



Early Career Teachers (ECT) Policy

DOCUMENT PROVENANCE			
Status	Approved	Current version no.	1.0
Organisation	NCC/NST	Version date	September 2023
Author	Jeremy Lyn-Cook/NST	Approved by (If applicable)	
Audience	Anyone	Approval date	November 2023
Security classification	OFFICIAL	Next review date	Annually

DOCUMENT CHANGE HISTORY			
Revision date	Version no.	Author of changes	Summary of changes

Policy for the Induction of Early Career Teachers (ECTs)

Rationale

Nottingham Schools Trust aims to nurture, develop and retain all recruited ECTs across the trust. The schools within the trust recognise that the first two years of teaching are significant in the professional development of the new teacher. Our ECT induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge and will enable our ECTs to establish a secure foundation which enables and inspires them to continue to develop throughout their teaching careers. Schools can choose to work with one of six providers accredited by DfE to deliver the full ECT Induction programme. Our chosen provider for NST schools is the Education Development Trust (EDT), which at the moment is recommended by the Flying High Teaching School Hub.

Aims

Our ECT induction programme meets the statutory requirements of the Early Career Framework (ECF) and aims to make a significant contribution to both the professional and personal development of ECTs by providing support, which should enable them to develop competence in the Teachers' Standards. We aim to:

- ensure a smooth transition from teacher training, to enable ECTs meet all the Teachers' Standards;
- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs;
- provide individualised support through high quality mentoring with mentors who have received training;
- provide ECTs with examples of good classroom practice through observations;
- guide ECTs to form positive relationships with all members of the school community and stakeholders;
- facilitate ECTs in forming a network of peers;
- embed on-going reflection on their own and observed practice;
- recognise and celebrate success;
- support the ECT in demonstrating the values and behaviours of the school;
- act quickly to help ECTs address any areas of concern;
- provide a foundation for longer-term professional development;
- foster a love for teaching and a drive for continual improvement.

Staff in NST schools are encouraged to participate, wherever possible, in the implementation of the ECT induction programme and development of ECTs and this policy recognises that the quality and commitment of the people who deliver and supervise the induction is a crucial factor in its continued success.

Registering the ECT

The school will register the ECT with:

Appropriate Body <https://flyinghigh.nqtmanager.com/RegisterTutor.aspx>

DfE <https://manage-training-for-early-career-teachers.education.gov.uk/>

The Education Development Trust <https://www.educationdevelopmenttrust.com/our-expertise/uk/professional-development-for-early-career-teachers>

Roles and Responsibilities

The Headteacher

The headteacher plays a significant and leading role in the process of inducting new colleagues to the profession. Whilst responsibility for the implementation of the induction programme has been delegated to an Induction Tutor (it may be the Headteacher with the Induction Tutor role) and ECT Mentor, the headteacher will receive feedback on the ECT's progress. Statutory responsibilities are:

- ensuring a thorough mentoring programme and support are in place in school throughout the two years induction;
- ensure that both the ECT Mentors and ECTs fully engage with the Flying High Teaching School Hub Early Career Programme and The Education Development Trust (EDT) programme;
- recommending to the Appropriate Body (Flying High Teaching School Hub) whether an ECT has met the requirements for satisfactory completion of the induction period.

In addition to the statutory requirements, the headteacher will follow the 'ECT at Risk Procedures', as soon as there are any concerns about the ECT not being on track to meet the Teacher Standards at the end of the second year. (See 'ECT at Risk Procedure' in this policy).

Induction Tutor

The Induction Tutor ensures that the provision, monitoring and guidance for the ECT is effective and continuous throughout the two years and they take the lead role in ensuring that assessment is robust.

ECT Mentor

The ECT Mentor is crucial in providing a strong role model for the ECT and providing ongoing pastoral support. By meeting and observing the ECT regularly, the mentor can facilitate CPD specific to the needs of the individual ECT.

The Governing Body

The governing body are fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the progress of ECTs.

Entitlement

Our full induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of the early career years. It builds on their knowledge, skills and understanding in relation to the Teachers' Standards, as achieved during training.

The key aspects of the induction programme for ECTs are as follows:

- Transition from the training year through the Career Entry Plan (CEP) from the ITT Provider.
- Access to a full induction programme that will commence upon appointment and be reviewed after each assessment period;
- Coaching from an ECT Mentor who is trained and prepared for the role;
- Oversight and assessment from an ECT Induction Tutor;
- Regular meetings with a trained mentor (weekly in Y1, fortnightly in Y2);
- Regular observations of ECTs' teaching by experienced colleagues;
- A reduction of 10% of the average teacher's workload in Year 1 and 5% in Year 2 (in addition to PPA time). This time is used for participating in the school's Induction programme and other professional development activities (such as observing other experienced practitioners);
- Annual formal assessment with the Induction Tutor;
- Participation in the Flying High Hub/Education Development Trust ECT programme;
- Identifying and providing support for any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner; (See ECT at Risk Procedure below)

Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective and be in line with time expectation.

We will use the following guidelines for ECT assessment:

- The timeline and formats used for annual ECT assessments will be shared in advance by the Appropriate Body;
- Assessment will use evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching. These will have been discussed and shared over the term during regular meetings;
- Termly/annual 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;
- The Headteacher will ensure that assessment procedures are consistently applied;
- Copies of any records, including meetings and observations, will be passed to the ECT concerned;
- Termly Reports will give details of: areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term, attendance.
- A copy of each annual report/progress review will be submitted to the Appropriate Body.

ECT at Risk Procedures

The regular ECT Mentor meetings and strong team support will ensure that any difficulties, whether pastoral or in teaching, are quickly identified. This may be through:

- The ECT raising a difficulty with their Mentor or Induction Tutor.
- An observation or other activity (e.g. work scrutiny) indicating a developmental need.
- Another colleague sharing a concern.

When difficulties are first encountered, the ECT will be asked to engage in a coaching conversation with their Mentor to establish the nature of the problem and its causes. At the end of this meeting, actions should be agreed and a follow-up meeting arranged.

When difficulties are not resolved, or they are impacting on the children, the following will take place:

- A meeting between the ECT Mentor, the Induction Tutor and the ECT will be held to discuss the concern. A record of the meeting should be made, including agreed actions and timeframe, and the Headteacher should be informed, if they are not the Induction Tutor;
- ECTs will receive support linked to the area of concern. For example, experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observations.

Where the ECT is deemed as being at risk of not meeting the Teacher Standards:

- A meeting will be held with the ECT, the Mentor and the Induction Tutor and a member of the Early Career Team.
- A support plan will be created including agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- The support plan will be shared with the Headteacher and a copy given to the ECT;
- Early warning/alert of the risk of failure will be given to the ECT and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties, further support, advice, guidance and direction will be given by the Appropriate Body. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. The named contact for 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.

Action in the event of serious capability problems for ECTs

In a few particularly serious cases, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution, the induction process must continue in parallel with the capability procedure and the appropriate body should be informed. Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

The school must be absolutely certain that there has been sufficient time for the ECT to adjust to the role and that the school has provided fair and reasonable opportunities to support the ECT to improve. Schools must ensure that there is sufficient evidence documented to move forward to capability, as a last resort. Schools should be satisfied that the Appropriate Body advisor considers that, having considered any mitigation, there is sufficient evidence of both additional support being provided and continuing poor performance in order to evidence this at appeal, and possible judicial challenge.

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.

If the ECT continues to have concerns, then the ECT should contact Susanna Russell (srussell@flyinghightrust.co.uk) in the Flying High Teaching School Hub or Emily Humphreys (Emily.Humphreys@nottinghamstrust.org.uk) at Nottingham Schools Trust.

Managing ECT Leavers and Changes to Mentors

If an ECT is unable to complete the two-year ECT induction within the school/trust, or an ECT starts at a school within the trust part-way through the induction programme, or there is a change to mentors within a school, the school must inform the Appropriate Body (srussell@flyinghightrust.co.uk), the Flying High Teaching School Hub (ezouroulidi@flyinghightrust.co.uk) and Emily Humphreys (Emily.Humphreys@nottinghamschoolstrust.org.uk) at Nottingham Schools Trust.

If an ECT is leaving a school, an interim assessment should be completed on ECT Manager, signed by the Head, Induction Tutor and ECT and a copy kept for records. The Flying High Teaching School Hub will update the DfE Portal. If the ECT is moving to a school following a different induction programme provider, the ECT will be withdrawn from the EDT programme and enrolled on a different programme by the receiving school.

This policy was agreed and adopted in March 2022. It will be reviewed as a part of the NST development cycle. Prior to this, should there be any changes to statutory requirements, then amendments will be made.

Appendix

- i. Please see the following expectations and requirements for a school with ECTs and ECTs+1. These are also suggestions for good practice.
- ECTs and Mentors to have a set time for their weekly meetings. Meetings must be one hour for each ECT you have in school.
 - ECTs+1 to have a set time for their bi-weekly meetings. Meetings must be one hour for each ECT+1 you have in school.
 - Mentor/s must be given release time to attend training (once a term).
 - ECT and ECT+1 must be given release time to attend regional and local sessions/training.
 - Follow the EDT programme in a way that suits the ECT. Tailor the content to meet the needs of the ECT.
 - Ensure mentors can access the online Early Career Professional Development platform from when they start.
- Any issues with platform access or mentoring, contact the following and share these contacts with the ECT and ECT+1.
- abarton@flyinghightrust.co.uk
 - srussell@flyinghightrust.co.uk
 - ezouroulidi@flyinghightrust.co.uk

ii. **DfE funding for ECF-based training**

We support schools with additional funding for ECF-based training. This is paid directly to schools and covers:

- 5% off timetable for early career teachers (ECTs) in year 2 of induction, for induction activities including ECF-based training and mentor sessions
- a dedicated mentor for each ECT, based on 20 hours of mentoring in year 2 of induction

If a school uses a training provider, we also fund:

- training delivered to ECTs by the lead provider or delivery partner, paid directly to lead providers
- training delivered to mentors by the lead provider or delivery partner, paid directly to lead providers
- 36 hours of mentor time off timetable for training over 2 years, paid directly to schools

Year 1 funding for ECF-based training

Schools receive their core funding through the dedicated schools grant (DSG). We calculate this using the national funding formula (NFF). This funding is primarily based on pupil numbers and characteristics and is allocated by the local authority.

Funding is not 'earmarked' for statutory induction. It's up to headteachers to manage the funding they receive.

Headteachers should use core funding to cover the cost of 10% off timetable for ECTs in year 1 of induction.

Year 2 funding for ECF-based training

We pay this funding directly to schools in the summer of year 2. It covers the cost of giving each ECT:

- 5% off timetable in year 2 of induction
- 20 hours of mentor support in year 2 of induction

We calculate funding using the average hourly rate for mentors and early career teachers, split by region.

Year 2 funding	England (excluding the London Area)
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Rounded cost per ECT	£1,200
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Rounded cost per mentor	£900
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Total	£2,100
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The DfE collect data on ECTs and mentors through the school workforce census to minimise the administrative burden on schools.

Backfill payments for mentorship training

Schools using training providers also receive backfill payments to cover 36 hours of time off timetable for training per mentor, over 2 years. The Department for Education (DfE) makes backfill payments directly to schools. The DfE calculate this funding using the average hourly rate for mentors, split by region.