

# The Castle Partnership Trust

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## Early Career Teacher Policy

**Date: September 2021**

CEO: Sarah Watson

Headteacher Court Fields School: Polly Matthews

Headteacher The Castle School: James Lamb

Headteacher Isambard Kingdom Brunel School: Richard Healey

Headteacher Wellesley Park School: Carly Wilkins

Due for review: Autumn Term 2023

## **Objectives:**

- To ensure all Early Career Teachers have access to training, support and resources as set out in the Early Career Framework 2021
- To ensure Early Career Teachers are able to build on the knowledge acquired during initial teacher training and develop evidence-based expertise in behaviour management, pedagogy, curriculum, assessment and professional behaviours
- To provide appropriate support through the roles of induction tutor and mentor within school
- To provide additional time to Early Career Teachers to enable them to fully partake in training, coaching and mentoring to support their own development
- To provide additional time to mentors to enable them to fully partake in training coaching and mentoring to support the development of Early Career Teachers
- To put in place support mechanisms to monitor the NQT's progress against the Early Career Framework and Teachers Standards
- To provide a foundation for longer-term professional development

## **Key Points:**

Within the Castle Partnership Trust the full Early Career Framework induction programme will be delivered through partnership with the Ambition Institute as the designated appropriate body, and the Five Counties Teaching School Hub Alliance as local delivery partner.

In the first year of the Early Career Teachers induction, they will be given a 10% timetable reduction to allow them to fully engage with induction and undertake significant professional learning. In the second year of the Early Career Teachers induction, they will be given a 5% timetable reduction to allow them to continue their learning and development and engagement with the programme.

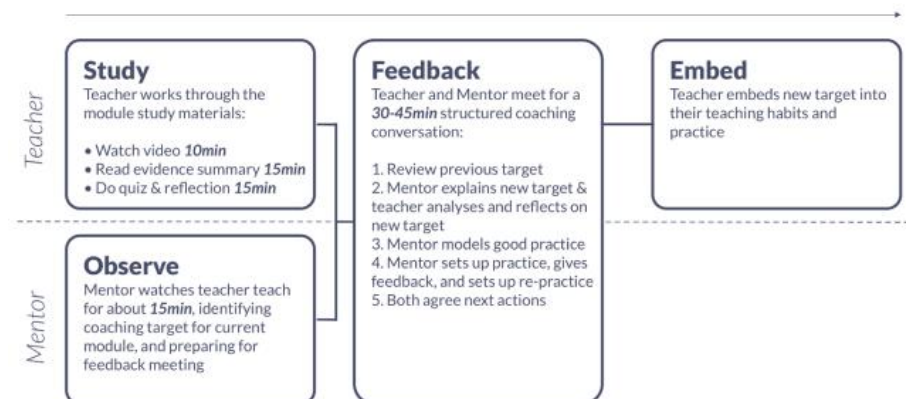
In each of the schools within the hub there is a designated Induction Tutor who will oversee the implementation of the Early Career Framework. It is the responsibility of the Induction Tutor to ensure that all Early Career Teachers are registered with both the DfE and the Ambition Institute and are fully supported and able to engage with the framework.

Each Early Career Teacher will have a named mentor, usually an experienced teacher from the same faculty, who will act as instructional coach throughout the induction period. Professional relationships between the Early Career Teacher and the mentor will be closely monitored by the designated Induction Tutor to ensure high quality professional guidance, and changes may be made to the named mentor should the Induction Tutor feel another mentor may be more successful.

For the 2021/22 academic year only, any Newly Qualified Teacher who began induction prior to the introduction of the Early Career Framework but has not completed induction (due to mid-year start dates or part time status) will be given the choice of completing induction under the previous induction system or transferring to the Early Career Framework.

## The Early Career Framework:

The Early Career Teacher will engage in a weekly learning cycle in year one following the structure below:



As part of this cycle, the mentor will provide formative feedback through instructional coaching and the Early Career Teacher will embed this feedback into their teaching over the following week.

In year two of the programme, the Early Career Teacher will engage less frequently and more independently and will be expected to plan their engagement with these cycles around the targets set for them at the end of year one. A development plan, created in conjunction with the mentor and Induction Tutor, will be created to set out individual expectations for engagement in year two on an individual basis.

Summative assessment of the Early Career Teacher against the teachers' standards will occur at the end of each of the two academic years and will be carried out by the Induction Tutor in each school. A progress review, including observation and feedback against the teachers' standards, will be carried out each half term prior to the final half term.

For part time Early Career Teachers and those who join the school mid-year, the learning cycles will be adapted to reflect the different timings and hours worked.

The annual review cycle will follow the structure below

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Informal review meeting  (ECT & Induction Tutor)	Progress Review 1  ECT, mentor, Induction Tutor	Informal review meeting  (ECT & Induction Tutor)	Progress Review 2  ECT, mentor, Induction Tutor	Informal review meeting  (ECT & Induction Tutor)	Formal Assessment  ECT, mentor, Induction Tutor
1:1 Review Induction Tutor and mentor		1:1 Review Induction Tutor and mentor		1:1 Review Induction Tutor and mentor	Submission of formal assessment to appropriate body

## **Roles and Responsibilities:**

### **Each School will:**

Provide a strong professional culture where there is:

- an atmosphere of trust
- good communication
- a feeling that everyone has a say in decision making
- a network of supportive colleagues
- recognition of good work
- an emphasis on enhancing everyone's confidence
- a commitment to CPD

### **The Headteacher in each school will:**

- Ensure all ECTs have been awarded QTS and are eligible to hold the post
- Ensure each ECT has a 10% reduction in the average teaching time commitment in year one and 5% in year two to ensure their successful engagement with the programme
- Ensure each mentor is given a reduction in timetable of one hour per week to work closely with their ECT to ensure high quality input
- Ensure both ECTs, mentors and Induction Tutors are able to engage in training with the appropriate body to perform the roles to the highest standard
- Keep the Governing Body aware and up to date about induction arrangements and the results of formal assessment meetings

### **The Induction Tutor in each school will:**

- Ensure all ECTs and mentors are registered with both the DfE and the appropriate body
- Ensure all ECTs and mentors meet their responsibilities in relation to engagement with the Early Career Framework
- Ensure all mentors are fully qualified and experienced and able to support the development of ECTs
- Ensure the quality of instructional coaching through a quality assurance programme undertaken regularly throughout the year
- Undertake half termly progress reviews for each ECT including observation against the teachers' standards (in conjunction with the mentor where appropriate), coaching (terms 1-5) or feedback (term 6) and meetings to evaluate progress and discuss further action
- Ensure all paperwork including assessment report forms and progress reviews are completed accurately and in a punctual manner
- Take responsibility for all assessment report forms and recommendations in relation to the ECT
- Take prompt and appropriate action if the ECT appears to be having difficulties in as supportive a manner as possible whilst maintaining high professional standards

**The mentor for each ECT will:**

- Complete all mentor-specific training as directed and provided by the lead provider
- Meet regularly (weekly in Year 1) with the ECT to provide regular guidance and effective support including coaching and mentoring for the ECT's professional development.
- Undertake half termly review meetings with the Induction Tutor and ECT
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school and across the Trust to help ensure the ECT receives a high-quality induction
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching
- Take prompt, appropriate action if an ECT appears to be having difficulties, by alerting the Induction Tutor in the first instance

**The Early Career Teacher will:**

- Engage fully with both the taught element of the programme and all coaching, mentoring and feedback given throughout the programme
- Alert the mentor and/or Induction Tutor to any difficulties arising in a timely manner
- Raise any concerns around the quality of supervision, feedback, or support to the appropriate person – usually the Induction Tutor. If this is not appropriate or possible concerns should be raised with the Headteacher directly
- Embed feedback and targets into future planning to ensure rapid progress
- To ensure good attendance throughout the induction period
- Adhere to the policies, expectations and professional standards of the Trust and each school setting

**ECTs Experiencing Difficulty:**

If an ECT is not on track to successfully complete induction at any point throughout their induction, the following steps must be put in place:

- The ECT must be clearly informed of the concerns with explicit reference to the teacher's standards which are unlikely to be met. It should be made explicit that these concerns could mean that the induction period will not be satisfactorily met. This should be done in writing to ensure clarity.
- A support plan should be put in place and agreed with the ECT and any relevant colleagues
- The support plan should have clear milestones and deadlines for action
- Additional monitoring and progress reviews should be put in place to support development in specified areas, as part of the support plan

The use of the support plan should always be viewed as a supportive measure. The desired outcome of a support plan is always that the ECT in question is able to demonstrate progress against the teachers' standards and go on to complete induction satisfactorily. Each school will ensure that every effort is made to support ECTs in becoming successful. It is the responsibility of the Induction Tutor to oversee and ensure the success of a support plan. Failure to complete induction should be viewed as a last resort only.

**Addressing NQT Concerns**

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance with the induction tutor, or if this is not possible or appropriate with the headteacher. Where the school does not resolve them, the NQT should raise concerns with the school's HR manager.

## Appendix 1 – Progress Review Form



**Five Counties**  
Teaching  
School Hubs  
Alliance

### Early Career Teacher

#### Progress Review Meeting Form

*Below is a form which induction tutors should use to complete a progress review of Early Career Teachers (ECTs) towards the end of any (long) term where a formal assessment is not required.*

- This form is for the member of staff assigned as the Induction Tutor for an ECT to complete
- Only a **summary** of the evidence considered in reviewing the ECT's progress is required.  
**There is no need to reproduce all the evidence in detail**
- In all instances, send copies of this form to the ECT and their designated mentor

If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the head teacher/principal and the Appropriate Body.

#### **Part 1 - Personal details and induction details**

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction Tutor name and role	
Mentor name and role	
Progress review period start date	
Progress review period end date	
Term: December 2021, April 2022, December 2022, April 2023 PLEASE INDICATE AS APPROPRIATE	
Is the ECT full-time or part-time? (Give the FTE if PT)	
Days absent in this period	

## Part 2 - Progress review period details

Progress reviews are expected to take place in any term (based on a 3-term year) in which a formal assessment is not scheduled.

1. At formal assessment points and to successfully complete induction, the ECT's performance against the Teaching Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?**

Yes

No

**2. Give brief details for the reason(s) for your answer to question (1).** Where an ECT is deemed not to be on track to successfully complete induction, list any teaching standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern.

**3. If the ECT is not on track to successfully complete induction, has the ECT been informed?**

N/A

Yes

No

**4. If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please attached the support plan)**

N/A

Yes

No

**5. Has the ECT continued to access a programme of support based on the Early Career Framework and received all of the statutory entitlements? (If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met)**

Yes

No

**6. Is the ECT expected to remain at this school for the duration of the next term?**

Yes

No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.

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### ECT comments

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### Part 3 – Signatures

This progress review was completed by:

#### Induction tutor

<b>Signature</b>	<i>Signature here</i>
<b>Date (DD/MM/YYYY)</b>	

#### Early Career Teacher

<b>Signature</b>	<i>Signature here</i>
<b>Date (DD/MM/YYYY)</b>	

In all instances, copies of this progress review should be provided to the ECT and their designated mentor.

If the answer given to questions (1), (3), (5) or (6) is 'No', or if the Appropriate Body has requested a copy, copies should also be provided to the head teacher/principal and Appropriate Body. Additionally, appropriate bodies are able to request copies of any ECT's progress review forms.



**GDPR statement on data collection**

**As documented in Statutory Guidance, Appropriate Bodies are responsible for the collection, retention and storage of data.**



## ECT Formal Lesson Observation Form

<b>ECT:</b>		<b>School:</b>	
<b>Phase/Subject:</b>		<b>Observer:</b>	
<b>Group:</b>		<b>Date:</b>	
<b>No. of students:</b>		<b>Duration:</b>	
<b>Lesson Context:</b>			
<b>Focus of the lesson:</b>			

Teacher Standards DfE 2011	Amplification	Observations/comments
<b>1. Set high expectations which inspire, motivate and challenge students</b>	<ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for students, rooted in mutual respect</li> <li>• set goals that stretch and challenge students of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</li> </ul>	
<b>2. Promote good progress and outcomes by students</b>	<ul style="list-style-type: none"> <li>• be accountable for students’ attainment, progress and outcomes</li> <li>• be aware of students’ capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide students to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how students learn and how <u>this impacts</u> on teaching</li> <li>• encourage students to take a responsible and conscientious attitude to their own work and study.</li> </ul>	
<b>3. Demonstrate good subject and curriculum knowledge</b>	<ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students’ interest in the subject, and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of, and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher’s specialist subject</li> </ul>	

<b>4. Plan and teach well-structured lessons</b>	<ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> </ul>	
<b>5. Adapt teaching to respond to the strengths and needs of all students</b>	<ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable students to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil' education at different stages of development</li> <li>• have a clear understanding of the needs of all students including those with special needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>	
<b>6. Make accurate and productive use of assessment</b>	<ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure students' progress</li> <li>• give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.</li> </ul>	
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>	<ul style="list-style-type: none"> <li>• have clear rules and routines for <u>behaviour</u> in classrooms, and take responsibility for promoting good and courteous <u>behaviour</u> both in classrooms and around the school, in accordance with the school's <u>behaviour</u> policy</li> <li>• have high expectations of <u>behaviour</u>, establish a framework for discipline with a range of strategies, using praise, sanctions, rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them</li> <li>• maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.</li> </ul>	
<b>8. Fulfil wider professional responsibilities</b>	<ul style="list-style-type: none"> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development,</li> </ul>	

	responding to advice and feedback from colleagues	
<b>Feedback</b>		
<b>Strengths:</b>	<b>Development points:</b>	<p>On the evidence of this lesson is the ECT likely to satisfactorily meet the Teachers' Standards? YES/NO</p> <p><u>OVERALL COMMENTS</u></p>