

The Prospect Trust Early Career Teachers

Approved by: Trust Board

Effective from: 1st September 2021

Due for Revision: 31st August 2022

About this policy

The Board of The Prospect Trust (the Trust) is committed to providing the best career and training opportunities for all TPT staff. Early Career Teachers (ECTs) are highly valued within the Trust and we will ensure that our ECTs receive the very best training and induction through the Early Career Framework (ECF).

Aims

The Trust endeavours to:

- Ensure that each Early Career Teacher (ECT) with Qualified Teacher Status (QTS) receives their 2 year statutory induction based on the ECF, with the appropriate support from a trained ECF Mentor with oversight from an Induction Tutor.
- Ensure that ECTs without Qualified Teacher Status (for example those at the Sixth Form College, Farnborough with a Qualified Teacher Learning and Skills qualification – QTLS) undertake a 2 year induction based as far as possible on the ECF.
- Use a provider-led programme to deliver the ECF for our Early Career Teachers.
- Register with a provider (the Xavier Teaching School Hub).
- Register with an Appropriate Body (the Xavier Teaching School Hub).

Legislation and guidance

In March 2021, the DfE published statutory guidance on induction for ECTs to come into effect, September 2021. ECT replaces the term 'Newly Qualified Teacher' (NQT). The Trust has chosen to offer the ECF based statutory induction to their ECTs.

Roles and responsibilities

Early Careers Teacher

An ECT is defined as a teacher in their first or second year of induction. The Trust expects all ECTs to:

- Provide evidence to the Academy Head/Principal that they have Qualified Teacher Status (QTS) and are eligible to start induction.
- Participate fully in the monitoring and development programme. This includes participating in scheduled classroom observations, progress reviews and formal assessment meetings.
- Attend weekly 1 hour meetings with their ECF Mentor during the first year and fortnightly during the second year.
- 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.

- Keep copies of all assessment forms and provide evidence of their progress against the relevant standards.
- Raise any concerns with their ECF Mentor or Induction Tutor as soon as they are able to.
- Consult with the Academy Head/Principal at an early stage to resolve any issues with their ECF Mentor, Induction Tutor or the ECT programme.

Academy Head/Principal

The Head/Principal will:

- Confirm that the ECT has been awarded QTS.
- Notify the Appropriate Body (AB) when an ECT is employed.
- Coordinate with the TPT Director of Education to arrange training for Induction Tutors and ECF Mentors.
- Ensure the Induction Tutor and ECF Mentor have sufficient time to carry out their roles effectively.
- Monitor progress of the ECT and ensure that formal assessments are carried out with performance reports sent to the AB.
- Maintain and keep accurate records of employment.
- Participate in the AB's quality assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence and forms on file for 6 years.
- Take the final decision on whether or not the Induction Period has been passed.

ECF Mentor

- Undertake the relevant training provided by the chosen provider (Xavier Trust Teaching School Hub) required to be an ECF Mentor.
- Provide skilled support and guidance to the ECT through regular one to one mentoring sessions. Weekly during the first year of training, every two weeks during the second year.
- Review and refine the training plan based on progress and the development targets set by the Induction Tutor.
- Share best practice and model expertise.
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the Academy.
- Highlight any concerns regarding the ECT to the Induction Tutor.

Induction Tutor (Coordinator)

- Professionally review progress against the Teacher's Standards, setting development targets based upon these reviews.
- Undertake termly progress reviews.
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.

- During formal assessment meetings, inform the ECT of the judgements being recorded on their formal assessment record and invite the ECT to add their own comments.
- Ensure that the ECT's teaching is formally observed and feedback is provided on a half-termly basis, or more frequently if required.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Complete reports for assessments by the Head/Principal and AB.

Trust Board

The Trust Board will:

- Ensure each academy in the Trust complies with this policy.
- Be satisfied that each academy has the capacity to support the ECT.
- Ensure the Head/Principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- Investigate concerns raised by an individual ECT as part of the academy's agreed grievance procedures.
- Seek guidance from the AB on the quality of the academy's induction arrangements and the roles and responsibilities of staff involved in the process, should they so wish.
- Request general reports on the progress of an ECT, if they have concerns.

ECT programme

- Each academy within the Prospect Trust will provide a two-year course based on the Early Careers Framework.
- 10% remission will be given to the ECT during the first year, in the second year remission of 5% will be given.
- The training provided will support the ECT understand and apply the knowledge and skills set out in the ECF's evidence statements and practice statements.
- The programme will include observation of experienced teachers to encourage best practice.
- The ECT will regularly teach the same class or classes and will not normally teach outside the age range and/or subjects they have been employed to teach.
- Planning, teaching and assessment processes will be similar to other teachers working in similar posts.
- The ECT will not be given additional non-teaching responsibilities without appropriate preparation and support nor have other unreasonable demands made upon them.
- The Trust will endeavour to provide the ECT with a class or classes without unreasonable pupil discipline problems. Where unforeseen discipline problems arise or develop, the ECT, where practicable, will be assigned an alternative class/classes or additional support will be put in place.

- The Induction Tutor will professionally review progress against the Teacher's Standards. Development targets will be set based upon these reviews.

Support

- The ECT will be assigned an Induction Tutor and an ECF Mentor.
- Regular, one hour meetings will take place between the ECT and ECF Mentor. Weekly during the first year, fortnightly during the second year.
- The ECT's teaching will be regularly observed by the Induction Tutor with written feedback provided.
- Targets will be set by the Induction Tutor based on the progress of the ECT and guidance offered.
- If the ECT is not making sufficient progress, additional monitoring and support measures will be put in place, meaning:
 - Areas where improvement is needed are identified
 - Appropriate objectives are set to guide the ECT towards satisfactory performance
 - An effective support programme is put in place to help the ECT improve their performance
- In the event of a dispute between the ECT and the ECF Mentor or Induction Tutor, the ECT should follow procedure as laid out in the Academy Grievance Policy.

Assessment

- Progress reviews will be carried out by the Induction Tutor each term apart from the third term in the first and second year of induction (when formal assessments are carried out).
- Formal assessment meetings will take place twice during the induction period (at the end of the first year of induction and at the end of the second year) and be carried out by the Induction Tutor. ECF Mentors will not be part of the formal assessments.
- Assessment meetings will be informed by clear and transparent evidence gathered during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied upon will be provided to the ECT, Head/Principal and the AB.
- Formal assessment reports will be completed by the Induction Tutor. The reports will clearly demonstrate how the ECT is performing against the relevant Teacher's Standards.
- The ECT can add their own comments to the formal assessment reports
- The Head/Principal will make a decision on whether or not the Induction Period has been passed.

Monitoring arrangements

This policy will be reviewed annually by the TPT, Director of Education. At every review, it will be approved by the Trust Board

Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay