



Early Career Teacher Policy 2024

The Link Academy Trust is a company limited by guarantee and an exempt charity, regulated by the Education & Skills Funding Agency (ESFA). All Members of the Board of Trustees of the exempt charity are also Directors of the company; the term 'Trustee' used in this Policy also means Director. This Policy applies to all Academies within the Link Academy Trust.

Background:

Under statutory guidance from the DfE the NQT induction arrangements ceased and were replaced with induction arrangements for Early Career Teachers (ECT) alongside the Early Careers Framework (ECF). This changed in September 2023 and the induction process now takes two years.

1. Aims

Our individual academies aim to:

- Run an ECT induction programme that meets statutory requirements.
- Provide ECT's with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure all staff understand their role in the induction programme.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance *Induction for Early Career Teachers (England)* and *The Education (Induction Arrangements for Academy Teachers) (England) Regulations 2012*.

The 'relevant standards' referred to below are the Teachers' Standards.

This policy complies with our funding agreement and articles of association.

3. The induction programme

For a full-time ECT, the induction programme will last for two academic years. Part-time ECTs will serve a fulltime equivalent unless agreed by Devon Local Authority.

The programme is quality assured by an 'appropriate body' (reviewed annually).

The trust follows the DfE Funded – provider led programme. The external provider of the ECF is reviewed annually.

3.1 Posts for induction

Each ECT will:

- 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.
- Have both an appointed mentor, who will have qualified teacher status (QTS) and an induction tutor.
- Have a reduced timetable to allow them to undertake activities in their ECF induction programme. In the first year a 10% reduction in the second year a 5% reduction should be timetabled when compared to our existing teachers on the main pay range.
- Be assigned to an external provider for the ECF.

- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not usually teach outside the age range and/or subjects they have been employed to teach.
- Be supported with challenging pupil behaviour on a day-to-day basis.

3.2 Support for ECTs

We support ECTs with:

- Their designated mentor, who will provide day-to-day monitoring and support through the ECF, and an induction tutor who will have an overview of activity and will co-ordinate assessments.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Termly professional reviews of their progress to take place at which the induction tutor will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Weekly professional reviews with the mentor to review progress against targets set and provide the opportunity to develop reflective practice.
- Observations of effective practice from experienced teachers within the school or across the trust.
- A bespoke trust programme of CPD throughout the year in line with the ECF.

3.3 Assessments of ECT performance

Regularly, an ECT's teaching will be observed against the teaching standards. This should be undertaken by the mentor/induction tutor.

Each term the ECT and the induction tutor will meet to undertake a professional progress review to identify development targets. 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, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

The induction tutor will notify the appropriate body after each progress review to inform whether the ECT is making satisfactory progress. Where this is not the case a plan will be shared to outline the strategies in place to support the ECT in getting back on track.

ECTs are required to undertake 2 formal assessments. This must be undertaken by the Academy Head (AH) or induction tutor. These will take place at the end of the first year (term 3) and in the final term of induction (term 6).

ECTs should be kept up to date on their progress. There should be nothing unexpected.

3.4 At-risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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.
- An effective support programme is put in place to help the ECT improve their performance with the support of the trust. The appropriate body may be contacted and asked for further support. If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the AH/Executive Improvement Team (EIT) will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.
- Under the statutory guidance ECT are also required to complete the ECF materials provided by the external provider.

4. Roles and responsibilities

4.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.

- Meet with their mentor and/or induction tutor at the start of the programme to discuss and agree priorities and keep these under review.
- Agree with their mentor and/or induction tutor how best to use their reduced timetable allowance.
- Provide evidence of their progress against the relevant ECF.
- Participate fully in the monitoring and development (ECF) 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, in accordance with trust policy.
- Complete feedback/reflection weekly with mentor support.
- Keep copies of all assessment forms.
- Retain copies of all assessment reports.

When the ECT has any concerns, they will:

- Raise these with their mentor and/or induction tutor as soon as they can.
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their mentor and/or induction tutor or within the academy.

4.2 Role of the Induction Tutor

The Induction Tutor will hold QTS status and:

- 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 ECF and share progress review records with the ECT, AH 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 ECT's are aware of how, both within and outside the trust, 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.
- Ensure that all monitoring and record keeping is done in the most streamlined way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- Keep all relevant documentation, evidence and forms on file for 6 years.

In exceptional circumstances, e.g. where a school is unable to provide both a mentor and induction tutor due to staffing constraints, a staff member from across the trust may be assigned.

4.3 Role of the Mentor

The mentor will hold QTS status and:

- Regularly meet (weekly for ECT in their first year, fortnightly for ECTs in their second year) with the ECT for structured mentor sessions to provide effective targeted feedback.
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same academy to help ensure the ECT receives a high-quality ECF-based induction programme.
- Provide, or seek, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties
- Take part in ECF training as delivered through the external provider.
- Provide guidance and effective support to the ECT, including coaching and mentoring.
- 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.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Work with the induction tutor to ensure any concerns or additional support are dealt with effectively and timely.

- Take part in the DfE ECF (Early Career Framework Training).

4.4 Role of the Academy Head

The AH is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- Check that the ECT has been awarded QTS.
- Clarify whether the teacher needs to serve an induction period or is exempt using statutory induction guidance. [Induction for ECTs \(England\) Gov.uk](#)
- Agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body.
- Notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
- Ensure that the requirements for a suitable post for induction are met.
- Ensure the induction tutor and the mentor have the ability and sufficient time to carry out their role effectively.
- Ensure an appropriate ECF-based induction programme is in place.
- Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching.
- Ensure that assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and retain accurate records of employment that will count towards the induction period.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
- Make the Local Board and Trustees aware of the arrangements that have been put in place to support ECTs serving induction.
- Make a recommendation to the appropriate body on whether the ECT's performance against the ECF is satisfactory or requires an extension.
- Participate appropriately in the appropriate body's quality assurance procedures.
- Notify the appropriate body as soon as absences total 30 days or more.

4.5 Role of the Trustees

The Trustees will:

- Ensure the academy complies with statutory guidance.
- Be satisfied that the academy has the capacity to support the ECT.
- Ensure the AH is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the ECT as part of the academy's grievance procedure.
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- Request general reports on the progress of the ECT if it is deemed necessary.

**This may be delegated to the Local Board according to the Scheme of Delegation.*

4.6 Role of the appropriate body

The appropriate body has the main quality assurance role within the induction process

5. Monitoring arrangements

This policy will be reviewed **annually** by the Director of Education.

6. Links with other policies

This policy links to the following policies and procedures:

- Appraisal policy for Teachers
- Attendance policy
- Teaching and Learning policy
- Grievance

- Code of conduct

This policy is reviewed annually by Remuneration Committee and approved by the Board of Trustees.

Reviewed by Remuneration Committee: 19th July 2024

Approved by Board of Trustees: 22nd July 2024