



# Early Career Teacher (ECT) Policy

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Together we **Exceed**



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## 1. Roles

- 1.1 Exceed Academies Trust is committed to providing a high-quality and consistent approach to the induction for all Early Career Teachers. In addition, it is committed to supporting staff undertaking the vital Mentor and Induction Tutor/Coordinator roles. Fulfilling its ethical goal to be an 'employer of choice', the Trust understands the importance of supporting teachers that are new to the profession and the professionals that support them to best serve our pupils, students, and communities.
- 1.2 Early Career Teachers, many of whom are trained by the Trust via Exceed SCITT, are the new generation of teachers that teach and support our children and young people to fulfil their potential and benefit our school communities. Nationally, teacher recruitment and retention are in crisis, but the Trust seeks to grow and nurture its employees and help them flourish as successful teachers.
- 1.3 Mentors fulfil a vital role driven by a moral purpose of supporting teachers that are new to the profession on a day-to-day basis. These skilled and talented teachers not only help Early Career Teacher to flourish, but they also provide and develop vital leadership skills and function as teacher educators underpinning teacher development as the most effective form of school improvement. Such is the importance of the role Mentors are provided with protected time and trained to support their ECT. Mentors develop skills, knowledge and understanding that informs and complements their role and responsibilities and these enhance future career prospects.
- 1.4 Induction Tutors utilise their wealth of experience to track and assess Early Career Teacher's progress towards successfully completing their two-year induction and provide strategic oversight of the support and guidance for both ECTs and Mentors, helping them develop and undertake their role effectively. They support the headteacher to make a recommendation to the Appropriate Body about whether the ECT has met the Teachers' Standards and report on their journey towards this end goal. Induction Tutors are the lynchpin of induction.

## 2. Setting-up Induction

- 2.1 Academies must follow and comply with the Statutory Guidance for the Induction of Early Career Teachers (ECT), including the three statutory elements of induction:
- Registering the induction with an Appropriate Body: Exceed Teaching School Hub (except for Copthorne Primary School that must use a different Appropriate Body. As the lead school of Exceed Teaching School Hub it cannot quality assure the induction of its own Early Career Teachers).
  - Register for Early Career Framework-based training via Exceed Teaching School Hub: Ambition Institute's Early Career Teachers' Programme.
  - Provide all elements of an appropriate induction in line with the Statutory Guidance: including a reduced teaching timetable in year 1 (10%) and year 2 (5%) of induction and opportunities to observe experienced teachers.
- 2.2 This Policy adds detail to some aspects of the Statutory Guidance from an Exceed Academies Trust perspective. The Statutory Guidance should be read alongside this Policy. The Statutory Guidance is available at <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>.

2.3 More information and guidance about setting up induction: [www.teachingschoolhub.co.uk/induction](http://www.teachingschoolhub.co.uk/induction).

### 3. Early Career Framework (ECF) Based Training

3.1 In facilitating the delivery of the Ambition Institute's Early Career Teachers' Programme in partnership with Exceed Teaching School Hub, Visiting Fellows (facilitators) from Exceed Academies Trust will maintain fidelity to the Early Career Framework. The framework has been interpreted and presented as the Early Career Teachers' Programme, whilst taking every opportunity to tailor the content to the needs of ECTs and Mentors by utilising the evidence base and theory and making explicit links to their own experiences and practise.

3.2 Where possible, Early Career Teachers employed by Exceed Academies Trust are supported are a distinct single cohort for training events. In these circumstances, Visiting Fellows from Exceed Academies Trust will facilitate training events for the Trust's ECTs in partnership with Exceed Teaching School Hub.

3.3 Mentors will access Early Career Teachers' Programme training alongside mentors from other local schools and trusts as the number of mentors requiring training is not likely to be viable for a distinct trust cohort. Once a Mentor has completed the full programme once, they do not need to undertake the programme again, e.g. if mentoring a new ECT after completing the training.

3.4 Aspiring or experienced mentors are encouraged to consider undertaking the National Professional Qualification for Teacher Development (NPQLTD) via Exceed Teaching School Hub.

3.5 The Trust's Visiting Fellows are also encouraged, where they have capacity, to support Exceed Teaching School Hub's wider delivery of the programmes to schools beyond the trust in line with the Trust's ethical goal of 'contributing to system wide improvements in education'.

### 4. The Early Career Teachers' Programme

4.1 The programme supports both Early Career Teachers (ECT) and Mentors. The programme is scheduled as follows:

- Conference: 5-6 hours/full day.
- Clinics: 1 hour.
- Coaching on coaching: up to 1 hour.
- Self-study and instructional coaching: up to 1 hour.

4.2 **Early Career Teacher Development** (based on induction commencing in September).

4.2.1 **Year 1 of induction.**

- Regular/weekly self-study and instructional coaching.
- Induction conference 1: September-October.
- Clinic 1: November-December.
- Conference 2: January-February.
- Clinic 2: March-April.
- Clinic 3: May-July.

#### 4.2.2 **Year 2 of induction.**

- Regular/Bi-weekly self-study and instructional coaching.
- Conference 3: September-October.
- Clinic 4: November-December.
- Clinic 5: January-April.
- Clinic 6: May-July.

4.2.3 ECTs benefit from instructional coaching with their Mentor to refine their teaching and form good habits. Activities and action steps are supported by Steplab. See Engagement, below.

#### 4.3 **Mentor development** (based on induction commencing in September).

##### 4.3.1 **Year 1.**

- Induction conference 1: Ideally June (before the programme commences) or September-October.
- Mentor clinic 1: November-February.
- Coaching-on-coaching: November-February.
- Mentor clinic 2: February-May.
- Coaching on coaching: February-May.
- Mentor conference 2: May-July.

##### 4.3.2 **Year 2.**

- Mentor clinic 3: November-February.
- Coaching on coaching: November-February.

4.3.3 Mentors benefit from coaching-on-coaching support from the Induction Tutor to develop their application of instructional coaching. See Engagement, below.

4.3.4 Support is available through the year via Exceed Teaching School Hub's including one-to-one school visits by the Director and ECT Programme Lead.

4.3.5 Informal peer to peer support is available to Mentors in the Trust's academies.

## 5. **Alternative Induction Start Date**

5.1 ECTs must commence induction as soon as their employment commences. In most cases this is at the start of the academic year (September). If an ECT commences their employment mid-year, Exceed Teaching School Hub will advise on how the ECF-based training will be best accessed (typically with January and April start dates).

## 6. **Engagement with the Early Career Teachers' Programme**

6.1 The Early Career Teachers' Programme is research informed and evidence-based and designed to deliver the Early Career Framework in full. As such, it forms a statutory element of induction to effectively support ECTs to have long and rewarding careers. Therefore, the Trust expects high levels of engagement from ECTs and Mentors. Limited engagement reduces the effectiveness of induction and creates financial implication for Exceed Academies Trust. After the fall two-years of induction, the assessment is pass or fail so it must be taken seriously by all parties.

6.2 Each term, the Trust's expectations of an ECT are:

- An ECT should have **at least 50% engagement** with ECT self-study at all times. This rate is reported to the Trust, Hub, and Induction Tutors in a weekly basis via email and via Steplab.
- Each term, the ECT should complete **at least 7** of the 12 self-study modules per strand per term in Year 1 of induction (autumn term: behaviour; spring term: instruction; and summer term: subject).
- An ECT will complete **the remaining** self-study modules plus the stretch modules per strand per term in Year 2 of induction.
- An ECT will avoid the 'cramming' of self-study modules - they should be completed evenly across the term. A reduced timetable is provided and funded to enable this.
- An ECT will engage in school-based induction activities in the weeks they do not engage in the programmes self-study and instructional coaching activities.
- An ECT will attend **all events** for ECTs per term for the duration of the two-year programme. Where absence from 'live' event is unavoidable and approved by the Induction Tutor and Exceed Teaching School Hub in advance of the event, asynchronous training school be accessed within three weeks.

6.3 Each term, the Trust's expectations of Mentors are:

- A Mentor should have at least 50% engagement with ECT coaching and feedback at all times, as they prepare for mentor meetings and record the ECT's action steps on Steplab. This rate is reported to the Trust, Hub, and Induction Tutors in a weekly basis via email and via Steplab.
- A Mentor will complete at least 7 of the 12 ECT coaching and feedback cycles per strand per term (autumn term: behaviour; spring term: instruction; and summer term: subject).
- A Mentor will attend all events for mentors. Funding is provided to schools for Mentors to attend training. Where absence from 'live' event is unavoidable and approved by the Induction Tutor and Exceed Teaching School Hub in advance of the event, asynchronous training school be accessed within two weeks.
- A Mentor will engage in at least two out of three coaching on coaching sessions led by the academy's Induction Tutor.
- A Mentor should frequently and regularly monitor the ECTs and their own engagement with the ECF-based training.
- A Mentor will capture the ECTs action steps on Steplab during the regular up to one-hour Mentor meeting incorporating ECT self-study and instructional coaching.
- The same mentor will support an ECT for the duration of their induction wherever possible.

6.4 The Trust's expectations of Induction Tutors are:

- Induction Tutors should monitor ECT and Mentor engagement on a regular a frequent and regular basis via Steplab. Both the ECT and the Mentor should have at least 50% engagement.
- An Induction Tutor will lead at least two of the three coaching on coaching sessions with each Mentor during the two-year programme.

## 7. Facilitators

- 7.1 Events are planned and delivered with fidelity to the Early Career Teachers' Programme developed by Ambition Institute with aspects bespoke to the context of Exceed Academies Trust, its academies, and the professional experience of its leaders. These trained leaders undertake the Visiting Fellow remit as the facilitator of the events. Visiting Fellows are supported by Exceed Teaching School Hub throughout the programme.
- 7.2 The Trust and Exceed Teaching School Hub will facilitate an Early Career Teachers' Programme planning event(s) each academic year (spring-summer term) for representative Visiting Fellows and Induction Tutors. This will allow them to plan the dates of each event and how the content may be tailored to meet local school improvement priorities.
- 7.3 Visiting Fellows will need to be accredited by attending training with Ambition Institute and attend top-up training as required to inform the programme delivery.
- 7.4 Exceed Teaching School Hub will administer the programme, fund facilitation and venues, and quality assure the training and support. Income may be reduced because of delivering a bespoke programme with a smaller than usual cohort of ECTs. But ensuring high quality bespoke content and support is deemed to be the priority.

## 8. Instructional Coaching

- 8.1 Instructional coaching underpins the ECT and Mentor meetings. Expertise and capacity for introducing and implementing has been developed by the Trust, including via Exceed Teaching School Hub. This support is available to all Exceed Academies Trust academies to utilise. A trust-wide network and/or training offer will help up skill Mentors and Induction Tutors prior to programme delivery (summer term).

## 9. Induction Tutors / Coordinators

- 9.1 *Induction Tutors oversee most/all aspects of induction, such as assessment. Coordinators just look after the ECF-based training element of induction. Most academies opt to just have an Induction Tutor overseeing all aspects of induction.*
- 9.2 Induction Tutors are not formally supported by the Early Career Teachers' Programme beyond a briefing event for the Early Career Teachers' Programme. However, Exceed Teaching School Hub extends this support for Induction Tutors employed in trust academies and beyond via the Induction Tutor Briefings (November, March, and June) prior to the completion of progress reviews and interim and final assessments. These provide Induction Tutors with the opportunities to share good practice and discuss challenges. Support is available through the year via Exceed Teaching School Hub's including one-to-one school visits by the Director and ECT Programme Lead.
- 9.3 Informal peer to peer support is available to Induction Tutors from peers working in other Exceed Academies Trust academies.

9.4 As part of the Early Career Teachers' Programme, Induction Tutors typically undertake three coaching on coaching sessions with each Mentor during the Early Career Teachers Programme (see timings above) to help develop effective instructional coaching practice in the regular Mentor and ECT meetings. This also allows them to quality assure this aspect of in-school support for ECTs.

9.5 Induction Tutor must be familiar with the Statutory Guidance for the Induction of Early Career Teachers, an overview of the ECF-based training and the expectations of the Appropriate Body, e.g. where there are concerns about the performance of an ECT against the Teachers' Standards or the requirements for providing induction.

9.6 The Trust's HR team are also available for support and guidance from an employment perspective.

## **10. School-Based Induction**

10.1 In the weeks where ECF-based self-study and instructional coaching is not taking place, academies will provide additional induction support to the ECT, such as an introduction to the academies systems and policies and/or bespoke support based on the ECTs development needs. These activities are planned in advance with due consideration of the Statutory Guidance and implemented at the discretion of the Induction Tutor and Mentor as experienced professionals. It is likely that an academy will prioritise a school-based induction over ECF-based training in the first month of employment.

## **11. Enhanced Offer**

11.1 Where commonality is identified and the Trust can add value to the development of ECTs or Mentors, the Trust will seek to facilitate a collaborative approach to Early Career Teachers' Programme delivery and school-based induction via additional support and/or training in partnership with academies. Care will be taken not to overwhelm ECTs or Mentors through unnecessary additional events or activities.

## **12. Appropriate Body**

12.1 All ECTs have an entitlement that the academy must provide in full. The Induction Tutor should be familiar with the requirements set out in the Statutory Guidance for the Induction of Early Career Teachers and should disseminate essential information to key stakeholders, including the headteacher, mentor and governors.

12.2 An academy may choose to have one or more Induction Tutor. Having more than one is especially helpful where an academy has large numbers of ECTs. This can help to manage workload especially when Progress Reviews and Assessment deadlines are approaching.

12.3 Every effort should be made to support the ECT to be successful with realistic expectations for a teacher in the early stages of their career. Teacher effectiveness develops rapidly across the first five years of their teaching career.



- 12.4 Every ECT must be registered by the Induction Tutor with an Appropriate Body (typically Exceed Teaching School Hub for all academies except Copthorne Primary School) before induction commences. Registration for induction with an Appropriate Body is different to registering the ECT for Ambition Institute's Early Career Teachers' Programme via Exceed Teaching School Hub. Both actions need to be complete soon after an ECT is appointed but each has a separate process. If in doubt, contact Exceed Teaching School Hub for guidance.
- 12.5 The Induction Tutor must register the ECT and Mentor for ECF-based training via the Department for Education (DfE) online portal. In due course, this information will be passed to Ambition Institute and Exceed Teaching School Hub. If the Mentor and Induction Tutor changes, Exceed Teaching School Hub (ECF-based training and Appropriate Body (or equivalent for Copthorne Primary School)) should be notified before the change is made. The DfE online portal should also be updated once the change is confirmed.
- 12.6 If an ECT has completed one full term of induction, the ECT must have either a Progress Review or an Assessment each term in line with the expectations of the DfE and in the format determined by the Appropriate Body. The Appropriate Body will provide guidance on the content and timing of these.
- 12.7 Induction Tutors, whom must have Qualified Teacher Status (QTS), should collect evidence to inform the writing of Progress Reviews and Assessments against the Teachers' Standards. Where an academy has large numbers of ECTs, they may wish to utilise the internal and external capacity of other QTS-holding professionals to gather evidence against the Teachers' Standards, such as via observations and work scrutiny, to inform their writing of the Progress Review or Assessment. Mentors should not write the Progress Review or Assessment for their ECT unless they work in a small academy with limited capacity.
- 12.8 Induction Tutors should complete Progress Reviews and Assessments in line with the guidance of the Appropriate Body, ensuring assessment against the Teachers' Standards are evidenced appropriately. ECTs should provide a reflective comment on their progress per Progress Review and Assessment.
- 12.9 If an ECT is deemed not to be making satisfactory progress towards the Teachers' Standards the Induction Tutor must notify the Appropriate Body as soon as possible (before the Progress Review or Assessment is due) and provide a copy of the support plan. Exceed Academies Trust's HR team should also be notified. There should be no surprises. Guidance will be provided by the Appropriate Body, and HR team if required, on the next steps. Due process must be followed.
- 12.10 If an ECT leaves the employment of the Trust, an Interim Assessment must be complete rather than a Progress Review. If the ECT leaves at the end of three or six terms of their induction, a standard or final assessment must be complete in place of an Interim Assessment, but the Induction Tutor will record that the ECT will no longer be employed by the academy/trust.
- 12.11 The Induction Tutor and Appropriate Body should ensure the ECTs is aware of how to contact their Induction Tutor, HR, the Appropriate Body, and the Appropriate Body's Named Person should they have their own concerns about their induction. Issues should be addressed internally in the first instance where possible.

12.12 ECTs are encouraged to consider joining a teaching union.

### **13. Quality Assurance**

13.1 The Trust aligns to the quality assurance processes of Exceed Teaching School Hub for both the ECF-based training and Appropriate Body. Copthorne Primary School will align to their selected Appropriate Body's quality assurance processes. Exceed Teaching School Hub reports to the Board of Trustees each term.