



# The Diamond Learning Partnership Trust

## Early Career Teacher Policy

<b>Approved by:</b>	Chief Executive	<b>Date:</b> October 2021
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<b>Last reviewed:</b>	October 2023
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<b>Next review due by:</b>	October 2024
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## 1. Rationale

The introduction of the Early Career Framework (ECF) represents a change in support for Early Career Teachers (ECTs). It provides funded entitlement to a structured 2-year package of high-quality professional development, validated by the Education Endowment Foundation (EEF). These reforms are part of the Government's wider teacher recruitment and retention strategy, which aim to improve the training and development opportunities available to teachers.

At the Diamond Learning Partnership Trust (DLPT) we recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of the Academy school and the ECT. ECTs bring new ideas and fresh approaches to teaching. In turn, the Academy school endeavours to develop and nurture a promising career.

The DLPT wishes to recruit new teachers of the highest calibre to work with our children and young people and aims to move those teachers forward onto highly successful careers. Our Trust's Early Career Framework (ECF) induction process ensures the appropriate guidance, support and training are provided through a structured but flexible programme that supports ECTs in meeting the Teachers' Standards. This induction will enable an ECT to form a secure foundation upon which they might fulfil their professional responsibilities, and on which they can build a successful teaching career.

The induction period for ECTs will:

- enable ECTs to build upon existing knowledge, skills and understanding.
- assist ECTs in becoming full members of the teaching profession and provide a foundation for CPD.
- enable ECTs to meet identified goals and complete their induction year to the required standard.
- be systematic, fair and rigorous in the assessment of ECTs' professional practice.
- provide support to ECTs failing to make satisfactory progress.

This policy has been established to ensure that the requirements listed above are met, that all parties benefit from arrangements, and that all staff members know their roles, responsibilities and expected practice.

## 2. Overall strategy

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

- a designated mentor, who will provide day-to-day monitoring and support through the Early Career Framework, and an induction tutor who will have an overview of activity and will co-ordinate assessments.
- observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.

- regular professional reviews of their progress, to take place half termly, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- chances to observe experienced teachers, either within the school or at another school with effective practice.
- a programme of CPD throughout the year alongside the Early Career Framework.

All staff will be kept informed of the Trust ECT induction policy and encouraged to participate, wherever possible, in its implementation and development. It is important that there is both a sense of shared ownership and collective responsibility.

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 process are crucial factors in its continued success.

### 3. The Early Career Framework induction

The Early Career Framework (ECF) is the evidence base which underpins the entitlement for early career teachers’ professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their careers.

For a full-time ECT, the induction programme will last for two academic years. Part-time NQTs will serve a fulltime equivalent.

The programme is quality assured by an ‘appropriate body’ (reviewed annually).

The DLPT follows the DFE Funded provider-led programme. Our accredited provider of choice is Education Development Trust (EDT), in partnership with the Cambridgeshire & Peterborough Teaching School Hub. This external provider of the ECF is reviewed annually.

Training through the framework will occur through three strands – self-directed study, group seminars and instructional coaching. A virtual learning environment is also available to mentors, ECTs and school leaders. A brief overview of the framework:

Year One – 6 blocks	Year Two – 6 blocks
<p>One block each half term:</p> <ul style="list-style-type: none"> <li>• Establishing a positive climate for learning</li> <li>• How pupils learn – memory &amp; cognition</li> <li>• Developing effective classroom practice – teaching &amp; adapting</li> <li>• The importance of subject &amp; curriculum knowledge</li> <li>• Assessment, feedback &amp; questioning</li> <li>• A people profession</li> </ul>	<p>One block each half term</p> <ul style="list-style-type: none"> <li>• Embedding a positive climate for learning</li> <li>• How pupils learn: making it stick</li> <li>• Enhancing classroom practice: grouping &amp; tailoring</li> <li>• Revisiting the importance of subject &amp; curriculum knowledge</li> <li>• Deepening assessment, feedback &amp; questioning</li> <li>• Continuing your professional development</li> </ul>

## 4. Roles and responsibilities

ECTs are responsible for:

- Providing evidence that they have QTS and are eligible to start their induction.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing with their induction tutor on how best to use their reduced timetable allowance to guarantee engagement with the ECF induction.
- Participating fully in the agreed monitoring and development programmes, including Trust ECT training sessions.
- Providing evidence of their progress against the 'Teachers' Standards'.
- Raising any concerns that they have with their induction tutor as soon as practicable.
- Consulting their appropriate body named contact at an early stage if there are difficulties with resolving issues with the tutor or school.
- Keeping track of and participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor.
- Retaining copies of all assessment reports.

The headteacher is responsible for:

- Monitoring, supporting and assessing the ECT throughout their induction in conjunction with the appropriate body.
- Having due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs.
- Ensuring that the ECT has been awarded QTS prior to undertaking induction at the school and clarifying whether the ECT needs to serve an induction period or is exempt from it.
- Informing the appropriate body of when an ECT is taking up a post in which they will be undertaking induction.
- Ensuring the requirements of a suitable post for induction are met.
- Making sure the induction tutor has received suitable training and has the time to carry out the role effectively.
- Making sure the mentor has received suitable training and has the time to carry out the role effectively (weekly timetabled ECT/mentor meetings of 1 hour in the first year, fortnightly meetings of 1 hour in the second year).
- Ensuring that a personalised ECF-based induction programme is in place, making sure an ECT receives a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year.
- Making arrangements for the ECT to attend additional Trust ECT training.
- Ensuring that the progress of the ECT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Making sure assessments are carried out and completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.

- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the local governing body about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Ensuring that, under certain circumstances, the following steps are undertaken:
  - Obtaining interim assessments from the ECT's previous post
  - Acting early to alert the appropriate body when an ECT may not be completing induction satisfactorily
  - Ensuring that an ECT who may not be performing against the 'Teachers' Standards' is observed by a third party
  - Notifying the appropriate body if an ECT is absent for a total of 30 days or more
  - Regularly informing the governing board about the school's induction procedures
  - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the ECT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed
  - Providing interim assessment reports for staff moving in between formal assessment periods
  - Informing the appropriate body when an ECT serving induction leaves the school

Induction tutors are responsible for:

- Co-ordinating, guiding and supporting the ECT's professional development in line with the requirements of the appropriate body.
- Reviewing the ECT's progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period, co-ordinating input from other staff if required (normally one at the end of term three and one at the end of term six, or pro rata for part time staff).
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Ensuring the ECT's teaching is observed, and feedback provided on a half-termly basis.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

Mentors are responsible for:

- Regularly meeting with the ECT for structured sessions to provide effective, targeted feedback in line with the ECF (weekly in year one and fortnightly in year two).
- Providing effective support, acting as a critical friend, mentor and coach.
- Working in collaboration with the ECT and other staff members involved in the ECT's induction to help ensure the ECT receives a high-quality induction programme based on the ECF.
- Providing or co-ordinating effective support for the ECT, including phase- or subject-specific mentoring.
- Taking prompt, appropriate action if the ECT is facing difficulties.
- Engaging fully with the mentor training delivered by the external provider.

The appropriate body plays an important quality assurance role and is also responsible for:

- Responding to requests for assistance, advice and support where an ECT is facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a timely manner and is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

The CEO is responsible for:

- Ensuring each Academy school is compliant with statutory guidance.
- Ensuring each Academy school has the capacity to support the ECT.
- Ensuring the headteacher is fulfilling their responsibilities.
- Ensuring any concerns raised by an ECT as part of the school's Grievance Policy are answered through the policy.

## **5. Assessments**

The assessment of ECTs will be rigorous but also objective and developmental. Mentors should not carry out formal assessments or progress reviews. The following principles apply:

- ECTs should not be assessed against the ECF, but the Teachers' Standards.
- ECTs should receive a formal assessment in the final term of the first year and the final term of the second year of induction.
- Termly progress reviews should be undertaken in each term where a formal assessment is not scheduled. These are not formal and should be formative in nature. Nonetheless, a written record is expected to be retained, with a record clearly stating whether the ECT is on track to successful complete induction.

- Evidence used to inform assessments should be transparent. It must be drawn from the ECT's work as a teacher during their induction.
- The assessment process should not be burdensome. There is no need for the ECT to create anything new for the formal assessment.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development to gain a reliable, overall view. The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned. Assessments will also be provided to the appropriate body within the specified timeframe. The appropriate body plays an important quality assurance role.

## **6. Unsatisfactory progress and appeals**

Additional monitoring and support measures will be put in place when an ECT is not making satisfactory progress, such as holding meetings between the ECT and the headteacher, organising refresher training, and providing more guided supervision. The induction tutor will record unsatisfactory progress within progress review records and clearly outline the support plan in place. The induction tutor will notify the appropriate body of this determination and will share the support plan to be reviewed. The appropriate body and the headteacher will be satisfied that:

- areas of improvement have been correctly identified.
- appropriate objectives have been set to guide the ECT to perform against the relevant standards.
- an effective support program is in place to help the ECT improve performance.

When there are still concerns about the ECT's progress following intervention, the headteacher will explain to the ECT the consequences of failure to complete the induction period satisfactorily, and discuss the following with them:

- the identified weaknesses.
- the agreed objectives set in order to have them satisfactorily complete the induction to the required standards.
- details of additional support put in place.
- evidence used to inform the judgement.
- details of the improvement plan for the next assessment period.

If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

If the ECT has had their induction extended or has failed it, the appropriate body will inform the ECT of their right to appeal and the time limit for doing so.



## 7. Completing induction

ECTs will have completed their induction period when they have served:

- the full-time equivalent of two standard academic years (usually six terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- a reduced period for part-time ECTs covering but not equivalent to two academic years (as agreed with the appropriate body); or
- an extended period as a result of absences occurring during the period; or
- an extension following a decision by the appropriate body or the appeals body.

ECTs are still able to progress both their career and pay grade during and after the two-year induction period, and are not adversely impacted by this.

The appropriate body will make the final decision as to whether an ECT's performance against the 'Teachers' Standards' has been satisfactory, taking into account the recommendations of the headteacher. The appropriate body will make a decision within 20 working days of receiving the headteacher's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the headteacher.

If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the TRA. Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.

Failure to complete the induction period will mean an ECT is no longer eligible to be employed as a teacher in a maintained school.

Where an ECT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the school will dismiss the ECT within 10 working days.

If the appeal is heard but not upheld, the school will dismiss the ECT within 10 days of receiving the outcome of the hearing. The ECT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

## 8. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Induction for early career teachers (England)'
- DfE (2021) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended

- DfE (2020) 'School teachers' pay and conditions document 2020 and guidance on school teachers' pay and conditions'

This policy operates in conjunction with the following school policies:

- Grievance Procedures Policy
- Staff Code of Conduct
- Disciplinary Procedures Policy
- Pay Policy
- Safer Recruitment Policy

## **9. Monitoring and review**

The Trust board is responsible for reviewing this policy annually. The next scheduled review of this policy is October 2024.

The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the CEO immediately. Any changes to this policy will be communicated to all relevant stakeholders.