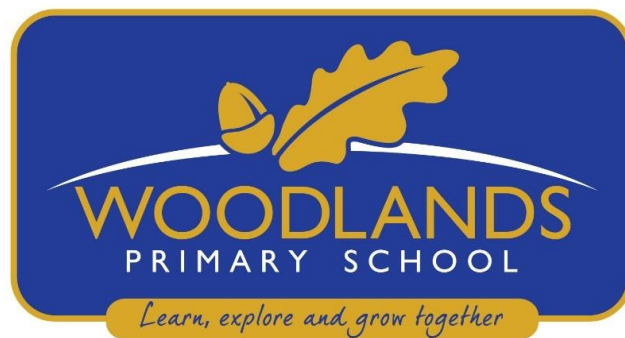


# Woodlands Primary School

## Early Careers Framework (ECF) Policy and Induction Procedures



Written by	Mark Burns
Ratified by Governors	October 2024
Date for Review	October 2027
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal policy or external policy?	External
Is this based on a model policy?	KCC

This policy has been impact assessed by Vicki Lonie in order to ensure that it does not have an adverse effect on race, gender or disability equality

## What is the Early Careers Framework?

As of September 2021, all schools are required to follow the Early Careers Framework (ECF) for Early Career Teachers (ECTs). The support consists of a funded entitlement to a structured 2-year package of high-quality professional development. The ECF sets out what all new teachers need to know and be able to do as they begin their careers. It is aimed at providing extended, evidence-based development that will produce better-trained teachers. There is a focus on learning the things that make the most difference in the classroom and the ECT's professional practice.

*This is a link to the Early Careers Framework document.*

<https://assets.publishing.service.gov.uk/media/60795936d3bf7f400b462d74/Early-Career-Framework-April-2021.pdf>

## New requirements for Early Careers Teachers

### 1. Two years of quality training

The framework extends the support given to newly qualified teachers from one to two years, in recognition of how much there is to learn. By providing ECTs with an extra 5% non-teaching time in their second year, we can ensure that ECTs will continue receiving the training and support they deserve.

### 2. Funded support for mentors

Woodlands will now receive funding for mentors' time in the second year of the programme. Mentors will also receive high-quality training to support them in their role.

### 3. Clear direction for training

Teachers at this stage of their development face a huge challenge of learning a great deal in a relatively short space of time. To make the most of the hours set by the Department of Education (DfE) the ECF prescribes a balance of face-to-face training, online training, self-study and 1:1 mentoring and coaching to bring consistency to training between schools. This will reduce the risk of cross-school variance in the quality of teacher training.

### 4. National training underpinned by evidence

The ECF was developed using robust evidence to provide a national standard for early career teacher training. Endorsed by the Education Endowment Foundation (EFF) the national framework aims to ensure a common induction for all teachers and provide a common language and research base for the sector. As a result, the ECF will help to standardise training so that it will be high-quality and accessible to all ECTs. There are five core areas around which the ECTs training will focus:

- **Behaviour management**
- **Pedagogy** (*Pedagogy is the method, and practice, of teaching. When talking about pedagogy, people will be referring to the way the content of a curriculum is delivered to a class. What teaching styles are used, teaching theories and how you use feedback and assessment.*)
- **Curriculum**
- **Assessment**
- **Professional behaviours**

## Programme

Here at Woodlands Primary School, we have chosen a funded provider-led programme. We have chosen to work with Ambition Institute, accredited by the Department for Education, who have designed and will deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.

<https://manage-training-for-early-career-teachers.education.gov.uk/induction-tutor-materials/ambition-institute/year-one>

*This link will take you to the Ambition Institute's resources for ECTs and mentors.*

In addition to this funded programme, Woodlands is committed to the following.

We will:

- refrain from making unreasonable demands upon the ECT
- avoid demanding teaching outside the age range and/or subject(s) for which the ECT has been employed to teach
- avoid, where possible, presenting the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- involve the ECT regularly teaching the same class(es)
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in
- avoid additional non-teaching responsibilities without the provision of appropriate preparation and support.

## Roles and Responsibilities

**The Governing Body:**

- must ensure that the school follows and complies with the requirements outlined in this guidance should be satisfied that the institution has the capacity to support the ECT
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process
- can request general reports on the progress of an ECT.

## The Headteacher

The Headteacher at Woodlands Primary 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 an Induction Tutor, the Headteacher 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 (Kent Teaching School Hub) 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 an Induction Tutor but the Headteacher will make the final recommendation to Kent Teaching School Hub. In addition to the statutory requirements, the Headteacher will:

- observe and give written warnings to any ECT or ITT student at risk of failing to meet the Standards
- keep the Governing Body aware and up to date about induction arrangements and ECT progress

### Induction Tutor

The Induction Tutor is expected to:

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- carry out regular progress reviews throughout the induction period
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff)
- carry out progress reviews in terms where a formal assessment does not occur
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and appropriate body. *Woodlands Primary School's appropriate body is Kent Teaching School Hub. It is their job to independently quality assure that we are following the statutory framework and ensuring our ECTs are receiving their entitlement as set out by the framework.*
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- ensure that the ECT's teaching is observed and feedback provided
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- take prompt, appropriate action if an ECT appears to be having difficulties
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

### Mentor

The mentor is expected to:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme
- provide, or broker, effective support, including phase or subject specific mentoring and coaching
- take prompt, appropriate action if an ECT appears to be having difficulties.

### Entitlement for ECTs

ECTs have an entitlement of a suitable monitoring and support programme that is structured to meet their professional development needs (including the development needs of part-time ECTs). The key aspects of the Induction programme for ECTs at Woodlands Primary School are as follows:

- access to an Induction programme that will commence upon appointment and be reviewed after two years in post
- structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these

- support and guidance from a designated induction tutor who is expected to hold Qualified Teacher Status (QTS) and has the time and ability to carry out the role effectively
- regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc.
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified
- a reduction of 10% of the average teacher's workload in addition to their planning, preparation and assessment time (PPA) which every teacher is entitled to. This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor. A reduction of 5% of the average teacher's workload will happen in their second year, again in addition to their PPA time
- there will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled
- prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided
- professional reviews of progress conducted by the induction tutor which are recorded and discussed with the ECT. These professional reviews will be sent to the appropriate body to indicate whether the ECT is making satisfactory progress. The reviews will also be used to set and review development targets against the Teachers' Standards
- confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- opportunities for further professional development based on agreed targets and identified needs
- detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards. *The Teachers' Standards are a set of professional standards for teachers and trainees that are expected to be maintained when they achieve QTS. Those in education should be referring to these standards throughout their career as a way to review their own progress and success as a teacher.*

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

This is where the standards can be accessed from.

In addition to this entitlement, ECTs have an obligation to:

- provide evidence that they have QTS and are eligible to start induction
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- provide evidence of their progress against the Teachers' Standards
- participate fully in the agreed monitoring and development programme
- raise any concerns with their induction tutor as soon as practicable
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period
- retain copies of all assessment reports.

## Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective.

- 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 Induction Tutor and Mentor will ensure that assessment procedures are consistently applied
- Copies of any records will be passed to the ECT concerned.

### At-risk procedures

If any ECT is not making satisfactory progress against the Teachers' Standards, the following procedures will be put into place:

- areas in which improvement is needed will be correctly identified
- appropriate objectives will be set to guide the ECT towards satisfactory performance against the Teachers' Standards
- an effective support programme will be put in place to help the ECT improve their performance
- 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 to the ECT and the school's concerns communicated to Kent Teaching School Hub 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 appropriate body will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' 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, Induction Tutor, Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact.

### Further Guidance

If further guidance is needed then the Statutory Induction Guidance for Early Careers Teachers can be consulted. This can be found under this link:

[https://assets.publishing.service.gov.uk/media/6629237f3b0122a378a7e6ef/Induction\\_for\\_early\\_career\\_teachers\\_\\_England\\_\\_statutory\\_guidance\\_.pdf](https://assets.publishing.service.gov.uk/media/6629237f3b0122a378a7e6ef/Induction_for_early_career_teachers__England__statutory_guidance_.pdf)

Document History	
Date	Summary of changes
January 2021	Document created
July 2021	Policy amended in line with introduction of the Early Careers Framework.
September 2024	Minor amendments and links updated

