

Early Careers Teachers (ECT) Statement of Practice



Lees Brook
Academy

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| Document Owner | Mark Hatton Assistant Principal |
| Date Reviewed | June 2022 |
| Date Approved | June 2022 |
| Review Date | June 2023 |

Induction for Early Careers Teachers (ECT)

Archway Learning Trust Policy

What are the main changes?

- The term early career teacher (ECT) replaces newly qualified teacher (NQT).
- The standard length of induction has been increased from one school year to two school years
- An additional 10% timetable reduction for ECTs, on top of fully qualified allocation in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction. This may be a reduction in timetable or in blocks of time if timetable does not allow.
- Spencer Teaching School Hub will deliver the full programme covering all the objectives of the ECF. Spencer Teaching School Hub is also the appropriate body.
- The role of the mentor has been introduced. The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor. The mentor will be a subject specialist wherever possible and where this is not possible, support from other specialists within the trust will be in place in addition to a school-based mentor.
- The Induction Tutor will monitor and assess progress whereas the mentor will support the ECT in developing their practice based on the Teacher Standards.
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by termly progress reviews to monitor progress where a formal assessment is not scheduled.
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years.

Archway Learning Trust will support the ECT and ensure that each academy:

- include the appointment of an induction tutor who is expected to hold QTS;
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;

- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support (see para 2.38). 2.18 In addition, the governing body must be satisfied that the institution has the capacity to support the ECT and that the headteacher/principal is fulfilling their responsibilities

The Role of the Appropriate Body

- 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/principal.
- Quality Assure the ECF is being delivered effectively
- Consult with principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The Funded Provider Led Programme

- Spencer Teaching School Hub will provide Continual Professional Learning opportunities covering all objectives of the Early Careers Framework throughout the induction period.
- The CPL sessions will be an opportunity for ECTs to collaborate across the trust in local sessions and in regional sessions.
- Webinars will also provide some flexibility around when ECTs access their learning where there will be windows of learning.
- ECTs will discuss their learning from these sessions with their mentors and how they are practising and reviewing the impact of these sessions on their teaching practice.
- Learning will take place in blocks

| Year 1 | |
|----------------|--|
| Block 1 | Establishing a positive climate for learning |
| Block 2 | How pupils learn: memory and cognition |
| Block 3 | Developing effective classroom practice: teaching and adapting |
| Block 4 | The importance of subject and curriculum knowledge |
| Block 5 | Assessment, feedback and questioning |
| Block 6 | A people profession |

| Year 2 | |
|----------------|---|
| Block 1 | Embedding a positive climate for learning |
| Block 2 | How pupils learn: memory and cognition |
| Block 3 | Enhancing effective classroom practice: teaching and adapting |
| Block 4 | Revisiting the importance of subject and curriculum knowledge |
| Block 5 | Deepening assessment, feedback and questioning |
| Block 6 | Continuing your professional development |

The ECT

Throughout the induction process, the ECT is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
 - agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards using the Evidence Tracker
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- 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;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their 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; and
- retain copies of all assessment reports.

The Role of the Induction Tutor

The induction tutor is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
 - carry out progress reviews in terms where a formal assessment does not occur;
- 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;
 - 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;
- ensure that the ECT's teaching is observed and feedback provided;
- 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;
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- 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.

The Role of the Mentor

The mentor is expected to:

- Attend the training sessions provided by Spencer Teaching School Hub
- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback around the development of the Teacher Standards and record the minutes and actions.
- use lesson observations and other evidence gathering activities to provide feedback and set targets to promote progress against the Teacher Standards
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and take prompt, appropriate action if an ECT appears to be having difficulties.
- Liaise closely with the Induction Tutor to communicate development successes and emerging needs

Formal Assessments

Two formal assessments will be submitted for review to the Appropriate Body during the induction. One during the Summer Term of Year 1 and another in the Summer Term of Year 2. These are based around the Teacher Standards and should detail the ECT's progress against each Teacher Standard and offer a holistic view of areas for development. There is also an opportunity for the ECT to comment on their experience of the induction process and their development throughout the year.

Progress Reviews

The termly Progress Reviews are a shorter report and outline whether the ECT is on track to meet the Teacher Standards by the formal assessment stage. These progress reviews should be informed by the evidence that has been gathered throughout the term.

Observation of the ECT's teaching Practice

The ECT's teaching practice will be observed at least once a half term. Where appropriate, ECT's may have more observations for increased opportunities for feedback.

Before an observation, the ECT and the observer will agree a focus.

The observer's notes will be documented on SISRA and recorded against the Teacher Standards. Part of any observation will be looking at students' work within the lesson and in previous lessons.

After an observation the ECT should complete the self-reflection logs in the handbook and use these as evidence if appropriate. They should identify areas to improve, plan their learning to address these and then practise embedding into their teaching.

Once a term, the Induction Tutor will jointly observe the ECT with their mentor/another appropriately qualified teacher to benchmark judgements. Where there are concerns, the trust lead for ITT will benchmark with the Induction Tutor of the academy.

The ECT should also have opportunities to observe other teachers within their subject and outside of their subject. They should identify an area of focus, related to the Teacher Standards, log their learning on the peer observation forms, which can be used as evidence.

Raising Concerns

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 appropriate body who should, as soon as possible, investigate the issues raised at AB@spencerteachingschoolhub.com

Extending an induction period

There may be exceptional circumstances where an extension could be considered:

- Maternity/paternity/shared parental leave
- Bereavement
- Personal crisis
- Illness
- Disability
- Issues around the support
- Insufficient evidence within the documentation to assess against the Teacher Standards

Supporting ECT where there is unsatisfactory progress

The ECT must be aware of the consequences of failing to complete an induction period as this will inhibit the ECT gaining QTS in the future. The Induction period cannot be repeated.

If the Induction Tutor has concerns that the ECT is not making progress towards the Teacher Standards and is at risk of not completing the induction period satisfactorily, the ECT must be made aware of the concerns as early as possible.

The Principal must be informed as early as possible.

The Appropriate Body must also be informed by emailing AB@spencerteachingschoolhub.com

A comprehensive action plan must be planned, implemented and monitored weekly and it should outline expectations and support for the ECT from the mentor, Induction Tutor and any other appropriate personnel within the academy.

Support from the Trust Lead for ITT should also be sought.

The completion of the Progress Reviews and/or Formal Assessments should be clear in outlining concerns in relation to the Teacher Standards.

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.

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. For induction

completed in Wales, the Appeals Body is the Education Workforce Council. 4.10 Further guidance about the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appealsprocedures>