 **The ECT** has responsibility to participate fully in training, self-study, coaching and monitoring activities which support the ECF. (See *paragraph 5.2*). An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the AB, who should, as soon as possible, investigate the issues raised. (See *paragraph 2.59*).

3.7 **The Local Governing Body**, within an academy, ensures compliance with the requirements of *Induction for early career teachers (England)* to ensure that roles and responsibilities are fulfilled, and to investigate any concerns raised by an individual ECT (See *paragraph 5.13*)

3.8 The role of the **Professional Learning Institute (PLI)** will be to support the ECTs, Mentors and Induction Tutors throughout the period of Induction. The fully funded course offered by Teach First will be supplemented by sessions, coaching and lesson feedback, tailored to the needs of the ECT and the academy. The PLI offers another layer of support and challenge, thus aiding Quality Assurance processes.

4. ECT appointments and induction enrolment processes

4.1 Checking a teacher is eligible to start an induction period. Before the ECT takes up the post the Principal must undertake pre-employment checks, which must be verified by the Appropriate Body (Ark) upon registration (see *paragraph 2.9*).

4.2. An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded Qualified Teacher Status (QTS). Principals and the Appropriate Body (Ark) must check with the Teacher Regulation Agency that the individual holds QTS. (See *paragraph 2.10*).

4.3 The start date for ECT statutory induction will be determined by the Appropriate Body (Ark) and should be agreed in advance with the Principal and ECT. Please note that the start date for induction may be different from when the ECT's contract starts (see *paragraphs 2.11 – 2.12*) and will commence at the beginning of a new full term.

4.4 For ECTs who join part way through the 6 terms of induction, the Induction Tutor is required to ensure that 4.1, 4.2 and 4.3 are completed before registering the ECT on the DfE portal to allow the Appropriate Body (Ark) and Funded Provider-Led Programme (Teach First) to onboard the ECT and to arrange for the necessary transfer of documents.

5. ECT induction support and development via the Early Career Framework

5.1 Summit Learning Trust will be utilising the Funded Provider-Led Programme (see paragraph 2.40) offered by Teach First.

The Early Career Framework (ECF) programme is a fully funded, two-year package of structured training and guidance for early career teachers (ECTs). The ECF programme is at the heart of the Department for Education's (DfE) teacher recruitment and retention and strategy to transform the support teachers get at the beginning of their careers. It's linked to the best available research, ensuring ECTs have the dedicated time needed to focus on development.

Teach First [Early Career Framework FAQs | Teach First](#)

5.2 The Teach First (Funded Provider-Led Programme) is based around the 5 key principles of behaviour, pedagogy, curriculum, professional behaviours and assessment and covers the Learn That and Learn How to statements of the ECF (see paragraph 2.39).

5.3 Details of the Teach First ECT Induction Programme

Teach First's ECF programme is delivered through a mix of face-to-face and online modules and is structured in a way that will help ECTs to integrate theory, practice and feedback. Each of the 6 modules, per academic year, includes self-directed study materials and online modules (accessed via BrightSpace) with research and examples of best practice. ECTs will join calendared online seminars to discuss theory and their own experiences within the classroom, with small groups of peers and experts.

5.4 Individual academies and the Professional Learning Institute will support the ECTs, Mentors and Induction Tutors throughout the period of Induction through supplementing the fully funded course offered by Teach First with additional sessions, coaching and lesson feedback, tailored to the needs of the ECT and the academy. Additionally, all ECTs will have access to the core offer of Professional Learning offered at Summit Learning Trust, including access to the National College Professional Learning platform.

6. ECT monitoring and assessment

6.1 Progress Reviews - The Induction Tutor is expected to review the ECT's progress against Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. (See paragraphs 2.46 – 2.51) The progress reviews are not formal assessments and there is no requirement to create evidence specifically to inform a progress review. A half termly meeting template can be utilised to help capture evidence for discussion and to provide a written record of each review. The process should be based on clear and transparent evidence and copies will be provided to and accessible by all parties. ECTs should be kept up to date on their progress. **There should be nothing unexpected.**

The record should:

- Clearly state whether or not the ECT is on track for successfully completing induction against the Teacher Standards.
- Summarise evidence collected against the Teachers' Standards.
- Include agreed development targets, including any details of any action or support plan where required.
- Be shared with the Appropriate Body within the agreed timeframes.

(See paragraphs 2.47 – 2.51)

6.2 Ark Teaching School Hub are the nominated Appropriate Body for Summit Learning Trust's ECTs and will be responsible for the Quality Assurance and oversight of the two Formal Assessment points, in collaboration with the Director of the PLI and the Induction Tutors in each academy. *(See paragraphs 2.52 – 2.57).*

6.3 Two formal, summative assessments will be carried out by the Principal or Nominated Induction Tutor. The formal assessments should be carried out in Term 3 (end of the first year) and Term 6 (end of the second year). The end of an ECT's induction period will continue to be marked by a decision as to whether the teacher's performance against the Teachers' Standards is satisfactory.

6.4 Unless also the Induction Tutor, the ECT mentor should not carry out the formal assessment, with the view of separating statutory induction from formal assessment.

6.5 The ECT will be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment. Observations can be carried out by the Principal, Induction Tutor or another suitable person from inside or outside the institution. Both verbal and written feedback should be provided. *(See paragraph 2.44)*

6.6 An ECT completes their induction period when they have satisfactorily served:

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the AB) based on previous teaching experience; or
- a reduced period of induction for part time teachers covering but not equal to two years (agreed by the AB); or
- an extension to that period, as a consequence of absences occurring during the period (the induction period is automatically extended prior to completion when an ECT's absences per year of induction total 30 days or more for a FT ECT– with the exception of statutory leave or parental bereavement leave); or
- an extension following a decision by the appropriate body or the Teacher Regulation Agency.

(See paragraph 2.60)

6.7 The Appropriate Body (Ark) makes the final decision as to whether the ECT's performance against the Teachers' Standards is satisfactory, drawing on the Principal's recommendation. *(See paragraphs 2.61- 2.62).* Within 20 working days of receiving this recommendation, the Appropriate Body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of their induction period; or
- has failed to satisfactorily complete the induction period.

7. Unsatisfactory progress and appeals

7.1 Putting in place additional monitoring and support. Where the induction tutor determines during the progress reviews that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record on Ark Manager, and clearly outline the support plan they have/intend to put in place to assist the ECT in getting back on track. (*See paragraph 4.1*). It is the responsibility of the Induction Tutor to notify Ark, as the Appropriate Body, and share the progress review record and support plan for the appropriate body to review. At this stage the Induction Tutor should also notify the Principal within the academy and the Professional Learning Institute regarding the support plan, and also inform the ECT with clear details on what the support plan involves.

7.2 If it becomes apparent that the ECT is not making satisfactory progress in the first formal assessment, the Appropriate Body (Ark) should be informed, and the Principal should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve practice and given every opportunity to raise their performance. The Principal and Appropriate Body (Ark) should be satisfied that:

- areas in which improvements is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against Teachers' Standards; and
- an effective support programme is in place, and regularly reviewed, to help the ECT improve their performance.

(*See paragraph 4.2*).

7.3 If the progress of the ECT against the Teachers' Standards is still unsatisfactory in subsequent progress reviews following the first assessment point, Induction Tutors should continue to deliver the progress reviews as discussed in section 6.1, including reviewing and revising the ECTs support plan, linking these with the Teachers' Standards and sharing with the ECT, Appropriate Body (Ark), Principal and PLI. (*See paragraph 4.3*).

7.4 Action if performance is still unsatisfactory. (*See paragraph 4.4*). Where there are still concerns about the ECTs progress between Formal Assessment One (usually end of Term 3) and Formal Assessment Two (usually end of Term 6) the Induction Tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses ;
- the agreed objectives previously set on the support plan in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and

- details of the improvement plan for the next assessment period.

7.5 The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed. As stated in 6.7 (above) The Appropriate Body (Ark) makes the final decision as to whether the ECTs performance against the Teachers' Standards is satisfactory, drawing on the Principal's recommendation. Within 20 working days of receiving this recommendation, the Appropriate Body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of their induction period; or
- has failed to satisfactorily complete the induction period.

7.6 Making an appeal against a decision by the Appropriate Body (Ark) If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. (See *paragraph 6.9*).

8. Action in the event of serious capability problems.

8.1 Our ECTs operate outside of our Trust's Capability Policy. Actions under 7.4 will take place if there are serious concerns about their practice.

8.2 If an ECT fails their induction period, this would be considered a breach of their employment contract and our Trust would pursue dismissal. Dismissal on these grounds does not prevent the ECT from completing their induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction. (See *paragraph 4.8*).

NB: Teachers who have started, but not completed, induction by 1 September 2021, should continue to refer to the statutory induction guidance for NQT 2018.