



Rugby Free

Secondary School



Early Career Teacher Policy

Policy Details

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| Policy Level | School |
| Document Approver | Executive Leadership Team |
| Document Status | Final |
| Applicable to | Rugby Free Secondary School |
| Review Frequency | Every 3 Years |

Revision History

| Revision | Date | Details | Approved by |
|----------|-------------|-------------|-------------|
| 0 | 22 May 2024 | First Issue | EXEC |
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1. Introduction

Rugby Free Secondary School aims to:

Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021

Provide ECT's with a supportive environment that develops them and equips them with the tools to be effective and successful teachers

Make sure all staff understand their role in the ECT induction programme.

2. Scope of Policy

This policy is based on:

The Department for Education's (DfE's) statutory guidance [Induction for Early Career Teachers \(England\)](#) from 1st September 2021

The [Early Career Framework Reforms](#)

[The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

3. Responsibilities

The Trust recognises it has a statutory obligation to adopt formal policies and establish workplace procedures for dealing with ECT. The Trust recognises that ECT rules and procedures promote good employment relations and is committed to dealing with matters in a fair and consistent way.

The role of the ECT

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 and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- 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
- Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and the teaching hub and institution selected to fulfil the ECF requirements
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are

difficulties in resolving issues with their induction tutor or within the school

Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the Trust aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the Induction Tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed, and feedback is provided

- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

Role of the Induction Mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

Role of the Trust

The Trust will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

4. Newly qualified teacher (NQT) Induction Transitional Arrangements

This policy applies to ECT's who start their induction on or after 1st September 2021.

NQTs who have started but not completed their induction before 1st September 2021 will continue to follow our NQT Policy, which can be found at [RFSS Policies](#). They have until the 1st September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the Headteacher and appropriate body, we will also provide them with:

An ECF-based induction for the remainder of the NQT's 1-year induction

An induction mentor for the remainder of the NQT's 1-year induction

If they do not complete their induction by 1st September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

5. ECT Induction Programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by the Coventry and Central Warwickshire Teaching School hub, our 'appropriate body'.

Posts for Induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

Support for ECTs

RFSS will support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback



- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6) and will be carried out by the RFSS ECT Induction Tutor and agreed and checked by the Headteacher.

These meetings will be informed by clear and transparent evidence gathered from progress reviews 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 on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At-risk Procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

Areas in which improvement is needed are identified

Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards

An effective support programme is put in place to help the ECT improve their performance



The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.


If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.




6. Appendices

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| Appendix 1 | ECT Support Overview |
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Appendix 1 – ECT Support Overview

| Early Career Teachers | ECT Induction and Support Programme <i>The Full Induction Programme comprises 3 parts: UCL Core Induction Programme (ECT self-study and school based mentor meetings)) Mentor Training Programme</i> | Key School Staff | Links to the Great Teacher Toolkit |
|--|---|--|--|
| <p>The Two year Structured Programme for ECTs and Mentors</p>  | <p>Year 1 Overview - The ECT Self Study will be further supported by: Structured Self Study Sessions for ECTs': 22 hrs in year 1</p> <ul style="list-style-type: none"> Additional RFSS tailored ECT CPD which will help develop key areas of practice and also provide more targeted support for the emerging needs of our ECT's. Half Termly ECT Cluster Meetings hosted by the Lawrence Sheriff teaching hub – These will allow our ECTs to work and share practice with other ECTs in our teaching community and participate in additional facilitated Teaching and Learning sessions. <p>Autumn Term 1 – Module 1 - Enabling Pupil Learning (Teachers Standards 1 & 7) <i>Our ECT's will explore the importance of setting high expectations for learning and behaviour, and practical strategies for shaping the learning environment to enable effective, sustained pupil learning.</i></p> <p>Autumn Term 2 – Module 2 - Engaging Pupils in Learning (Teacher Standards 2 & 3) <i>Our ECTs will develop a rich conceptual understanding of pupil learning, memory and subject / specialism expertise. Applying this to teaching through carefully structured activities that connect theory to ECT practice.</i></p> <p>Spring Terms 1 and 2 Module 3: Developing Pupils Pedagogy (Teacher Standards 4 & 5) <i>Our ECTs will explore and apply strategies to support high quality planning and responsive teaching that addresses the needs of all pupils</i></p> <p>Summer Term 1 Module 4: Making Productive use of Assessment (Teachers Standard 6) <i>Our ECTS will investigate approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom</i></p> <p>Summer Term 2 Module 5: Fulfilling Professional Responsibilities (Teacher standard 8) <i>Our ECT's will learn how to build skills in working with others within and beyond the school to improve teaching and manage professional development across a career in education.</i></p> | <p>H Ward ECT Induction Tutor</p> <p>Rebecca Wheeler – Lawrence Sheriff Teaching Hub</p> <p>ECT Mentors</p> <p>Expert Practitioners who can support tailored CPD programme</p> | <p>1A – MANAGING THE ENVIRONMENT</p> <p>1B – MANAGING BEHAVIOUR</p> <p>1C – MANAGING ROUTINES</p> <p>2A – PLANNING FOR PROGRESS</p> <p>2B – MEETING THE NEEDS OF STUDENTS</p> <p>2C – RECALL AND RETRIEVAL</p> <p>2D – SUBJECT KNOWLEDGE</p> <p>2E – SEQUENCING LEARNING</p> <p>3A – METACOGNITION</p> <p>3B – DIFFERENTIATION AND CHALLENGE</p> <p>3C – QUESTIONING</p> <p>3D – MODELLING</p> <p>4A – FORMATIVE ASSESSMENT</p> <p>4B – SUMMATIVE ASSESSMENT</p> |

| Early Career Teachers | ECT Induction and Support Programme <i>The Full Induction Programme comprises 3 parts: UCL Core Induction Programme (ECT self-study and school based mentor meetings) Mentor Training Programme</i> | Key School Staff | Links to the Great Teacher Toolkit |
|--|---|--|--|
| <p>The Two year Structured Programme for ECTs and Mentors</p>  | <p>Year 2 ECT Programme Overview:</p> <p>Year 2 deepens both ECTs’ understanding of the content of the Early Career Framework and their ability to enact this content through their teaching. Mentoring approaches and opportunities to conduct supported practitioner enquiry build on ECTs’ growing expertise as skilled professionals.</p> <p>Increased challenge in carefully tailored learning activities prompts ECTs to ‘look up’ from an initial focus on their practice to really value their impact on pupils’ learning.</p> <p>Structured Self Study Sessions for ECTs’: 22 hrs in year 1 and 5 hrs in year 2</p> <ul style="list-style-type: none"> • <i>Additional RFSS tailored ECT CPD which will help develop key areas of practice and also provide more targeted support for the emerging needs of our ECT’s.</i> • <i>Half Termly ECT Cluster Meetings hosted by the Lawrence Sheriff teaching hub – These will allow our ECTs to work and share practice with other ECTs in our teaching community and participate in additional facilitated Teaching and Learning sessions.</i> <p><u>Autumn Term 1</u> – Module 6- Inquiry into enabling pupil learning</p> <p><u>Autumn Term 2</u> – Module 7 – Inquiry into engaging pupils in learning</p> <p><u>Spring Terms 1 and Summer Term 1</u> Module 8: Inquiry into developing quality pedagogy and making productive use of assessment</p> <p><u>Summer Term 2</u> Module 9 – Fulfilling Professional Responsibilities</p> | <p>H Ward ECT Induction Tutor</p> <p>Rebecca Wheeler – Lawrence Sheriff Teaching Hub</p> <p>ECT Mentors</p> <p>Expert Practitioners who can support tailored CPD programme</p> | <p>1A – MANAGING THE ENVIRONMENT</p> <p>1B – MANAGING BEHAVIOUR</p> <p>1C – MANAGING ROUTINES</p> <p>2A – PLANNING FOR PROGRESS</p> <p>2B – MEETING THE NEEDS OF STUDENTS</p> <p>2C – RECALL AND RETRIEVAL</p> <p>2D – SUBJECT KNOWLEDGE</p> <p>2E – SEQUENCING LEARNING</p> <p>3A – METACOGNITION</p> <p>3B – DIFFERENTIATION AND CHALLENGE</p> <p>3C – QUESTIONING</p> <p>3D – MODELLING</p> <p>4A – FORMATIVE ASSESSMENT</p> <p>4B – SUMMATIVE ASSESSMENT</p> |

| Early Career Teachers | ECT Induction Programme | Key School Staff | Links to the Great Teacher Toolkit |
|------------------------------|---|---|---|
| <p>Mentor Support</p> | <ul style="list-style-type: none"> All ECT's will be assigned an expert mentor. Weekly Mentor sessions will be protected on both ECT and Mentor timetables All Mentors will participate in an Autumn Term annual induction and learning conference <ul style="list-style-type: none"> Will join online Mentor Learning communities and have Mentor interactions will take place weekly in the first year, and fortnightly in the second <p>During their Mentor meeting, the mentor and ECT will review and refine the ECT's planned lessons, review engagement with the online self study materials and together map out opportunities to apply learning to a sequence of ECT lessons</p> <ul style="list-style-type: none"> Each session will follow an instructional coaching model and will be supported with materials linked to the UCL Early Career Teacher Programme in partnership with our local Coventry and Central Warwickshire Teaching School – Lawrence Sheriff Sessions will support in the monitoring of the early career teacher's completion of the weekly online self-directed study materials | <p>H Ward ECT Induction Tutor</p> <p>Rebecca Wheeler – Lawrence Sheriff Teaching Hub</p> <p>ECT Mentors</p> | <p><i>'Coordinate networks for peer and expert support to generate, share and apply evidence about the most effective ways to improve'</i></p> <p><i>'Develop systems and instruments to provide formative, actionable feedback that helps teachers to focus their learning, evaluate their impact and track their professional growth'</i></p> |



Summary of programme and Early Career Teacher learning hours Year 1

| Session Type | Every Half Term in Year 1 | Total Hours in Year 1 |
|---|---|-----------------------|
| ECT training (21 hours): | | |
| Half-day induction conference at the beginning of Year 1* | | 3 |
| Face-to-face ECT training* | ▪ 2 hours per half-term | 12 |
| Online learning community: facilitated discussion session | ▪ 1 hour in the final week of each half-term | 6 |
| Self-directed study | ▪ 4 hours in half-terms 1-5; 2 hours in half-term 6 | 22 |
| Mentor sessions | ▪ Weekly one-hour meeting | 39 |
| Total hours | | 82 |

Year 2

| Session Type | Every Half Term in Year 2 | Total Hours in Year 2 |
|---|---|-----------------------|
| ECT training (15 hours): | | |
| Half-day reflection and learning conference at the beginning of Year 2* | | 3 |
| Face-to-face ECT training* | ▪ 2 hours in Week One of Half-terms 1-4 | 8 |
| School visits (summer term) | ▪ 2 hours per visit in Half-term 5 | 4 |
| Self-directed study | ▪ 1 hour in Half-terms 1-5 | 5 |
| Mentor sessions | ▪ Fortnightly one-hour meeting | 20 |
| Total hours | | 40 |

Summary of programme and Mentor learning hours Year 1 & 2

| Session Type | Frequency | Total Hours per year |
|---|-------------------------|----------------------|
| Mentor training (18 hours): | | |
| Half-day Induction, reflection and learning conference at the beginning of each year* | | 3 |
| Online Learning Community | ▪ 1 hour per term | 3 |
| Self-directed study | ▪ 2 hours per half term | 12 |
| Total hours | | 18 |