



BIRCHINGTON CE PRIMARY SCHOOL

Early Careers Framework (ECF) Policy and Induction Procedures

LEARNING AND GROWING; SAFE IN GOD'S LOVE

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What is the Early Careers Framework?

As of September 2021, all schools are required to follow the Early Careers Framework (ECF) for early career teachers (ECTs). The support consists of a funded entitlement to a structured 2-year package of high quality professional development. The ECF sets out what all new teachers need to know and be able to do as they begin their careers. It is aimed at providing extended, evidence-based development that will produce better-trained teachers. There is a focus on learning the things that make the most difference in the classroom and the early careers teacher's (ECT) professional practice.

Link to the Early Careers Framework document: -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

Requirements for Early Careers Teachers

1. Two years of quality training

The framework supports **Early Career Teachers** (ECTs) over two years, in recognition of how much there is to learn. By providing ECTs with an extra 5% non-teaching time in their second year, we can ensure that ECT's will continue receiving the training and support they deserve.

2. Funded support for mentors

Birchington CE Primary School receives funding for mentors' time for two years. Mentors will also receive high-quality training to support them in their role.

3. Clear direction for training

Teachers at this stage of their development face a huge challenge of learning a great deal in a relatively short space of time. To make the most of the hours set by the DfE, the ECF prescribes a balance of face-to-face training, online training, self-study and 1:1 mentoring and coaching to bring consistency to training between schools. This will reduce the risk of cross-school variance in the quality of teacher training.

4. National training underpinned by evidence

The ECF was developed using robust evidence to provide a national standard for early career teacher training. Endorsed by the Education Endowment Foundation (EEF), the national framework aims to ensure a common induction for all teachers and provide a common language and research base for the sector. As a result, the ECF will help to standardise training so that it will be high-quality and accessible to all ECTs.

There are five core areas around which the ECT's training will focus:-

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

Programme

Here at Birchington CE Primary School, we have chosen a funded provider-led programme. We have chosen to work with Ambition Institute, accredited and funded by the Department for Education, who have designed and will deliver a programme of face-to-face and online training to ECTs and their mentors.

Link to the Ambition Institute's resources for ECTs and mentors:-
[Early Career Teachers \(ECT\) Training Course | Ambition Institute](#)

In addition to this funded programme, Birchington CE Primary School will:

- refrain from making unreasonable demands upon an ECT
- 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 our school are engaged in
- avoid additional non-teaching responsibilities without the provision of appropriate preparation and support

Roles and Responsibilities

The Governing Body:

- will ensure compliance with the requirement to have regard to ECF guidance
- must be satisfied that our school has the capacity to support the ECT
- will ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- will investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures
- can seek guidance from the Appropriate Body (The Kent Teaching School Hub) on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process
- can request general reports on the progress of an ECT.

The Headteacher

The Headteacher at Birchington CE Primary School Primary School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to the Induction Tutors and Induction Tutor (the Deputy Headteacher), the Headteacher will also watch each ECT teach, through 'drop-ins,' during the year.

Statutory responsibilities of the Headteacher are:

- ensuring an appropriate induction programme and support are in place
- recommending to the Appropriate Body whether an ECT has met the requirements for satisfactory completion of the induction period

In reality, many of the tasks associated with the above will be carried out by an Induction Tutors and Induction Tutor but the Headteacher will make the final recommendation to The Kent Teaching School Hub.

In addition to the statutory requirements the Headteacher will: -

- observe and give written warnings to any ECT at risk of failing to meet the Standards

- keep the Governing Body aware and up to date about induction arrangements and ECT progress

Induction Tutor

The Induction Tutor is expected to: -

- provide and co-ordinate 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 2-year induction period co-ordinating input from other colleagues as appropriate (one at the end of Year 1 and one at the end of Year 2, or pro rata for part-time staff)
- carry out progress reviews in terms 1 to 5 of each year where a formal assessment does not occur
- inform the ECT, following progress review meetings, of the determination of their progress against the Teachers' Standards, any agreed development points 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 watched and feedback is provided
- ensure ECTs are aware of how, both within and outside the school, 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 and least burdensome way and requests for evidence from ECTs do not require new documentation but draw on existing working documents
- ensure the ECTs and Mentors are allocated the appropriate release time
- watch the ECT at least 3 times in an academic year

The ECT Mentor

The ECT Mentor is expected to: -

- regularly watch the ECT teach
- meet regularly 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 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
- take prompt, appropriate action if an ECT appears to be having difficulties.

Entitlement for ECTs

ECTs have an entitlement of a suitable monitoring and support programme that is structured to meet their professional development needs (including the development needs of part-time ECTs).

The key aspects of the Induction programme for ECTs at Birchington CE Primary School Primary School are as follows: -

- access to an Induction Programme that will commence upon appointment and be reviewed after two years in post (unless on a shorter-term contract)
- structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these
- support and guidance from a designated Induction Tutor who is expected to hold QTS and has the time and ability to carry out the role effectively
- regular meetings with an ECT Mentor and, as needed, meetings with Phase, and Subject Leaders, Inclusion Leader etc.
- ECT's observation of experienced teachers either in the ECT's own school or in another where effective practice has been identified
- a reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the school's Induction Programme, other professional development activities and meetings with their ECT Mentor. A reduction of 5% of the average teacher's workload will happen in their second year
- 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 regular progress reviews to monitor progress, to take place in each term when a formal assessment is not scheduled
- prompt written as well as oral feedback on teaching watched, with targets and feedback/advice provided
- professional reviews of progress conducted by the Induction Tutor to set and review development targets against the Teachers' Standards
- addressing in a timely, honest and professional manner any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards
- detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.
- opportunities for further professional development based on agreed targets and identified needs

In addition to this entitlement, ECTs have an obligation 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
- 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 school
- keep track of and participate effectively in the scheduled classroom watching sessions, 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
- retain copies of all assessment reports

Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used
- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching.
- The Induction Tutor and mentor will ensure that assessment procedures are consistently applied
- Copies of any records will be passed to the ECT concerned

At-risk Procedures

If any ECT is not making satisfactory progress against the Teachers' Standards, the following procedures will be put into place: -

- areas in which improvement is needed will be correctly identified
- appropriate objectives will be set to guide the ECT towards satisfactory performance against the Teachers' Standards
- an effective support programme will be put in place to help the ECT improve their performance
- experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation
- early warning of the risk of failure will be given to the ECT and the school's concerns communicated to Kent Local Authority without delay

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

The named LA contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

Addressing ECT Concerns

If an ECT has any concerns about the Induction, Mentoring and Support programme, these should be raised within the school (Mentor, Induction Tutor, Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact. The named AB contact is Lizzie Croft, Director of Teaching School hubs, The Kent Teaching School Hub.

Further Guidance

If further guidance is needed then the Statutory Induction Guidance for Early Careers Teachers can be consulted. This can be found under this link:

[Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/induction-for-early-career-teachers-in-england)