

Early Career Teacher Policy 2022(v1)

The Midland Academies Trust

Policy Author: Director of Education

Lead Owner: Director of Education

Target Audience: Staff

Policy Location: HR SharePoint / Staff SharePoint



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Document History

Version Number	Amended By	Date of Revision	General Revision Description

Early Career Teacher Policy 2022 (v1)

Section 1: Introduction

1. Aims

- 1.1. The Trust aims to:
 - i. run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF);
 - ii. provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers; and
 - iii. ensure all staff understand their role in the ECT induction programme.
- 1.2 This electronic version is the definitive version of the Policy.

2. Newly Qualified Teacher (NQT) Induction Transitional Arrangements

- 2.1. This Policy applies to ECTs who start their induction **on or after 1 September 2021**. NQTs who have started but not completed their induction **before 1 September 2021** will continue to follow our NQT induction process. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance.
- 2.2. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with an ECF-based induction for the remainder of the NQT's 1-year induction and an induction mentor for the remainder of the NQT's 1-year induction
- 2.3. If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

3. Legislation and Statutory Guidance

- 3.1. This Policy is based on:
 - 3.1.1. The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021.
 - 3.1.2. The [Early career framework reforms](#).
 - 3.1.3. [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
 - 3.1.4. [Early career teacher induction: COVID-19 absence exemption](#).
 - 3.1.5. The 'relevant standards' referred to below are the [Teachers' Standards](#).
 - 3.1.6. This Policy complies with our Funding Agreement and Articles Of Association.

4. Links with other Policies

- 4.1. Pay Policy
- 4.2. Staff Code of Conduct
- 4.3. Staff Disciplinary Policy
- 4.4. Appraisal Policy
- 4.5. Grievance Policy
- 4.6. Teacher Capability Policy and Procedure

Section 2: The Early Career Teacher Induction Programme

1. The ECT Induction Programme

- 1.1. The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.
- 1.2. Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.
- 1.3. For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.
- 1.4. The programme is quality assured by John Taylor High School (John Taylor Multi Academy Trust/Teaching School Alliance), our 'appropriate body'.

2. Posts and Expectations For Induction

- 2.1 Each ECT will:
 - 2.1.1 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
 - 2.1.2 Have an appointed induction tutor and an appointed induction mentor, both of whom will have qualified teacher status (QTS).
 - 2.1.3 Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.
 - 2.1.4 Regularly teach the same class or classes.
 - 2.1.5 Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
 - 2.1.6 Not be given additional non-teaching responsibilities without appropriate preparation and support
 - 2.1.7 Not have unreasonable demands made upon them.
 - 2.1.8 Not normally teach outside the age range and/or subjects they have been employed to teach.
 - 2.1.9 Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

3. Support for ECTs

- 3.1 The Trust supports ECTs with:
 - 3.1.1 Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
 - 3.1.2 Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
 - 3.1.3 Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
 - 3.1.4 Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths.
 - 3.1.5 Chances to observe experienced teachers, either within the school or at another school with

effective practice.

4. Assessments of ECT Performance

- 4.1 Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6) and will be carried out by the ECT's induction tutor.
- 4.2 These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.
- 4.3 After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- 4.4 The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.
- 4.5 A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.
- 4.6 In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

5. At-Risk Procedures And Managing Under Performance

- 5.1 If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:
 - 5.1.1 Areas in which improvement is needed are identified
 - 5.1.2 Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
 - 5.1.3 An effective support programme is put in place to help the ECT improve their performance
- 5.2 The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.
- 5.3 If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.
- 5.4 Academies must follow the guidance for underperformance and transition to capability outlined in appendix 1. This guidance is to support academies where there are significant performance concerns regarding an Early Career Teacher (ECT), and where there may be consideration of moving to a support plan or to formal capability processes.

Section 3: Roles and Responsibilities

1. Role of the ECT

- 1.1 The ECT will:
 - 1.1.1 Provide evidence that they have QTS and are eligible to start induction.
 - 1.1.2 Meet with their induction tutor at the start of the programme to discuss and agree priorities and keep these under review.
 - 1.1.3 Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction.
 - 1.1.4 Provide evidence of their progress against the relevant standards.
 - 1.1.5 Participate fully in the monitoring and development programme.
 - 1.1.6 Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
 - 1.1.7 Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period (noting that until 1 September 2022, absences due to coronavirus, in the form of school closure, sickness or self-isolation, will not count towards the 30-day absence limit that would extend their ECT induction).
 - 1.1.8 Keep copies of all assessment reports
- 1.2 When the ECT has any concerns, they will:
 - 1.2.1 Raise these with their induction tutor as soon as they can.
 - 1.2.2 Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

2. Role of the Principal

- 2.1 The Principal will:
 - 2.1.1 Check that the ECT has been awarded QTS and whether they need to serve an induction period
 - 2.1.2 Agree, in advance of the ECT starting, who will act as the appropriate body.
 - 2.1.3 Notify the appropriate body when an ECT is taking up a post and undertaking induction and participate in the appropriate body's quality assurance procedures of the induction programmes
 - 2.1.4 Ensure the ECT's post is suitable according to statutory guidance (see section 2 part 2 above)
 - 2.1.5 Ensure the induction tutor and mentor are appropriately trained and have sufficient time to carry out their role effectively
 - 2.1.6 Ensure an appropriate ECF-based induction programme is in place
 - 2.1.7 Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching. Making the governing board aware of the support arrangements in place for the ECT.
 - 2.1.8 Ensure that formal assessments are carried out and reports completed and sent to the appropriate body, having made a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
 - 2.1.9 Record keeping:
 - i. Maintain and keep accurate records of employment that will count towards the induction period (noting that up until 1 September 2022, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the NQT's induction)

- ii. Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- iii. Keep all relevant documentation, evidence and forms on file for 6 years.

3. Role of the Induction Tutor

3.1 The Induction Tutor will:

- 3.1.1 Provide guidance and effective support to the ECT(with the appropriate body where necessary).
- 3.1.2 Carry out regular progress reviews throughout the induction period and undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- 3.1.3 Carry out progress reviews in terms where a formal assessment doesn't occur.
- 3.1.4 Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body.
- 3.1.5 Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- 3.1.6 Ensure that the ECT's teaching is observed and feedback is provided.
- 3.1.7 Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the academy.
- 3.1.8 Take prompt and appropriate action if the ECT appears to be having difficulties.
- 3.1.9 Ensure that all monitoring and record keeping is undertaken in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

4. Role of the Induction Mentor

4.1 The Induction Mentor will:

- 4.1 Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.
- 4.2 Work with the ECT, and colleagues within the academy who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme.
- 4.3 Provide, or arrange, effective support, including subject-specific, phase-specific, coaching and/or mentoring.
- 4.4 Act promptly and appropriately if the ECT appears to be having difficulties.

5. The Role of the Board

5.1 The Board will seek assurance that:

- 5.1.1. academies comply with statutory guidance on ECT induction;
- 5.1.2 academies have the capacity to support the ECT;
- 5.1.3 Principals are fulfilling their responsibilities to meet the requirements of a suitable induction post;
- 5.1.4 concerns raised by the ECT are dealt with under the Trust's grievance procedures

5.2 If the Board has any concerns or questions, it will seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process

5.3 The Board may request general reports on the progress of ECTs on whatever basis it deems fit, and may delegate this role to the Curriculum, Quality & Achievement Committee.

Appendix 1

Managing Underperformance Guidance and Procedures

1. Managing Transition to Capability

This guidance is to support academies where there are significant performance concerns regarding an Early Career Teacher (ECT), and where there may be consideration of moving to a support plan or to formal capability processes.

2. Principles

- 2.1 It is recognised that an ECT is, by definition a novice teacher, and expectations for performance should demonstrate full awareness of this status. Further consideration must also be given to impact of the unique circumstances ECTs will have experienced as a result of school closure during the coronavirus pandemic.
- 2.2 By employing an ECT, academies are agreeing to provide training and support to allow ECTs to embed and develop their teaching practice. All such requirements, such as reduced teaching load and timetabled weekly mentor meetings, as well as release time to attend ECT training events must be evidenced to have been fully in place.
- 2.3 The ECT Appropriate Body have a series of monitoring and support mechanisms where concerns are raised regarding underperformance. These must be followed fully.
- 2.4 Evidence of having accessed all available support and having given reasonable time for improvement following this support is a pre-requisite of moving towards capability. Statutory expectations are included below, although specifics of support may vary according to Appropriate Body.

3. Statutory Guidance¹

3.1 Putting In Place Additional Monitoring and Support

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the head teacher/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 their practice and given every opportunity to raise their performance. The head teacher/principal and the appropriate body should be satisfied that:

- i. areas in which improvement is needed have been correctly identified;
- ii. appropriate objectives have been set to guide the ECT towards satisfactory
- iii. performance against the Teachers' Standards; and
- iv. an effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, head teacher and appropriate body.

3.2 Action if Performance is Still Unsatisfactory.

¹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf

Appendix 1

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- i. the identified weaknesses;
- ii. the agreed objectives previously set in relation to the requirements for the
- iii. satisfactory completion of induction, updating these as necessary;
- iv. details of additional monitoring and support put in place;
- v. the evidence used to inform the judgement; and
- vi. details of the improvement plan for the next assessment period.

As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan. The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

3.3 Action in The Event Of Serious Capability Problems

In a few 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. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

4. Timeline and Checklist of Expectations for Transition To Capability

An ECT should have been in receipt of the full support outlined above both in school and from the Appropriate Body for at least two full terms in their first year before moving to the informal support stage of the capability process.

The example timeline below illustrates this: if at the end of the first two terms, the judgment is that the ECT is still working below expectation, then schools must move into the informal support stage.

Exceptions to this rule should be discussed with HR in advance, as it must be clear that the teacher has been given sufficient time and support to be able to meet a reasonable expectation for this early stage of their teaching career.

From the third term onwards, where a progress review indicates the ECT is not meeting expectations, schools are free to move to the informal support stage without waiting for a further progress review.

Throughout the informal support plan or formal capability process, the normal AB ECT reports and support must still continue in parallel – the two processes are different and for different purposes.

In the case of an ECT being judged to not be meeting expectations in a progress review, follow the actions below both for the ECF/AB and for Trust process and checks.

Appendix 1

ECF monitoring	ECF / AB actions	Trust checks and process
Term 1 Progress review	Inform AB and outline plan to get ECT back on track	<ul style="list-style-type: none"> Has the ECT had full access to ECT entitlement re teaching load and timetabled mentoring? Have the mentor meetings taken place as planned and is there a record of concerns and actions to address? Has the AB been informed and have they carried out a support visit? Has the plan for getting the ECT back on track been written down and shared with the ECT?
Term 2 Progress review	Inform AB and outline plan to get ECT back on track	<ul style="list-style-type: none"> Has there been review of the plan agreed in term 1? Has any progress been noted, and new/ continuing priorities set? Is there evidence of an enhanced level of support from the academy? For example, does the revised plan demonstrate this, or are the same priorities being set without further support or guidance? Have the AB paid a follow up visit to get independent perspective on progress since last visit and areas for development?
<p>If ECT has not met expectations for the second time then move to informal stage of capability – support plan in place (8 weeks)</p> <p>Additional support and monitoring plan is to be the basis of the informal stage of capability.</p> <ul style="list-style-type: none"> Have the academy followed support plan templates and guidance? Is there a minuted meeting where the ECT has been made aware of the nature of the informal support stage of capability, the actions, timescales and review dates? Has a copy of the Trust Capability Policy been shared with the ECT? Has the school continued to access full support via AB and continue to follow the induction process alongside this? <p>At the conclusion of the support plan stage, if concerns remain, schools are to consult with HR and demonstrate that they have made all reasonable efforts to support the ECT prior to initiating formal capability.</p>		
ECF monitoring	If ECT not meeting expectation	Trust checks / process
Term 3 Formal assessment	Inform AB, principal put into place additional support and monitoring immediately **	<ul style="list-style-type: none"> At the conclusion of the support plan stage, if concerns remain, schools are to consult with HR and demonstrate that they have made all reasonable efforts to support the ECT prior to initiating formal capability. Throughout this process, the normal AB ECT reports and support must still continue in parallel – the two processes are different and for different purposes. ** From the third term of the ECF programme onwards, should an ECT be judged to be not meeting expectation, academies may proceed directly to the informal support plan stage.
Term 4 Progress review	Explain consequences of failure, update objectives, details of support and monitoring and improvement plan	

Appendix 1

Term 5 Progress review	Explain consequences of failure, update objectives, details of support and monitoring and improvement plan	
Term 6 assessment	Fail ECT or extend induction	