

# Stretford High School



## Early Careers Teachers (ECT) Policy

**2022-23**

<b>Ratified by the F &amp; P Committee Governors</b>	<b>November 2022</b>
<b>Next Review</b>	<b>November 2023</b>

Stretford High School welcomes Early Career Teachers (ECTs) as professional colleagues and the unique contribution they can make to the community.

#### **PRINCIPLES:**

- To ensure an ECT appointed to the school feels welcomed and valued
- To support an ECT so that they are able to settle into the school as quickly and as happily as possible and apply their talents and expertise for the greater good of the school and to teach effectively
- To provide opportunities to allow an ECT to develop professionally in accordance with their personal ambitions
- To support an ECT's completion of a two year induction programme fully funded by the Department of Education

#### **STAKEHOLDERS:**

- Early Careers Teachers (ECTs) are newly qualified teachers in the first or second year of their induction. They are expected to engage in all aspects of the programme as set out in their school
- The Governing Body and the Headteacher as well as the appropriate body are responsible for ensuring an ECT has an appropriate induction programme
- The Induction Mentor (IM) oversees the successful implementation of the programme in each school. The lead is responsible for ensuring that suitable teachers are appointed as mentors on the programme and that these mentors are well supported to fulfil their role. The Induction Mentor will be responsible for developing attainable targets, regular reviews and the assessment of an ECT's performance
- Early Careers Mentor (ECM): The ECM will be responsible for the development of specialist subject knowledge and skills and their application and general classroom competence
- The Head of Department will be the first port of call for ECTs to seek classroom pastoral support. Heads of Year will provide further pastoral support as needed.

- An ECT will have the opportunity to become a form tutor during the induction year, supported by the Head of Year. If an ECT is not a form tutor, they will be attached to a form to assist with tutorial responsibilities for the induction year

## **ECF**

The early career framework is a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high quality professional development. The early career framework sets out what all early career teachers should learn about and how to do during the first 2 years of their careers.

It includes sections on:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

**What do ECTs receive?** The offer includes:

- 2 years of fully funded, high quality training
- freely available high quality development materials based on the early career framework
- additional funding for 5% time away from the classroom for teachers in their second year
- a dedicated mentor and new training for these mentors
- funding to cover mentors' time with the mentee in the second year of teaching

**Who is delivering it?** For the cohort who started in September 2020, the UCL Early Career Teacher Consortium is a strong university-school partnership comprising three world-leading universities - the UCL Institute of Education (IOE), Newcastle University and Manchester Metropolitan University. For the cohort from Sept 2021 onwards, it will be delivered by Loreto Grammar School in conjunction with Best Practice Network (B.P.N), our designated teaching Hub provider.

**How is it delivered?** A combination of self-directed study sessions, mentor meetings, online professional learning communities, discussion forums, induction conferences and training sessions within each of the five modules studied over the course of the two year programme.

## **AFTER APPOINTMENT, BEFORE TAKING UP POST:**

- To provide a minimum of one day preliminary visit to the school to meet staff, discuss timetables, classes, sets and to work with some students if possible. To allow an ECT to discuss their areas for development and targets

- To provide an induction handbook together with any other required information, concentrating initially on routines for the beginning of term
- To arrange points of contact should an ECT need help during the time prior to taking up appointment

#### **AFTER TAKING UP POST:**

An ECT will follow a structured induction programme. Weekly meetings will take place with the ECM throughout the year and regular weekly meetings with the IM.

An IM will be responsible for:

1. Overall monitoring of progress.
2. Standardisation of observation and reporting of judgements against the standards.
3. A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence:
  - Termly review meetings and reports
  - Arranging peer lesson observations
  - Procedures for staff absence, leaving cover work and doing cover
  - Duties and school meal arrangements
  - Signing in and out for free periods
  - School evacuation procedures
  - Meeting support staff
  - Health and Safety including E-safety
  - Learning support details
  - Behaviour for learning - review of procedures and restorative behaviour management
  - Safeguarding procedures
  - Safeguarding policy – Keeping Children Safe in Education
  - Staff code of conduct
  - GDPR regulations
  - Assessment and exams
  - providing support with the ECF programme for ECFs and ECMs

All school policies can be accessed via the school computer drive.

In addition, training sessions will include:

- Common Standards and Professionalism
- Peer/buddy lesson observations
- Teaching and learning strategies
- Exam Procedures
- Assessment for learning
- High Ability students' provision
- SEND
- EAL
- Differentiation
- Dealing with stress/workload
- AfL techniques and strategies
- Theatre of teaching/storytelling
- SIMs
- Language for learning
- Literacy in every classroom
- Numeracy in every classroom

An ECM will be responsible for supporting/facilitating with the following:

- ECF directed tasks and subsequent meetings
- day-to-day progress
- school resources: stationery, textbooks, IT, audio-visual equipment
- Supporting classroom behaviour, control and sanctions
- Teaching and Learning policy
- Departmental marking policy
- Departmental assessment policy and marking students' books
- Departmental homework policy and handing in arrangements
- Effort grades and comments
- Parents' meetings
- Schemes for learning of work







#### **MONITORING OF PROGRESS TO SUPPORT AN ECT:**

1. To pass, an ECT must have met standards relating to:
  - Set high expectations which inspire, motivate and challenge pupils
  - Promote good progress and outcomes by pupils
  - Demonstrate good subject and curriculum knowledge
  - Plan and teach well-structured lessons
  - Adapt teaching to respond to the strengths and needs of all pupils
  - Make accurate and productive use of assessment
  - Manage behaviour effectively to ensure a good and safe learning environment
  - Fulfil wider professional responsibilities







## PERSONAL AND PROFESSIONAL CONDUCT

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
  - Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
  - Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
2. During the induction year an ECT will work towards induction standards relating to these areas via the ECF programme delivered by Loreto Grammar School in conjunction with Best Practice Network (Outstanding Leaders) partnership:

## Early Career Teacher Learning Hours

ENGAGEMENT	YEAR 1	YEAR 2	HOURS
 <b>Online conferences</b> Induction and learning for regional groups of ECTs	3 hours	3 hours	6
 <b>Face-to-face training</b> Facilitated training sessions hosted by local delivery partners	6 two-hour events	4 two-hour events	20
 <b>Online facilitated workshops</b> Facilitated online learning hosted by local delivery partners	6 one-hour events		6
 <b>School visits</b> Focussed school visits agreed with ECT and Mentor		2 two-hour visits	4
 <b>Self-directed study</b> Guided self-directed learning materials	22 one-hour sessions	5 one-hour sessions	27
 <b>Mentor sessions</b> Structured mentoring meetings providing support and challenge	1 hour weekly	1 hour fortnightly	59
			Total: 122

## Mentor Training & Mentor Sessions

ENGAGEMENT	YEAR 1	YEAR 2	HOURS
 <b>Online conferences</b> Induction and learning for regional groups of Mentors	1 hour	2 hours	3
 <b>Face-to-face training</b> Facilitated training sessions hosted by local delivery partners	3 two-hour events	1 two-hour event	8
 <b>Online facilitated workshops</b> Facilitated online learning hosted by local delivery partners	4 one-hour events	2 one-hour events	6
 <b>Peer networking</b> Online peer networking events	5 one-hour events	2 one-hour events	7
 <b>Self-directed study</b> Guided self-directed learning materials	8 hours	4 hours	12
 <b>Mentor sessions</b> Structured mentoring meetings providing support and challenge	1 hour weekly	1 hour fortnightly	59
			Total: 95

3. Observations will take place once every half term. Each observation will follow meetings with an ECT to identify a specific focus in relation to the induction standards and targets set.
4. The appropriate body, Local Authority, will arrange for QA monitoring visit/s to take place during the year. This will involve the ECT being observed. At least ten days' notice will be given prior to the visit.
5. Formal meetings will take place periodically with the ECM to review the extent to which the ECT is meeting the induction standards, review targets and set new objectives in relation to this.
6. In cases where an ECT 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 which may be equivalent to 4 years.

A part time teacher may take up to 4 years to meet the required standards. However, if the part time teacher has met the standards between years 2-4, the final assessment may be brought forward.

When considering whether to reduce a part-time ECT's induction, the appropriate body is expected to consult the headteacher/principal and must gain the agreement of the teacher concerned. A reduction should only be made on the basis that the ECT has met the Teachers' Standards.

7. At the end of the year, performance against the standards will be reviewed and targets set in preparation for the school's performance management system.
8. A qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and this guidance. While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period.

#### **TRANSITION PERIOD (2021-2023):**

1. ECTs who, on 1 September 2021, had started but not completed their induction, hereafter referred to as 'the pre-September 2021 cohort' have until 1 September 2023 to complete induction within three terms.
2. After 1 September 2023, when the transition period ends, all ECTs will be required to complete a two-year induction period. These ECTs should not restart induction, but rather complete what remains of a two-year induction. It is expected that they will be able to access ECF support and entitlements for the remainder of their induction.
3. A qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and this guidance. While ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period.



### **MONITORING AND EVALUATION:**

An IM is expected to review an ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. Progress reviews are expected to be informed by existing evidence of an ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for an ECT when it comes to their formal assessment.

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 IM.

A written record of each progress review is expected to be retained and provided to an ECT after each meeting, with the record clearly stating whether an ECT is on track to successfully complete induction, briefly summarising evidence collected by the IM 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 individual ECT.

Where the induction tutor is not the Headteacher, it is expected that they also update the Headteacher on an ECT's progress after each progress review.

It is expected that the induction tutor notifies the appropriate body, local authority, and an ECT after each progress review stating whether an ECT is making satisfactory progress. Where the induction tutor believes an ECT is not making satisfactory progress it is expected they outline the plan they have put in place to assist an ECT in getting back on track.

ECTs should have formal assessments carried out by the IM. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to an ECT and appropriate assessing body.

Evidence for assessments must be drawn from an ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for an ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for an ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of an ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, an ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, an ECT should add their comments. They should then be signed by the induction tutor, headteacher/principal and the ECT. Once signed, an ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted 23 electronically. Interim assessments.

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or headteacher/principal is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that an ECT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if an ECT leaves during their final term of induction.

1. A copy of the policy is given to an ECT and is available to all staff in school
2. The IM discusses progress and relevant issues with the Leadership Team
3. Copies of lesson observations and review summaries are passed to the IM
4. Copies of all relevant documentation are sent to the appropriate body as requested
5. An ECT is invited to discuss issues of concern with their ECM, Head of Department, and IM as appropriate
6. Governors are informed of progress and the programme

#### **UNSATISFACTORY PROGRESS:**

Where an IM determines during the progress review that an ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist an ECT in getting back on track. The IM is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment (term 3 of year 1), the appropriate body should be informed, and the Headteacher/principal should ensure that additional monitoring and support measures are put in place immediately. It is important that an ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The Headteacher/principal and the appropriate body should be satisfied that:

- Areas in which improvement is needed have been correctly identified
- Appropriate objectives have been set to guide an ECT towards satisfactory performance against the Teachers' Standards
- An effective support programme is in place to help an ECT improve their performance

If an ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, an IM should continue to deliver progress reviews as set out above, including reviewing and revising an ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, Headteacher and appropriate body, taking action if performance is still unsatisfactory.

Where there are still concerns about an ECT's progress between formal assessments one and two, the IM should explain to an ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- The identified weaknesses
- The agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary
- Details of additional monitoring and support put in place
- The evidence used to inform the judgement
- Details of the improvement plan for the next assessment period

As with all progress reviews, the progress review record should capture an ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan. The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

#### **Action in the event of serious capability problems:**

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as an ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent an 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.

#### **Making an appeal against a decision by the appropriate body:**

If an ECT fails induction, or has their induction extended, the appropriate body must advise an 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.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Our aim is to support, commend and give a positive direction to this new longer and more supportive induction period. Significant advice and help will also be available informally from colleagues generally, and many people will give support independently of the formal structure we offer.