

# EARLY CAREER TEACHER POLICY

Created: March 2022  
Reviewed: May 2023  
Next Review Due: May 2024

As part of our focus on diversity and inclusion, BDAT pledges that our policies will seek to promote equality, fairness, and respect for all staff and students. Our policies reflect the BDAT values of inclusion, compassion, aspiration, resilience, and excellence. By working closely with a range of stakeholders, such as our school, union, and HR colleagues, we have ensured that BDAT's policies do not unlawfully discriminate against anybody.

## **1. Introduction**

Bradford Diocesan Academies Trust is committed to providing consistently high quality teaching and learning in order to meet our mission. Our academies are committed to providing the culture and level of support to ensure that Early Career Teachers (ECT1 and ECT2) meet the needs of their students and have the best start to their teaching career. The support given to ECTs will ensure that they have the knowledge and skills they need to carry out their role, as well as help them to continually improve their performance and develop to their full potential which will in turn improve outcomes for our young people. Support for teachers early in their career is vital in providing the highest standards of education.

## **2. Scope and purpose of policy**

This policy relates to the appointment, induction, development, monitoring and assessment of the Trust's ECTs. It has regard for the latest statutory guidance, 'Induction for Early Career Teachers'.

## **3. Roles and responsibilities**

**3.1** The Headteacher is responsible for making recommendation for the successful completion of the induction period to the Appropriate Body (AB) on behalf of the academy and for holding senior and middle leaders to account for providing effective monitoring and support for ECTs. In cases of unsatisfactory progress, the Headteacher should ensure that judgements have been quality assured and communication with the ECT and AB is effective and timely. Headteachers should ensure that Induction Coordinators and ECT mentors (formally Induction Tutors/ECF Leads) have training to allow them to develop the expertise, and time, required to fulfil this role.

**3.2** A nominated senior leader will be responsible for holding Induction Coordinators to account and ensuring that the support, development, monitoring, and assessment processes follow statutory guidance, are kept up to date and reviewed annually. Senior leaders should ensure that identified mentors are highly effective teachers and have at least the potential to be highly effective mentors with sufficient time dedicated to the role. ECT mentors should be trained and undergo observation and feedback on their mentoring. Academies should build stable teams of expert mentors with capacity in order to best serve our early career talent.

**3.3** School Induction Coordinators are responsible for the timely registration and assessment process for ECTs. They are responsible for holding ECT mentors to account and ensuring that ECT provision is formal, structured, and flexible enough to provide bespoke support. The Induction Coordinator has responsibility for the training of ECT mentors, engagement with the ECT training programme, regular observations, and verification of the formal assessment of each ECT. Induction Coordinators liaise with the AB for reporting and assessment and where ECTs are at risk of failing to meet the Teacher Standards. Induction Coordinators will ensure that ECT mentoring and coaching is of a high standard.

**3.4** ECT mentors provide support and guidance on a daily basis and will support training and provide instructional coaching to ECTs. They offer knowledge and resources including schemes of learning to support ECT workload. They communicate with the Induction Coordinator regarding ECT progress but are not responsible for making a judgement for the final assessment against teacher standards as this is undertaken by the Induction Coordinator.

**3.5** The role of the Induction Tutor and ECT mentor could be held by the same person in smaller academies but this is not ideal. In such circumstances, the time allocation will be adjusted accordingly. Academies should work to separate these roles and could consider gaining support from another academy for assessment purposes.

**3.6** The ECT has a responsibility to participate in the training, self-study, coaching and monitoring activities which support the ECF.

**3.7** The respective Higher Education Institute (HEI)/ School Centred Initial Teacher Training (SCITT) provider also has a role in ensuring that their ITTs continue to make good progress and can provide additional support where ECTs are facing significant difficulty.

**3.8** Additional Quality Assurance (QA) or support can also be provided by the BDAT Faculty of Professional and Career Development.

**3.9** Formal QA is provided by the Appropriate Body (AB). The AB for the Trust is Exceed Teaching School Hub.

**3.10** The Local Governing Body has a role in ensuring compliance to this policy and will hold Headteachers to account for the numbers of ECTs successfully completing the programme and meeting Teacher Standards.

#### **4. ECT appointments**

The appointment of ECTs will be made with consideration of the capacity of the academy to provide appropriate mentoring and support and fulfil the statutory obligations of monitoring, support, and assessment.

#### **5. ECT induction support and development**

**5.1** The statutory monitoring and assessment period is two academic years for full time teachers. This is also the duration of the statutory entitlement to the ECF training programme. At the end of this period ECTs will be formally assessed against the DfE Teacher Standards. Pro-rata adjustments will be made for part-time ECTs. These are statutory expectations and the Trust baseline expectation for professional practice and conduct. As with all BDAT staff, there is an expectation of high alignment with our mission and values.

**5.2** Support for ECTs should be provided in the form of a formal ECT induction programme for ECT1 teachers (alongside other new staff), support for engagement with the formal ECF programme delivered by BDAT's Faculty of Professional and Career Development, and provision of a suitable ECT mentor and regular observation and feedback with instructional coaching. ECT1 staff should have a teaching timetable of no more than 90% of that of a main scale teacher and weekly instructional

coaching to enable professional learning and the application of the ECF. The timetable reduction for ECT2 staff is 5% with fortnightly coaching.

**5.3** A majority of academy training and induction is delivered through ECT mentors and weekly coaching rather than extensive additional training sessions. This should include opportunities to practise, co-plan and develop subject knowledge and subject pedagogy by observing and working with team members. As novice teachers, ECTs will benefit from explicit instruction, modelled examples, instructional coaching and deliberate practice. ECTs should also be supported to form positive relationships and be an active part of their academy and Trust community. Strategies designed to avoid unnecessary workload and to promote their wellbeing should form part of the weekly mentoring sessions.

**5.4** Induction Coordinators will need to ensure synergy for TeachFirst teachers with the ECF and TeachFirst training programmes.

**5.5** New ECT mentors should receive training from the BDAT Faculty of Professional and Career Development/Ambition Institute as the ECF provider and the Induction Coordinator to prepare them for the role. Training should focus on the requirements of the ECF, the induction process and timeline and effective mentoring. BDAT's Faculty of Professional and Career Development will provide enhanced support for ECT mentors.

**5.6** The development of ECT knowledge, understanding and peer support will be enhanced by the BDAT Faculty of Professional and Career Development ECF programme delivery and associated networking. All BDAT ECTs participate in an ECF programme, including Teach First ECT1 teachers.

**5.7** In cases where an ECT requires additional support, the Faculty of Professional and Career Development would offer guidance with regard to the additional support and with reference to HR and the AB.

**5.8** Induction Tutors and academy CPD Leads need to be conversant with the content of the ECF framework and the sequencing of the ECT programme and adjust academy CPD accordingly.

## **6. ECT monitoring and assessment**

**6.1** ECT mentors will provide weekly/fortnightly short observations to support instructional coaching. Induction Tutors will observe ECTs at least once per cycle with written feedback that will contribute to the ECT assessment against the Teacher Standards and incorporate reference to the ECT Career Entry and Development record as a baseline at the start of ECT1.

**6.2** The period of employment that can contribute to the assessment of an ECT against the Teacher Standards can be reduced in exceptional circumstances at the discretion of the AB and on recommendation from the Headteacher. The minimum period for assessment is two school terms. Early assessment must be with the agreement of the ECT and if they wish to serve the full induction period this must be permitted. Early assessment should be wholly justified by the Headteacher as access to the ECF programme, its associated funding and accompanying reduction in timetable is a two-year entitlement for all ECTs. The induction period for part-time ECTs will be the equivalent of two full-time academic years.

**6.3** Concerns about an ECT failing to meet professional standards will lead to provision of formal additional support and can, in exceptional circumstances, lead to the extension of the formal induction period in conjunction with the AB. In these instances, clear targets and support will be identified and reviewed as soon as concerns arise. The ECT should be made aware of the required improvements, support programme and timeline mentor observations, and assessment judgements will be quality assured by Induction Tutors.

**6.4** Where concerns about the programme of an ECT against Teacher Standards remain, an additional support plan should be implemented with reference to the AB.

**6.5** The ECT induction period can be extended for special circumstances such as maternity or extended absence.

**6.6** The ECTs and Headteachers should be kept informed about progress against Teacher Standards.

**6.7** Induction Coordinators will ensure that AB assessment and reporting deadlines are met.

**6.8** Weekly/fortnightly targets set by the ECT mentor will form the focus for professional learning during the induction period. Use of a full PGP will thus start at the end of the two-year induction.

**6.9** The two-year induction period has no adverse impact on pay or career progression. The ECTs are able to progress before the end of their induction e.g. on completion of successful year 1.

**6.10** If an ECT leaves an institution having started but before completing their assessment, including an extension, the Headteacher should complete an interim assessment report and notify the AB.

## **7. ECT concerns**

Where ECTs have concerns about the support offered by their mentor, these should be raised firstly with the mentor, then with their Induction Coordinator and then with the senior leadership team, including the Director of Professional and Career Development, if unresolved. Concerns that remain unresolved in school should be referred to the AB.

Where ECTs have concerns about assessment, these should be raised with their Induction Coordinator in the first instance and then with the senior leadership team, including the Director of Professional and Career Development, if unresolved. Concerns that remain unresolved in school should be referred to the AB.