

Early Career Teachers Policy Trust Policy & Procedures

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Please note this list may be updated by the responsible officer when change arises in the organisation, without the need for committee meeting review/approval.

1 Introduction

The Board of Trustees of Learning Partners Academy Trust (the “trust”), wish to ensure every newly qualified teacher starting their early years in teaching is supported to excel.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers’ Standards. The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers’ Standards is satisfactory by the end of the period. Induction should provide a foundation for Early Career Teachers (ECTs) and equip them with the tools to be an effective and successful teacher.

2 Legal Framework

The statutory provisions which underpin this guidance are sections 135A-C and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, (hereafter referred to as ‘the Regulations’).

This guidance explains the provisions and helps individuals to comply with the 2012 Regulations, which came into effect on 1 September 2012, and which have been amended on a number of occasions since. The guidance is not a complete and authoritative statement of the law, but anyone exercising any function under the Regulations must have regard to the guidance.

From September 2021, statutory induction for all new teachers will change as part of the Early Career Framework reforms¹. From September 2021, all early career teachers (formerly newly qualified teachers (NQTs)) in England undergoing statutory induction will be entitled to 2 years (or pro-rata based on FTE) of high-quality professional development support based on the ECF. The ECF based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

This policy needs to be read in conjunction with the procedures as set out by South Farnham Teaching School Hub for the implementation, delivery and assessment of ECTs during their induction period.

3 Early Career Framework

There are 3 approaches to enable the delivery of an ECF-based induction that schools can choose, as outlined below.

3.1 A funded provider-led programme

Schools can choose to work with providers accredited by the DfE who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. The trust

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf

recommends that schools choose the first ECF-based induction route delivered through the South Farnham Teaching School Hub on behalf of *TeachFirst*;

3.2 To 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;

3.3 To design and deliver their own two-year ECF-based induction programme.

This route will be subject to fidelity checks undertaken by the Teaching School Hub in order to ensure compliance.

All state-funded schools offering statutory induction will receive additional funding to deliver the ECF reforms. The funding will cover:

- 5% off timetable in the second year of induction for all early career teachers to undertake induction activities including training and mentoring;
- Mentor time for early career teachers in the second year of induction - this is based on 20 hours of mentoring across the academic year.

4 Roles and Responsibilities

4.1 Induction Tutor

The headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment. Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

4.2 Mentor

The headteacher should identify a person to act as the ECF's mentor, to provide regular mentoring.

5 Appropriate Body

Schools will also have to nominate an Appropriate Body who will be responsible for:

- Monitoring of support in order to:
 - Check that ECTs are receiving their statutory entitlement.
 - Provide ECT fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction.
- Monitoring of assessment: they will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards², based on the headteacher's recommendations. There will be two formal assessment points, one midway through induction and one at the end of the induction period.

² <https://www.gov.uk/government/publications/teachers-standards>

The trust recommends that schools use the Appropriate Body services provided by South Farnham Teaching School Hub.