

Bourne Education Trust Policy for Early Career Teachers

Rationale

Bourne Education Trust's induction process ensures the appropriate guidance, support, training (to include the development of skills), knowledge, expectations and observations are provided through a structured but individual programme.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career can be built.

Purposes

Bourne Education Trust's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the ECTs;
- To provide appropriate counselling and support through the role of an ECT Mentor;
- To provide ECTs with varied examples of good practice;
- To help ECTs form good relationships with all members of the school community;
- To help ECTs become aware of the school's role in the local community;
- To encourage reflection on their own and observed practice;
- To provide opportunities to recognise and celebrate good practice;
- To provide opportunities to identify areas for development;
- To help ECTs to develop an overview of a teacher's roles and responsibilities;
- To provide a foundation for longer-term professional development;
- To provide ECTs with structured catch-up considering COVID-19 and lost learning during their training year;
- To help ECTs perform satisfactorily against the current Teachers' Standards.

Roles and responsibilities

The local governing committee ('LGC')

The LGC will be fully aware of the contents of the DfE's Statutory Guidance on Induction for ECTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. In addition, they will be aware of the additional support and professional development provided by the ECF. Careful consideration should be given, prior to any decision to appoint an ECT, including whether the school currently has the capacity to fulfil all its obligations. Following appointment, the LGC will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The headteacher

The headteacher at each Bourne Education Trust school plays a significant and leading role in the process of inducting new colleagues to the profession. While the implementation of the Induction Programme will be led by an induction tutor/coordinator, who oversees individual induction, the headteacher or a member of the senior leadership team will also observe each ECT early in the academic year. Statutory responsibilities are to:

- Clarify whether the teacher needs to serve an induction period or is exempt;
- Notify the appropriate body when an ECT who is taking up a post in which they will be undertaking induction joins the school, before the appointment begins;
- Ensure the ECT's post is a suitable post in which to serve induction;
- Ensure that an appropriate induction programme is in place;
- Ensure the ECT has both a reduced timetable (10% ECT time) and PPA time as necessary;
- Where relevant obtain documentation from the ECT's previous post including any interim assessment and details of absences, and take this into account when determining the length and nature of the ECT's induction programme and period;
- Appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 3 formal assessments are scheduled (ideally in advance) and take place;
- Ensure the induction tutor is appropriately trained and has time to carry out their role;
- Act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- Ensure third party observation of an ECT, particularly if progress towards meeting the standards may be at risk;
- Maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the school part way through a period;
- Monitor absences and notify the appropriate body as soon as absences over the whole period total 30 days or more;
- Periodically inform the LGC about the school's induction arrangements;
- Ensure termly assessment reports are completed (on pro-rated time scale for part-time staff) and sent to the appropriate body as required;
- Participate appropriately in the appropriate body's quality assurance procedures;
- Consult and agree with appropriate body the exceptional cases where it may be appropriate to shorten or extend the induction period;
- Within 10 days of the ECT completing the induction period, make a recommendation to the appropriate body on whether the ECT has met the core standards, using agreed forms;
- Provide interim assessment reports for staff moving between formal assessment periods and notify the appropriate body when an ECT serving induction leaves the school;
- Retain all relevant documentation/evidence on file for six years.

While the headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague. In addition to the statutory requirements the headteacher will:

- Observe and give written warnings to an ECT at risk of failing to meet the required standards.

ECT coordinator

The ECT coordinator oversees the induction of ECTs when there is more than one ECT working in the school at one time. The ECT coordinator is responsible for the quality assurance of the ECT programme. As well as ensuring that ECT tutors are fulfilling their roles, ECT coordinators will provide support and advice to ECT tutors. The ECT coordinator ensures that all evidence is adequately recorded and that the school has a consistent approach to ECTs.

ECT mentor

The principal requirement for the ECT mentor is to be responsible for the overall management of initiating ECTs into the teaching profession and into the school's systems and structures. The ECT mentor is the first point of contact for an ECT and will have regular meetings with the ECT, complete termly reports with the ECT and ensure core standards are being met. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central ECT programme, providing support and guidance and the rigorous but fair assessment of ECT performance.

Entitlement

The ECT should be proactive in their own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis;
- Structured visits or virtual tours will be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported;
- Help and guidance from an ECT mentor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the ECT mentor and other key staff as appropriate;
- Time and regular opportunities to meet with other ECTs and teachers;
- Observations of experienced colleagues teaching;
- Whole staff CPD, twilights and training (recorded to refer to at a later date, if necessary);
- The use of 200+ online videos and CPD through their Teach First network;

- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction and ECF programme and is in addition to the statutory 10% non-contact time already allocated to teachers;
- Have teaching observed by experience colleagues on a regular basis;
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice regarding development and target setting;
- Opportunities for further professional development based on agreed targets.

Early Career Framework (ECF)

The Early Career Framework (ECF) underpins an entitlement to additional support and continued professional development for ECTs in the first two years of their career.

The five core areas

The content of the ECF has been designed to build upon, and complement, early career teachers' initial teacher education. It is intended to support them to develop in five core areas:

1. Behaviour management.
2. Pedagogy.
3. Curriculum.
4. Assessment.
5. Professional behaviours.

How does it link to the Teachers' Standards?

To align these core areas to the existing Teachers' Standards, the content of the ECF is presented in eight sections:

- High expectations (Standard 1- Set high expectations);
- How pupils learn (Standard 2 – Promote good progress);
- Subject and curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge);
- Classroom practice (Standard 4 - Plan and teach well-structured lessons);
- Adaptive teaching (Standard 5 – Adapt teaching);
- Assessment (Standard 6 – Make accurate and productive use of assessment);
- Managing behaviour (Standard 7- Manage behaviour effectively);
- Professional behaviours (Standard 8 – Fulfil wider professional responsibilities).

How is the ECF broken down?

Each standard is broken down into two types of content, 'Learn that...' and 'Learn how to...'. The 'Learn that...' statements are key statements that have been drawn from current high-quality evidence from the UK and overseas around ECT knowledge. The 'Learn how to....' statements give practical guidance on the skills that the ECTs should be supported to develop.

How does the ECF align with the Teach First ECF programme?

The Teach First ECF Programme has expert material, resources and video exemplification that demonstrates each of the statements in the ECF. Throughout the programme the links to the ECF standards have been identified, so it is clear what section of the framework the material is exemplifying.

What is instructional coaching?

Instructional coaching involves an expert teacher working with a novice teacher to give focused, bite-sized feedback on their practice, specifying the ‘how’ and not just the ‘what’ of the development need. It also involves using deliberate practice as a key method of developing expertise.

A proportion of the ECF statements are presented as ‘learn how to...’ objectives. The model is a helpful approach to support the development of the key skills outlined in these statements.

How does it differ from traditional coaching models?

This model does differ from more traditional coaching models, where the coach asks a series of open-ended questions to support a teacher to reflect on their practice and help them to find solutions and next steps independently. Instead, instructional coaching acknowledges that there are areas of practice where the expert teacher has more knowledge, and therefore should share that knowledge with their mentee to expedite their progress.

Evidence from recent meta-analysis, randomised control trials and systematic research programmes, indicates that instructional coaching has a higher impact on pupil outcomes when compared to other forms of professional development. With disruptions to initial teacher training this year, it is more important than ever that the feedback they receive impacts rapidly on their practice, and subsequently on the progress of their pupils.

Introducing the model

The feedback model that is used by Teach First ECF is based on the work of [Paul Bambrick-Santoyo](#). It is made up of 5 discrete stages:



Lesson observation, learning walks, review and target setting

These will be followed and completed in accordance with the DfE guidelines on ECF induction.

Assessment and quality assurance

The assessment of ECTs will be rigorous, but also objective:

- The criteria used for formal assessments will be shared and agreed in advance;
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used;
- Responsibility for assessment will involve all teachers who have a part in the ECT's development to gain a reliable overall view;
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation;
- The ECT coordinator will ensure that assessment procedures are consistently applied;
- Copies of any records will be passed to the ECT concerned;
- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.

(All of the above will be clearly referenced to the Teachers' Standards 2012)

At risk procedures

If an ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed;
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem;
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on areas of teaching through observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to teaching school hub without delay.

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

Where necessary, the headteacher will support the ECT Mentor and ECT in observations and in planning an appropriate programme, to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

Addressing ECT concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with a named teaching school hub contact.

The appeal body

The DfE Teaching Agency (TA) is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the appeal body can:

- Allow the appeal;
- Dismiss the appeal; or
- Extend the period for as long as the appeal body sees fit (which may mean substituting a different extension for one originally put in place by the appropriate body).

Links with other policies

<https://www.gov.uk/government/publications/early-career-framework>

<https://www.coopacademies.co.uk/wp-content/uploads/2020/07/Induction-Procedure.pdf>

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

<https://www.gov.uk/government/publications/teachers-standards>

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