

Fortismere

Early Career Teacher Induction

Policy

2021-2022

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Policy written by	Kirsty Holder - Senior Leader Responsible for ITT and the ECF kholder@fortismere.org.uk 020 8365 4434 <i>Please note that much of this information has been taken from our Appropriate Body Induction Tutor Handbook which provides us with excellent guidance</i>
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Teaching School Hub	NELTSH
ECF provider	UCL

Useful documents:

Appropriate Bodies Guidance

[Appropriate bodies guidance: induction and the early career framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101221/2019-2020-ecf-induction-handbook.pdf)

Teachers' Standards

[Teachers' standards: overview \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Teachers-Standards-Overview-2021.pdf)

Early Career Framework

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career-Framework-April-2021.pdf)

What is the Early Career Framework

As of September 2021 teachers who have been awarded QTS and completed their teacher training are now entitled Early Career Teachers (ECTs) - previously known as New Qualified Teachers (NQTs) - who will follow a two year induction programme entitled the Early Career Framework (ECF). *“The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development.”* (ECF January 2019:4).

This is a 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

The ECF provides clear expectations for the training an ECT should expect in the first two years of their teaching career - this framework is evidence based and has been endorsed by the Education Endowment Fund. It sets out two types of content - *'learn that...'* statements which draw on high quality educational research and the offer practical guidance in the *'learn how to...'* statements

The ECF is broken down into five core areas.

These 5 core areas relate to the Teachers' Standards as indicated below:

	Relation to the Teachers' Standards
Behaviour management	TS1 (High Expectations) TS7 (Managing Behaviour)
Pedagogy	TS2 (How Pupils Learn) TS4 (Classroom Practice) TS5 (Adaptive Practice)
Curriculum	TS3 (Good Subject Knowledge and Curriculum)
Assessment	TS6 (Accurate and Productive use of Assessment)
Professional behaviours	TS8 (Wider professional Responsibilities)

Schools have had the opportunity to follow a full ECF induction programme; partially supported programme; or to run the ECF themselves - at Fortismere we have opted for the Full Induction Programme. The DfE selected six expert providers to develop the induction programmes based on the ECF - one of which was UCL who is our provider here at Fortismere.

<https://www.ucl.ac.uk/ioe/departments-and-centres/departments/learning-and-leadership/early-career-framework>

It is important to note that the ECF builds upon the Core Content Framework (CCF) which forms the basis for ITT (Initial Teacher Training) - for more details on this please see the Fortismere ITT Policy.

New requirements for Early Career Teachers

- The ECF is now a two year entitlement - previously the NQT year was one year
- A reduced timetable by 10% in Year 1 (something which already existed) and a reduced timetable by 5% in Year 2
- Schools are expected to deliver an induction period that is underpinned by the Early Career Framework (ECF).
- ECTS will follow the ECF programme which consists of face-to-face training, online training, self-study and 1:1 mentoring - this can be done in one of three ways - see appendix 1 - we have opted for a FIP (Full Induction Programme - led by UCL)
- Following the ECF means that ECTS will have weekly study and tasks as well as following additional training provided by (in our case) HEP (Haringey Education Partnership).
- ECTS will have a mentor who they meet with at least once a fortnight - mentors will be trained in supporting ECTS and in understanding the role and intricacies of the ECF. Their role is very much one of a coach/mentor and differs from the Induction Tutor Role ..
- A new role is that of the Induction Tutor - this is a member of SLT who will: select a suitable mentor; ensure that the ECT is receiving their entitlements and is well supported; and will assess the ECT against the Teachers' Standards at official assessment points - at the end of Year 1 and the end of Year 2
- These two formal assessment points are supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.
- ECTS become part of a Local Authority Borough cluster for which they have two facilitators who deliver the face to face ECF training and provide an additional layer of support from teacher professionals
- Appropriate Bodies will have a role in checking that an ECF-based induction is in place.

Early Career Teachers are entitled to - as indicated in the HEP Induction Tutor Handbook and which we support at Fortismere (HEP 2021: Handbook for Induction Tutors: 4)

- Receive well targeted support from their induction tutor, mentor and headteacher

- Receive a structured induction programme, underpinned by the Early Career Framework, which is likely to include completing self-study activities, accessing training, regular meetings with your mentor, and observing experienced teachers (in your own and other schools)
- In year 1, to teach an 80% timetable, facilitating 10% professional development time and 10% planning and preparation time (PPA)
- In year 2, to teach an 85% timetable, facilitating 5% professional development time and 10% planning and preparation time (PPA)
- Observations of teaching, completed by the induction tutor, headteacher and other designated members of staff i.e. subject leaders
- Be given helpful feedback [oral and written] that includes areas of strength and targets for development
- Regular developmental meetings with a mentor
- Progress review meetings and formal assessment meetings to review progress towards achieving the Teachers' Standards
- Receive support and advice to ensure they are able to evidence their professional development
- Feel a full and valued member of the staff team
- Know that they are part of the process and actively involved

Role and Responsibilities:

The Governing Board

The Co-Head Teachers will:

- provide a structured induction programme based on the ECF - which is lead and overseen by the Induction Tutor
- check that ECTs have been awarded QTS
- At the end of your induction, the headteacher will make a recommendation to the Appropriate Body (AB) about whether the ECT's performance against the Teachers' Standards is satisfactory, or requires an extension

The Induction Tutor will:

- Ensure that the the ECTs are inducted into the school as a new member of staff as well as a new teacher to the profession
- ensure that the ECTs are are registered with an Appropriate Body who will monitor and quality assure the induction process
- have an initial meeting with the ECT within the first two weeks of induction to set suitable objectives for the first half term and from which further half termly meetings will set future objectives - *see page 10 of HEP Induction Tutor Handbook for guidelines*
- ensure that the ECT has an appropriate mentor who is clear of the responsibilities of the mentor role and has been suitably trained

- ensure that the ECT and mentors are clear about and that the induction programme is implemented - for us this is following the ECF as set out by UCL with additional support and training from HEP as well as being under the care of our Teaching Hub (NELTSH)
- ensure that each ECT has their own folder in our google drive (with access for the ECT, Mentor, Induction Tutor and HoD) which contains all monitoring documents such as meetings, observations and progress reviews and assessment points.
- Meet with the ECT on a half termly basis to review progress and discuss areas of strength and areas of development
- Meet with the mentor on a termly/half termly basis to review the ECTs progress
- Regularly review the 'targets, notes and actions' document and the progress tracker and learning log for each term where ECTs and mentors keep a record of their meetings and targets
- carry out regular progress reviews, to consider the ECTs progress against the Teachers' Standards and next steps - the Induction Tutor will also share and support the ECT in completing the 'self review against the Teachers' Standards' document which aims to form part of the meeting discussion
- carry out formal assessment meetings and agree the judgements to be recorded on the assessment report
- ensure that each ECT's teaching is observed, and feedback is given promptly and constructively
- act if an ECT is experiencing difficulties, and contact the Appropriate Body as soon as needed
- responded to the need for any additional training sessions/support strategies as an outcome of regular ECT meetings

Please note that the Induction Tutor will use pages 18-37 to support the progress reviews and the formal assessment meetings throughout the induction process

The Mentor will:

- Work collaboratively with the induction tutor, ECTs and other colleagues to ensure the provision of a high-quality ECF-based induction programme
- Provide regular structured mentor sessions, which considers the ECT's current development objectives, and includes effective targeted feedback - and keep a record of these meetings with the ECT on the shared doc of 'targets, notes and actions' in the ECTs google drive folder
- Add a comment on each modules Progress Tracker and Learning Log - UCL doc - also in the ECTs drive for the relevant module
- Provide, or broker, effective support
- Act if an ECT is experiencing difficulties, initially by talking to the induction tutor

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

- Agree with their induction tutor how best to use their reduced timetable allowance
Provide evidence of their progress against the relevant Teaching standards
- Participate fully in the ECF programme - following weekly self study, attended all training sessions and aiming to attend any additional training offered by HEP
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Meet (and where possible led meetings) with their mentors at the designated times
- Work with the Induction Tutor and Mentor to keep their google drive personal ECT folder up to date at all times - this means keeping their 'targets, notes and actions' doc and their UCI Progress tracker and Learning Log up to date
- To quickly inform the Mentor and Induction Tutor of any concerns or ways in which they could be realistically further supported in their induction

Quality Assurance

- Careful selection of mentors in collaboration with HoDs - see mentoring policy for expectations of who can/should take this role
- In house training of the mentors at the start of the year run by the Induction Tutor - or is possible at the end of the previous academic year
- Induction tutor will monitor that the mentor meetings are taking place by regularly reviewing the 'targets, notes and meetings' sheet
- Induction Tutor will review the UCL Progress Tracker and Learning Log doc at the end of each module
- Induction tutor will check that ECTs are well supported in the half termly meetings
- Induction tutor will meet with mentor at least once a term

At Risk Procedures - following guidance from our Appropriate Body (HEP) page 44-46 in the Induction Tutor Handbook

Please note that an ECT is not required to be consistently meeting all aspects of the Teachers' Standards until the end of induction

However, some ECTs may experience difficulties, at different stages of their induction, which could put them at risk of not successfully completing Induction

If there are concerns the following steps will be taken:

1. The ECT will be informed of where they need to improve their practice in relation to the Teachers' Standards - this will be supported by evidence
2. The ECT will be made aware of where they need to improve their practice - against the Teachers' Standards

3. A clear support plan with appropriate objectives will be put in place to guide the ECTs towards satisfactory performance against the relevant standards. This may include: additional mentoring; additional training; additional observations (both of and by the ECT); working with a trusted colleague.

The HEP Induction Tutor Handbook gives excellent guidance on ways to support an ECT in this position

If concerns remain the ECT will be informed and supported as we review options for next steps

Addressing ECT Concerns

If an ECT feels that any concerns that they may have about their induction, mentoring or support programme have not been suitably addressed by their Head of Department, Mentor, Induction Tutor or other member of the Senior Leadership Team, they should contact Fay Jackson at the Haringey Education Partnership (HEP) - our Appropriate Body - details at the top of the policy [here](#)

APPENDICES

Appendix 1 - from the HEP Induction Tutor Handbook page 17

An ECF programme can be provided in one of the following 3 ways:

Full Induction Programme: A funded provider led programme - Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.

Core Induction Programme: Schools deliver their own training using DfE accredited materials and resources - Schools use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment Foundation.

School-based programme: Schools design and deliver their own two-year induction programme for ECTs based on the ECF.

Appendix 2 - visual representation of the ECT/ECF model - in progress

