



# Interaction & Communication

— Academy Trust —

# ICAT Early Career Teacher Policy

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## **Rationale**

The first two years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our Trust's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support, and challenge. Our Early Careers Framework (ECF) Induction programme will enable Early Career Teachers (ECTs) to establish a secure foundation upon which a successful teaching career can be built.

## **Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance [Induction for Newly Qualified Teachers \(England\)](#) and [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

Guidance and further information about ICAT's commitment to the Early Career Framework reforms can be found [here](#).

The 'relevant standards' referred to below are the [Teachers' Standards](#).

## **Purposes**

Our Trust's Induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs. From September 2021, all Trust ECTs will be expected to complete the Early Career Framework which replaces the former one-year induction programme. The two-year programme will enable them to develop competence in the Teachers' Standards, develop their practice, knowledge and working habits whilst ensuring long-term benefits for the Trust through the recruitment and retention of excellent practitioners. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development

- ensure a smooth transition to prepare to help ECTs meet all the core standards,

The whole staff will be kept informed of the Trust Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole Trust approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

### **Roles and Responsibilities**

#### The CEO/Governing Body

The CEO/governing body will be fully aware of the law which sets out the Trust's responsibility to provide the necessary monitoring, support, and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The CEO/governing body will be kept aware and up to date about induction arrangements and the progress of ECTs through the Principal's report and/or direct contact with the ECT coordinator in school.

#### The Principal

The Principal at each Trust 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 a coordinator, the Principal will also observe each ECT through 'drop-ins' at least once each term. Statutory responsibilities 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 a coordinator but the Principal will make the final recommendation to the appropriate body. In addition to the statutory requirements, the Principal will:

- observe and give written warnings to any ECT at risk of failing to meet the Standards
- keep the CEO/governing body aware and up to date about induction arrangements and ECT progress

#### Induction Coordinator (Induction Tutor)

The principle requirement for the ECT coordinator is to be responsible for the overall management of initiating ECTs into the teaching profession and into the Trust's

systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision and assessment. It embraces various tasks, such as facilitating the Early Career Framework programme of study, providing support and guidance for mentors, ECTs and the rigorous, fair, and consistent assessment of ECT performance.

### Mentor

In addition to the coordinator, who has the responsibility for the formal assessment of ECTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. This hour could include either observing, providing feedback and instructional coaching to develop the early career teacher, or discussing a topic in-depth with them to enhance their understanding of a concept within the school context. This reduces to one hour every two weeks in year two.

In both years, mentors will attend training sessions, which will be provided by the chosen provider, the sessions will cover effective mentoring and how to use instructional coaching to enhance teacher development.

The mentor will contribute to the judgements about the progress against the Teachers' Standards.

### **Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Provide evidence of their progress against the relevant standards
- Participate fully in the Early Career Framework
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings

### **Entitlement**

The Interaction and Communication Academy Trust will ensure that from September 2021 all ECTs will have full access to The Early Career Framework programme which is designed to fit in with the day-to-day realities of supporting new teachers. It is delivered through modules to help early career teachers integrate theory, practice, and feedback in the classroom. The framework will follow a programme of study as set out by the DfE.

Our induction programme ensures that new teachers are provided with the 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 the Teachers' Standards as achieved during training.

Specifically, the Early Careers Framework ensures:

- Access to an Induction programme that will commence upon appointment and be completed after two years
- Help and guidance from an Induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENDCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the Early Careers Framework programme and will reduce to 5% in the second year.
- Regular observation of ECT's teaching by the mentor and/or other experienced colleagues (and at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary in line with instructional coaching.
- Prompt confrontation of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest, and professional manner.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards.
- Opportunities for further professional development outside of the Early Careers Framework as part of the whole school CPD calendar.

### **Assessment & Quality Assurance.**

The assessment of ECTs will be rigorous and objective. It is important to note that the assessment of ECTs through the Appropriate Body is separate from the Early Careers Framework which has no assessment as part of its programme of study.

- 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 coordinator will ensure that assessment procedures are consistently applied.
- Completion of termly reports will be a transparent process involving mentors, the Induction Tutor and the ECTs themselves.
- In line with the Appropriate Body's report templates, termly reports will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement
  - targets for coming term
  - support to be provided by the school
  - reflection by ECT

### **At risk procedures**

If any ECT encounters difficulties with meeting 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 particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to
  - the appropriate body 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 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, coordinator, Principal) in the first instance. Where the school does not resolve them, the ECT should raise concerns with the named LA contact.

**Monitoring arrangements**

This policy will be reviewed annually by the Board of Directors.

**Links with other policies**

This policy links to the following Trust policies and procedures:

Appraisal  
Grievance  
Pay