



The Bishop Konstant Catholic Academy Trust

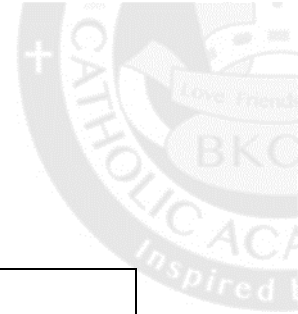
Learning Communities, Inspired by Faith

Early Careers Teachers Policy and Procedure



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All policies are written in line with our Trust Mission statement:

With Jesus Christ at the centre of the life of the Trust, we seek to provide learning communities offering the highest possible standards of education. We are committed to working in partnership and trust for the common good. We strive to encourage and empower children and young people to recognise and realise their God-given potential and to discern their vocation in life. As learning communities inspired by faith, we celebrate achievement, offering each other challenge and support, as together we follow Christ in self-giving love and service.



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1. Introduction

The purpose of this Policy and Procedure is to identify how the Academy Trust will support Early careers teachers employed by the Trust during their induction years. The program is designed to support those entering the teaching profession for the first 2 years in the classroom. The Early Careers Framework ensures that Early Careers Teachers have the appropriate guidance, support and training- to include the development of skills, knowledge, expectations and observations, provided through a structured programme.

All teachers who have obtained Qualified Teacher Status (QTS) after 1st September 2021, by whatever route, must satisfactorily complete an induction period if they are to work as a teacher in any relevant school in England, including maintained academies or non-maintained special academies.

NQTs who have started but not completed their induction before 1 September 2021 will continue to follow their NQT program. They have until 1 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 don't complete their induction by 1st September 2023, they will be required at this point to switch 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.

The ECT induction period is normally two academic years (six academic terms or equivalent) e.g. Autumn, Spring, Summer.

Whilst ECTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS) , there is no set time limit for starting or completing an induction period.

A statutory induction is the bridge between initial teaching and a career in teaching.

2. Changes/differences between the NQT programme and the new ECT programme:

- the term early career teacher (ECT) replaces newly qualified teacher (NQT);



- the standard length of induction has been increased from one school year to two school years;
- in addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction;
- schools are expected to deliver an induction period that is underpinned by the ECF. The Trust will ensure that an ECF-based induction is in place in all of our schools;
- the role of the mentor has been introduced. The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor;
- 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;
- in cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the local academy council 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 ECT and once the ECT has completed a period covering, but not equivalent to, two school years;
- the number of ad-hoc absences permitted has been extended, in line with the extended length of induction.

The Trust will be working with Leeds Trinity University to ensure that the programme our ECTs follow is approved and follows the ECF. In addition to the support offered by the ECF, our schools will also ensure that all ECTs are provided with the guidance, training and mentoring that will support them to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Schools will have an induction process that has been designed to make a significant contribution to both the professional and personal development of ECTs.

3. Aims of the Induction Period

The aims of the induction period are as follows:



- to make sure that all ECTs are supported throughout their early years of teaching, and that their future professional and career development is built on a firm foundation;
- to follow the statutory guidance, in conjunction with Leeds Trinity University to ensure compliance to plan for a successful programme of support;
- to ensure that the appropriate guidance, support, training, development of skills, knowledge, expectations and observation are provided through a structured but flexible individual programme;
- to provide opportunities to identify areas for development and to form action plans to meet identified targets;
- to build upon achievements and professional attributes already made during their ITT (Initial Teacher Training);
- to help ECTs establish themselves as quickly as possible with the classes they teach and develop their confidence and effectiveness as a teacher;
- to provide ECTs with examples of good practice, both within school and at other schools;
- to help ECTs form good working relationships with all members of the Academy Trust, community and stakeholders.

The aim is that by the end of the ECT induction period, ECTs will have demonstrated that their performance against the Teacher Standards is at least satisfactory and that they are equipped with the tools to be an effective and successful teacher.

4. 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.

5. The Appropriate Body:

Once an ECT has been appointed, the Headteacher must notify the appropriate body in advance of the ECT taking up post. Failure to do so may delay the start of the induction period. At registration, the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction. The Trust will be using the Local Authority as the appropriate body.

The Academy must decide on an appropriate body with whom to work to assess the performance of the ECT. For an Academy this could be:

- A Local Authority
- Teaching School hubs
- National Teacher Accreditation (NTA)
- Independent Schools Teacher Induction Panel (ISTip) – for their members and associate or additional members only
- Other organisations which the Secretary of State has determined may act in this role.

The Academy will assess the most appropriate for them, however, this is usually the Local Authority.

6. Arrangements for Part-Time ECTs

It is possible to complete an induction programme on a part-time basis. The induction period for a part-time ECT is calculated pro-rata so that the same number of sessions is covered as for a full-time ECT.

7. Responsibilities of the Headteacher are as follows:

- check that the ECT has been awarded QTS and clarify whether the teacher needs to serve an induction period or is exempt;
- notify the Appropriate Body when an ECT who is taking up a post in which they will be undertaking induction joins the school/college, before the appointment begins;
- ensure the ECT's post is a suitable post in which to serve induction;



- ensure that an appropriate ECF-based induction programme is in place;
- where relevant, obtain documentation from the ECT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the ECT's induction programme and period;
- appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations takes place;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure third party observation of an ECT, particularly if progress towards the standards may be at risk;
- make sure that 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;
- monitor absences and notify the Appropriate Body when necessary (noting that up until 1 September 2022, any absences due to coronavirus- in the form of school closure, sickness or self-isolation- will not count towards the 30-day absence limit that would extend the induction);
- consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten or extend the induction period;
- retain all relevant documentation/evidence on file for six years;
- ensure an appropriate induction into the Academy for the ECT, including relevant expectations and policies and procedures;
- ensure the induction tutor carries out regular progress reviews throughout the induction period.

8. Responsibilities of the designated tutor:

The principal requirement for the Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into a school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, liaising with Leeds Trinity University to be the lead for the ECF programme, being an advocate for the ECT in school and providing opportunities for these beginner teachers to participate in additional supporting activities, e.g. brokering CPD opportunities, providing support and guidance and the rigorous but fair assessment of ECT performance. Further responsibilities are as follows:

- 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.

9. Responsibilities of the induction mentor:

The role of the mentor has been significantly enhanced under the new ECF policy. In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the performance against the Teachers' Standards and is responsible for keeping a record of mentor meetings. Mentors will be asked to provide a summative comment about the ECT's progress against the Standards prior to each assessment point. The headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate. Further responsibilities are as follows:

- 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.

10. Responsibilities of the ECT:



- 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 (noting that until 1 September 2022, absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction);
- keep copies of all assessment reports;

11. The ECT also has a vital part to play in their own induction and is expected to:

- take full advantage of the support and training given to them;
- act constructively on the feedback given from observations and other assessments/reviews;
- comply with the Academy's policies and procedures;
- be well prepared for teaching and have lesson plans available, providing a copy to the observer at least 12 hours in advance of any scheduled observation;
- raise any concerns with their induction tutor as soon as practicable, and identify any other areas of support they need and bring them to their attention;
- retain copies of all assessment forms and other documentation;
- engage in reflection and analysis of their professional practice to identify and implement improvements.

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.

12. Once at the Academy the ECT should:

- read any documentation given by the Academy;
- discuss priorities for the first term with the Induction tutor and formulate initial targets;
- be clear about the start and end dates of the induction period.



13. Responsibilities of the Academy Council:

- be fully aware of the contents of the DfE's statutory guidance on the Early Career Framework, which sets out a school's responsibility to provide the necessary monitoring, support and assessments for ECTs;
- give careful consideration prior to any decision to appoint an ECT as to whether the school currently has the capacity to fulfil all its obligations;
- be kept up to date about induction arrangements and the results of formal assessment meetings.

14. The Teaching Regulation Agency:

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory:

- hearing appeals; and
- ensuring that the names of ECTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory:

- recording the progress of the ECTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

15. Unsatisfactory Performance:

Most ECTs make satisfactory progress during their induction period. Nonetheless, some ECTs will, at different stages during the induction period, experience difficulties that could put them at risk of not meeting the Teachers' Standards. If this occurs, early action should be taken in order to support the ECT to make any necessary improvements.

If it becomes clear that the ECT is not making satisfactory progress, the appropriate body should be informed and the Academy, through the induction tutor, will put in place additional support and monitoring with the ECT immediately. The ECT must be advised where their practice is not meeting the required standards and it must be made clear where they need to improve their practice and objectives set to give them every opportunity to improve their performance.

It is highly likely that the additional support and monitoring will assist the ECT to raise their performance to expected standards. However, if it does not improve prior to the next formal assessment it must be made clear to the ECT where they are not meeting the required standards and the consequences of not satisfactorily completing the



induction period. An updated support plan and objectives should be put in place for the ECT immediately to enable them to have a full opportunity to improve prior to the next formal assessment – especially if this will be the final assessment.

In the event of serious capability issues it may be necessary to invoke the Trust's Capability process alongside the statutory induction process. Capability processes will run parallel with the statutory induction procedures whilst the ECT remains at the Academy. The appropriate body must be informed.

Should the Academy dismiss due to capability prior to the completion of the statutory induction period, the ECT will be able to complete their induction at another institution. The appropriate body must be informed by the Academy.

16. Completing the induction period:

An ECT completes their induction period when they have served:

- The full time equivalent of two standard school years (six terms); or
- A reduced period (as agreed with the appropriate body and headteacher) based on previous teaching experience (see extending induction paragraph); or
- An extension following a decision by the appropriate body or the appeals body.

The appropriate body makes the final decision as to whether or not an ECT's performance against the relevant standards is satisfactory, drawing on the recommendation, the appropriate body must decide whether the ECT:

- A) Has performed satisfactorily against the relevant standards and thereby satisfactorily completed their induction period;
- B) Requires an extension of the induction period; or
- C) Has failed to satisfactorily complete the induction period

In making this decision the appropriate body must take into account the headteacher's recommendation and all available evidence including any written representations from the ECT. The decision should be made within 20 working days of receiving the recommendation.

If the decision is B) or C) the ECT can appeal the decision. The Appropriate Body must advise the ECT of their right to appeal, with the name and address of the Appeals Body (the Teaching Regulations Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires, except in exceptional circumstances.

Appeals against the decision of the appropriate body would be made to the DFE Teaching Regulation Agency (TRA), who would then:



- Allow the appeal
- Dismiss the appeal
- Extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

An ECT has only one chance to complete satisfactory induction. An ECT who has finished their induction, and is judged to have failed to meet the relevant standards is not permitted to repeat induction. Nonetheless, an ECT will not lose their QTS (Qualified Teacher Status), this still remains.

The ECT is not permitted to be employed lawfully as a teacher in a relevant school. Their name will be included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period. However, this does not prevent them from teaching in other settings where induction is not mandatory.

17. Monitoring and Review of this Policy

The Trust shall be responsible for reviewing this policy from time to time to ensure that it meets legal requirements and reflects best practice.

Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting the Trust Head of HR.

The Bishop Konstant Catholic Academy Trust is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee registered in England and Wales, company number 08253770, whose registered office is at St. Wilfrid's Catholic High School & Sixth Form College, Cutsyke Road, Featherstone, WF7 6BD.