The Park Federation
ACADEMY TRUST

Early Career Teachers (ECT) Policy

Approved by	Finance & Operations Committee		
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Summary of Changes

Version	Date	Summary of Changes	Approved By
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1. INTRODUCTION

1.1. Purpose

This policy details The Park Federation Academy Trust's ("the Trust") commitment to:

- running an Early Career Teachers (ECT) induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF);
- providing ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers;
- ensuring all staff understand their role in the ECT induction programme.

1.2. Scope

This policy applies to all ECTs employed directly by The Park Federation Academy Trust.

The Board of Directors commits that all stages of the policy will operate in accordance with:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers
- (England) from 1 September 2021;
- The Early career framework reforms;
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012;
- The Teachers' Standards;
- The Trust's funding agreement and articles of association.

It is produced in consultation with the relevant, recognised trade unions.

1.3. Definitions

"Working days" refers to Monday to Friday, not including bank/public holidays or weekends. For term time staff, working days refers to contractual working days. The academy calendar should be referred to for school term time and holiday dates.

"Appropriate body" refers to an independent body who quality assures the induction programme. The appropriate body could be (i) a teaching school hub, or (ii) an organisation determined for this purpose by the Secretary of State.

"QTS" refers to qualified teacher status.

"DfE" refers to the Department for Education.

"TRA" refers to the Teacher Regulatory Authority.

2. THE ECT INDUCTION PROGRAMME

The programme will act as a bridge between initial teacher training and a career in teaching. It will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF, with monitoring and assessment of performance against the Teachers' Standards.

Programmes at the Trust will be run with our designated appropriate bodies.

The programme takes a recurring weekly approach to study and coaching so that ECTs, and the mentors supporting

them, can engage in powerful partnerships for improvement.

2.1. The Length of the Programme

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This usually consists of six school terms, divided into two periods each consisting of three school terms.

The appropriate body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting.

In some exceptional circumstances, the length of an induction period may be reduced. This may include:

- reducing an induction period in recognition of previous teaching experience and exceptional circumstances;
- extending an induction period;
- short-term supply teaching and ECTs;
- ECTs employed simultaneously in two or more institutions;
- determining completion of induction in the event of loss of data/incorrect data;
- special provisions applying to a qualified teacher who has not passed the numeracy skills test on completion of the induction period.

If an ECT is absent for 30 days or more in a single year of induction, the induction period is automatically extended by the total number of days absent, except for statutory leave e.g. maternity or paternity leave, which is optional. The extension allows the ECT to complete the full induction period, but outstanding assessments are postponed until their return.

For statutory leave, the ECT can choose whether to extend the induction period and should seek advice before deciding.

3. EMPLOYMENT OF ECTS

3.1. The Recruitment Process

The Trust's recruitment policy and process applies to all ECTs who are employed directly with the Trust.

Those wishing to take part in the Trust's programme must apply for a role by completing an application form and attending a selection process e.g. an interview.

Following a successful recruitment process, an employment start date will be confirmed once all the necessary pre-employment and safeguarding checks have been satisfactorily completed.

ECTs' continued employment with the Trust will be subject to successfully completing the programme and induction period, as detailed in the employment contract.

3.2. A Suitable Role for an ECT

Prior to the ECT serving their induction, the Principal and appropriate body must agree that the role in which the ECT is employed is suitable for the programme. This will include:

- appointing an induction tutor who holds QTS;
- appointing an induction mentor who holds QTS;

- being 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;
- having a reduced timetable to allow them to undertake activities in the induction programme - in the first year, this will be no more than 90% of the timetable of existing teachers on the main pay range, and in the second year, this will be no more than 95% of the timetable of existing teachers on the main pay range;
- regularly teaching the same class or classes;
- taking part in similar planning, teaching and assessment processes to other teachers working in similar posts;
- not being given additional non-teaching responsibilities without appropriate preparation and support;
- not having unreasonable demands made upon them;
- not normally teaching outside the age range and/or subjects they have been employed to teach;
- not being presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

4. ROLES AND RESPONSIBILITIES

4.1. The ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction;
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review;
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with the ECF-based induction;
- Provide evidence of their progress against the relevant standards;
- Participate fully in the monitoring and development programme;
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings;
- 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;
- Keep copies of all assessment reports.

4.2. The Principal

The Principal will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period;
- Agree, in advance of the ECT starting, who will act as the appropriate body;
- Notify the appropriate body when an ECT is taking up a post and undertaking induction;
- Make sure the ECT's post is suitable according to statutory guidance;
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- Make sure an appropriate ECF-based induction programme is in place;
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body;
- Maintain and keep accurate records of employment that will count towards the induction period;
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way;
- Make the Academy Council aware of the support arrangements in place for the ECT;

- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory;
- Participate in the appropriate body's quality assurance procedures of the induction programmes;
- Keep all relevant documentation, evidence and forms on file for a minimum of 6 years and in line with the Trust's data retention policy.

4.3. The Induction Tutor

The induction tutor will:

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

4.4. The Induction Mentor

The induction mentor will:

- Meet weekly during the first year and bi-weekly in year two with the ECT for structured mentor sessions to provide targeted feedback;
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme;
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring;
- Act promptly and appropriately if the ECT appears to be having difficulties.

5. ASSESSMENT OF ECT PERFORMANCE

5.1. Assessment Criteria

ECTs will be assessed against:

- the Teacher Standards;
- engagement in weekly/bi-weekly meetings, including accompanying tasks/reading;
- progression during observations.

5.2. Progress Reviews

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.

Progress reviews will take place at the end of every half term, except when a formal assessment is due.

Should an ECT be unable to attend the progress review due to an unforeseen circumstance e.g. sickness absence, the progress review will be rescheduled within 5 working days of their return to work. Unavailability to attend a progress review due to longer term absence will be reviewed on a case by case basis, where the ECT may be referred to occupational health and/or consent be sought to contact the ECT's doctor/specialist for further guidance.

A written record of each progress review should 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, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the ECT.

If it becomes clear during a progress review that the ECT is not making sufficient progress, additional monitoring and support measures will 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 against the relevant standards;
- an effective support programme is put in place to help the ECT improve performance;
- the progress review record will be shared with the appropriate body, alongside the support plan, for it to review. If there are concerns about the ECT's progress during the subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or Principal will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

5.3. Formal Assessment

Formal assessment meetings will take place at the end of the final term of the ECT's first year (term 3) and the final term of the second year (term 6).

The induction tutor and Principal will carry out formal assessment meetings.

Formal assessment meetings will be informed by:

- clear and transparent evidence gathered from progress reviews during the preceding assessment period;
- the ECT's work as a teacher;
- the induction programme.

Should an ECT be unable to attend the formal assessment due to an unforeseen circumstance e.g. sickness absence, the formal assessment will be rescheduled within 5 working days of their return to work. Unavailability to attend a formal assessment due to longer term absence will be reviewed on a case by case basis, where the ECT may be referred to occupational health and/or consent be sought to contact the ECT's doctor/specialist for further guidance.

After each formal assessment meeting, a formal assessment report will be completed. The ECT will add their own comments, and the formal assessment report will be signed by the Principal, induction tutor and the ECT. A copy of the formal assessment report will then be sent to the appropriate body.

In the final assessment report at the end of the programme, the Principal will recommend to the appropriate body as to whether the ECT's performance is satisfactory against the relevant standards. The final assessment report will be sent within 10 working days of the formal assessment meeting for the appropriate body to make the final decision on whether the ECT has passed the induction period.

5.4. Successful Induction

Once confirmation has been received that an induction period has been successfully completed, a further check with the TRA will be conducted and details held on the ECT's file accordingly.

5.5. Unsuccessful Induction

An ECT's continued employment with the Trust is subject to successfully completing the programme and induction period, as detailed in the employment contract.

5.5.1. <u>End of induction period meeting</u>

Where an ECT has not successfully completed the induction period, a meeting will be held with the Principal. The ECT will be given at least 5 working days' notice of the meeting. The meeting will be arranged during the ECT's normal working day unless otherwise agreed. An invitation will be sent to the ECT setting out:

- The date, time and place of the meeting;
- That the meeting is being held to discuss the unsuccessful induction period;
- That the meeting may result in dismissal;
- That the ECT may be accompanied by a trade union official or workplace colleague at the meeting;
- A copy of the ECT policy;
- Details of any other attendees, for example a note taker.

Should the ECT be unable to attend the meeting for any reason, they may request an alternative date. The alternative date should be within 5 working days of the original meeting date. If the ECT is unable to attend the rescheduled meeting for any reason, or fails to attend, the Principal may make a decision based on the information available. The ECT will be given the opportunity to provide a written statement in their absence to be considered by the Principal.

Unavailability to attend a meeting due to sickness will be reviewed on a case by case basis, where the ECT may be referred to occupational health and/or consent be sought to contact the ECT's doctor/specialist for further guidance.

5.5.2. <u>Appealing the outcome of an unsuccessful induction period</u>

Where an ECT appeals the outcome of an unsuccessful induction period, the Trust will pause the internal process until a decision is made.

Where the appeal is upheld, the Trust will follow the guidance provided regarding the induction period – this may include an extension of the induction period.

Where an appeal is not upheld, the Trust will continue with the internal process as detailed in section 5.5.1.

5.6. ECT Leaving Employment

In the event that the ECT leaves the employ of the Trust after completing one term or more but before the next formal assessment would take place, the induction tutor or Principal should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

5.7. ECT Raising Concerns

An ECT is expected to raise any concerns about the 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 appropriate body who should investigate the issues raised as soon as possible.

6. OVERSEAS TEACHER QUALIFICATIONS

Teachers from outside the United Kingdom who are awarded QTS, having made an application to do so after 1 February 2023, are required to complete induction if they have less than two years' full-time experience when they are awarded QTS.