



PENWORTHAM GIRLS' HIGH SCHOOL

Early Career Teacher (ECT) Policy

(October 2022)

Next review Autumn 2023

THE MISSION

To prepare articulate, questioning, tolerant and independent women for the future.

Our Aim, Mission and Core Values

PGHSuccess:

It is our aim to make all our students a PGHSuccess. A pupil becomes a PGHSuccess when they have the knowledge, skills, and personal attributes required to achieve their ambitions; academically, creativity and socially.

Our Mission is:

To help our students to achieve their version of PGHSuccess, we have set ourselves the mission of *'preparing articulate, questioning, tolerant and independent women for the future'*, as we believe that these qualities which are central to success in our modern society.

Our Core Values:

In order to achieve our mission statement, our policies and actions are guided by six core values. These core values are interwoven throughout all we do in school, including forming the basis of our pastoral care.



POLICY INTENT

The aim of this policy is to ensure that Early Career Teachers (ECT) are appropriately supported and receive access to high quality professional development throughout their first two years in the teaching profession. The policy endeavours to ensure that new teachers starting their careers at Penwortham Girls' High School are confident and effective in their roles.

Related Policies and documentation:

- a) Early Career Framework documentation produced by the DfE
- b) ECF PGHS SharePoint Site
- c) Teach First Early Career Framework documentation
- d) Lancashire Associate Body documentation
- e) Induction Policy
- f) Teachers' Standards
- g) CPD Policy
- h) Appraisal Policy
- i) KCSIE Part A / PGHS Child Protection and Safeguarding Policies
- j) Induction for newly qualified teachers (England) – DfE Revised March 2021
- k) Teacher recruitment and Retention Strategy – DfE updated 5th February 2019
- l) ecfmanager.com online help and supporting documentation

Legislation met by this policy:

Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended.

1.0 Rationale

It could be argued that the first two-years of teaching are the most demanding. National retention data shows that many new teachers are leaving the profession within their first three years (27% of the NQTs who started teaching in 2016 had left by 2018 - DfE).

Our two-year Early Career support programme aims to bridge initial teacher training and a long-term career in teaching. It combines a personalised programme of professional development and support, with monitoring and assessment of performance against the Teachers' Standards.

Our ECF programme ensures that all our early career teachers benefit from an up-to-date, research informed, and practice focused training package. The ECF has been designed to support early career teacher development in 5 core areas – behaviour management, pedagogy, curriculum, assessment, and professional behaviours.

This policy aims to deliver a programme which supports, and enables, early career teachers to demonstrate that their performance against the Teachers' Standards is at least satisfactory and to equip them with the tools necessary to be an effective and successful teacher.

1.1 Early Career Framework Entitlement

Our early career programme ensures that new teachers are provided with the training, support, and monitoring needed to help them fulfil their professional duties and meet the Teachers' Standards.

This policy ensures early career teachers:

- are provided with a bespoke programme of support throughout their first two years;
- complete a self-directed study programme based the Teach First package of core materials which have been DfE-accredited;
- are supported by a dedicated subject mentor who is adequately experienced and prepared for the role, ensuring high quality subject specific support;
- receive additional CPD covering all 5 ECF core areas;
- have a reduction of 10% on the average teacher's timetable in their first year (i.e. two extra non-teaching periods), and 5% time away from the classroom in their second year (i.e. one extra free);
- are observed teaching and receive focused feedback from experienced colleagues on a regular basis;
- have the opportunity to observe experienced teachers, both within their subject area and elsewhere in school;
- have designated time for reflection of their own and observed practice; and
- are guided in the identification of areas for development.

2.0 Registering Early Career Framework Teachers

Department for Education

All Early Career Teachers (ECTs), their mentors, and the induction tutor need to be registered with the Department for Education on the gov.uk site.

Lancashire County Council - Appropriate Body

Early Career teachers employed by Penwortham Girls' High School are registered with Lancashire LEA (our chosen Appropriate Body) through the ECT Manager website (ectmanager.com). ECTs are registered when appointed rather than at the start of their contract. As part of this registration process, all ECF Teachers are required to undertake a Pre-Employment Health Questionnaire via our OHP provider.

2.1 Length of Induction

The Early Career Framework is intended to last two full years.

In cases where Early Career teachers are working part-time but can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point.

This decision is only to be made in agreement with the Headteacher and the ECT, and once the ECT has completed a period covering, but not equivalent to, two school years.

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity/paternity leave). In these circumstances the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

ECF teachers who take statutory leave (e.g. maternity) while serving their induction period may decide whether their induction should be extended to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend induction, and any such request must be granted.

The Appropriate Body has the option, when making its decision at the end of the induction period, to extend the period where this can be justified. The Appropriate Body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the relevant standards for other reasons. These might include:

- personal crises;
- illness;
- disability; or
- issues around the support during induction.

2.2 Early Career Framework Programme at PGHS

Feature ECF or NQT	Time Allocation
<p>Core Content - Self-directed Teacher Study</p> <p>PGHS has opted to use the Teach First Core Induction Programme.</p>	<p>Four and a half hours per half term.</p> <p>This content is accessed online in the ECF Teacher's own time. 1 extra free has been provided to reflect this time commitment.</p>
<p>Weekly Mentor Meetings</p> <p>Subject specialist mentors will lead these sessions using the Teach First instructional coaching programme.</p>	<p>One hour per week.</p> <p>Both the ECF Teacher and their Mentor have been provided with an allocated session as part of their teaching timetable to enable this weekly meeting.</p> <p>Mentor activities often have an observation component. Where this occurs, the observation period + feedback will equal 1hr.</p>
<p>PGHS ECF Training Programme</p> <p>Career appropriate training based on Teach First guidance but given a PGHS specific focus.</p>	<p>Two sessions per half-term.</p> <p>Sessions have a flipped learning approach with a 40min online theory session followed-up with a 40mins face-to-face discussion/seminar with the Induction Lead.</p>
<p>Professional Progress Reviews and Formal Assessments.</p> <p>Reflection of progress against Teachers' Standards. These are recorded with Lancashire County Council, our chosen Appropriate Body.</p>	<p>Two formal assessments in Year 1 and one at the end of the 2-year induction period (1 hour each).</p> <p>Professional Progress Reviews will be held at the end of each half term which doesn't have a Formal Assessment (30minutes each).</p> <p>All reviews completed with the Induction Lead.</p>
<p>Lesson Observations</p> <p>These observations will assess the individual's progress against the Teachers' Standards.</p>	<p>Once per term.</p> <p>In addition to the focused observations carried out by the ECF's mentor, all new recruits will be observed termly by the Induction Lead as part of the assessment process. One formal observation per year will be completed jointly with the ECF mentor.</p>

2.3 PGHS ECT Training Programme

The content of the ECT programme has been designed to complement the training provided to ITTs. The programme has been designed to support early career teachers develop in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours.

Training is provided in two ways:

a) **Core Induction Programme** – At PGHS we have opted to use the DfE accredited Teach First course. This involves a series of weekly online trainings units expected to be completed during the first year of the ECF programme. Each session includes both self-study materials for the ECT as well as guidance on how to structure that week’s mentor meetings. These materials can be accessed by registered teachers via the gov.uk website.

There is no new content for 2nd Year early career teachers. ECTs are, however, encouraged to revisit those units which explore content related to areas of development and/or school/subject priorities.

b) **ECT Training Programme** – At PGHS we have opted to provide our own internal training programme to broaden and deepen the core content explored through the Teach First online materials. Our internal sessions have been planned to compliment the ECT’s online learning by providing a PGHS perspective of the theories / ideas explored. These sessions include a review of related PGHS policies and procedures. Each session, includes an online overview followed by a seminar style discussion, chaired by the induction lead. Materials are shared via the ECT Hub.

Reflecting Teach First guidance, 12 sessions are delivered. The majority of these are completed during Year 1. Any sessions missed during Year 1, will be completed during the Autumn term of Year 2.

Sessions delivered:

- 1a – Using Praise and Consequences Effectively
- 1b – Holding High Expectations for all Pupils
- 2a – Avoiding Working Memory Overload
- 2b – Building Well Organised Mental Models
- 3a – Explaining Difficult Concepts
- 3b – Using Questioning to Extend and Challenge Pupils
- 4a – Assessment, Monitoring Progress, and Checking for Understanding
- 4b – Peer and Self-assessment
- 5a – Developing reading and writing
- 5b – Supporting Children who Require a Greater Level of Help.
- 6a – Identifying the Essential Concepts, Knowledge and Skills of a Subject
- 6b – Critical Thinking in a Subject Area

3.0 Roles and Responsibilities

3.1 The Governing Body will

- Overview the school's ECF procedures on an annual basis to ensure the DfE's Statutory guidance on the induction of newly qualified teachers is being fully met and implemented;
- Carefully consider when recruiting ECTs whether the school has the capacity to fulfil the obligations set out in the statutory guidance (e.g. an adequately experienced subject mentor; timetable flexibility to permit required reductions in teaching time for both the ECT and the subject mentor);
- Be kept aware of the progression being made by all ECTs employed at the school and will be alerted to any issues which could result in an ECT failing to successfully complete their induction period; and
- Investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures.

3.2 The Headteacher will:

- Ensure that the post due to be filled is suitable for an ECT;
- Ensure the induction programme stated in this policy is fully implemented;
- Ensure that the designated Induction Tutor is adequately experienced and trained for the role;
- Ensure that assigned subject mentors are adequately experienced / knowledgeable to complete the role effectively;
- Monitor the progression being made by all ECT employed within the school;
- Review and sign off ECT assessments;
- Recommend to the Appropriate Body (LCC) whether-or-not an ECT has satisfactorily met the Teachers' Standards upon completion of their induction period;
- Keep the governing body aware of the results of formal assessment meetings;
- Directly work with the induction tutor, subject mentor, line manager and the ECT in cases where performance is falling below the expectations stated in the Teachers' Standards; and
- Give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards.

3.3 Under the direction of the Headteacher, the Business Manager will:

- Undertake pre-employment checks, which must be verified by the Associated Body (LCC) upon registration.

3.4 The Induction Tutor

At Penwortham Girls' High School the SLT member responsible for the induction of teaching staff also holds the position of ECF Induction Tutor. The ECF Induction Tutor has day-to-day responsibility for monitoring and assessing all early career teachers. As well as having responsibility for the formal assessment of all ECTs, the Induction Tutor also acts as a mentor, providing guidance, advice and support throughout the induction period and oversees the delivery of the school's ECF training programme.

The ECF Induction Tutor will:

- Provide details of our ECF programme to our selected Appropriate Body, in order to gain authorisation to proceed;
- Ensure timetables reflect the additional non-contact time required by ECTs;
- Make sure the ECT understands the process of induction and the roles of those involved;
- Organise a tailored programme of monitoring, training, support, and assessment;
- Maintain and update the ECF SharePoint site;
- Ensure ECTs are aware of the CPD opportunities available through school and via external providers;
- Undertake a termly observation with written feedback and a follow-up discussion (NB: Additional informal observations will also be completed by the subject mentor as suggested in the Teach First mentor programme);
- Regularly liaise with the ECT's subject mentor and line manager to ensure strengths and areas for development are consistently communicated;
- Complete termly reviews with the ECT and formal assessments in accordance with appropriate body guidance. Ensure the Headteacher is informed of assessment outcomes. Ensure the ECT knows the assessment judgements and their potential impact;
- Ensure the ECT is maintaining a half termly self-reviews to include both a record of evidence of progress made, as well as selected targets for the forthcoming term;
- Where appropriate, organise coaching support to assist the ECT in tackling an agreed area for development;
- Liaise with the Appropriate Body (LCC) and ensure assessment forms are completed correctly and submitted before stated deadlines.

3.5 The Subject Mentor

At Penwortham Girls' High School the subject mentor will usually be the curriculum lead for the main subject being taught by the ECT, enabling subject specific guidance and application.

The subject mentor will:

- Hold a weekly mentor meeting with their ECT in their first year, and a fortnightly meeting during their second year;
- Ensure mentor meetings follow the sequence of learning outlined by Teach First;
- Plan their mentor sessions to make full use the Teach First instructional coaching model;
- Complete informal observations as outlined in the Teach First Mentor programme;
- Minute mentor meetings, highlighting agreed action points;
- Liaise with the Induction Tutor on their ECT's strengths and areas of development prior to reviews and formal assessments; and
- Raise any concerns they have regarding their ECT's progress against the Teachers' Standards with the Induction Tutor / Headteacher in a timely manner.

3.6 Appropriate Body

At PGHS we have take the decision to deliver our own ECF training based on DfE accredited materials and resources, opting for the Teach First package of materials. This approach requires the school to link with an appropriate body, in our case we have selected LCC.

The Appropriate Body will:

- Quality assure our proposed ECF programme of training and support;
- Ensure that monitoring and assessment procedures are fair and appropriate;
- Provide support for ECTs experiencing difficulties;
- Take action if an institution is not fulfilling its ECF responsibilities;
- Ensure the ECT records and assessment reports are maintained; &
- Consult with the headteacher when making a final decision on whether the ECT's performance has met the Teachers' Standards or whether an extension is required.

3.7 The ECT Should:

- provide evidence that they have QTS and are eligible to start induction;
- ensure all self-study units are completed on time;
- maintain a record of their CPD activities in their CPD Journal;
- participate fully in the subject mentor sessions and induction training;
- provide evidence of their progress against the relevant standards;
- highlight any training needs which aren't being met through the ECF programme;
- prepare professionally for observations, reviews and formal assessment meetings;
- reflect on feedback from mentor and tutor sessions and devise appropriate action plans to address any identified areas of development;
- raise any concerns with their mentor and/or induction tutor as soon as practicable; and
- consult their Appropriate Body named contact at an early stage if there are, or may be, difficulties in resolving issues with their mentor/tutor/within the institution.

4.0 Assessment & Quality Assurance

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

The assessment of Early Career Teachers will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance;
- Formative assessment (e.g. Induction Tutor lesson observations) and summative assessment (termly induction reviews) will be used;
- Responsibility for assessment will involve all teachers who have a part in the ECF's development in order to gain a reliable overall view;
- The induction tutor will ensure that assessment procedures are consistently applied;
- ECTs will have access to all their formal assessments through the 'ectmanager' website.

These termly assessment reports will give details of:

- Teachers' Standards which are being met,
- Teachers' Standards where further development is required,
- evidence used to inform judgements (where necessary), &
- support to be provided by the school (where appropriate).

4.1 ECTs Causing Concern

The ECT must be made aware of any concerns, at all stages, throughout the induction process.

Where the induction tutor determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The induction tutor must notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the headteacher should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher/principal and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and
- an effective support programme is in place to help the ECT improve their performance.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the
- satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

Where there are serious concerns relating to teacher practice / competency, 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 Penwortham Girls' High School the induction process will continue in parallel with the capability procedure.

4.2 ECT Concerns

An ECT should normally raise any concerns about their induction programme with their induction tutor. If the matter is not resolved, the ECT may notify the named contact at the Appropriate Body who should, as soon as possible, investigate the issues raised.

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

Further guidance about the appeals process is available at:

<https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

5.0 Revision of Policy

This ECT induction policy will be regularly evaluated to ensure changes in statutory requirements and evidenced best practice are incorporated into our procedures and effectively implemented.

This policy has been agreed by the Governing Body	DATE
NB: New Policy – Previously our NQT programme had been included in our general Staff Induction Policy NQT Policy - Ben Ward	October 2019
NQT Policy - Ben Ward	October 2020
NB: Major revision of policy – Policy re-written to reflect national statutory changes resulting from the introduction of the Early Career Framework (ECF). ECT Policy – Ben Ward	October 2021
ECT Policy – Ben Ward	November 2022