

Reviewed: Oct 2022  
Update Oct 2023



## **Cornerstone Multi Academy Trust**

### **ECT Policy**

# Cornerstone Academy Trust

## Aims and objectives:

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF)
- Provide ECTs 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

## Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [Early career teacher induction: COVID-19 absence exemption](#)

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

This policy complies with our funding agreement and articles of association.

## The 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 Colyton Teaching School, 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

We 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 ECT's induction tutor.

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.

### **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 (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

**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 (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 NQT's induction)
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board 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 be the deputy head of school and 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 board of trustees**

The board will:

- Make sure the Trust complies with statutory guidance on ECT induction
- Be satisfied that the Trust 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 trust'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
- 

### **Monitoring arrangements**

This policy will be reviewed annually by the ECT Lead and Heads of Schools. At every review, it will be approved by the full trustee board.



# How we Support our Early Career Teachers (ECTs)

Early Career Teachers (ECTs) at Cornerstone Academy Trust undertake a 2-year full induction [Early Career Framework \(ECF\)](#) programme through the [South West Institute for Teaching \(SWIFT\)](#), which is a combination of the two [Teaching School Hubs of Devon](#); Colyton and Kingsbridge. Our provision for our ECTs therefore strives to go above and beyond the minimum requirements of the [DfE's statutory induction guidance](#) in terms of ECF provision for ECTs starting on or after the 1<sup>st</sup> September 2021. Below you will find a summary of how we support our ECTs at Cornerstone Academy Trust, which should be used in conjunction with our statutory ECT policies.

## YEAR 1 ECTs...

All Year 1 ECTs have the required additional 10% on their timetable in which they have access to weekly mentoring sessions from an appropriate colleague and are able to follow a high-quality ECF training programme that has been designed by SWIFT's national partners *Teach First*. This programme includes access to both an online self-directed learning platform called *Brightspace* and two twilight seminars per half-term that are led by local experts in groupings of approximately 20 ECTs. Together this provision ensures all aspects of the ECF are covered by ECTs in Year 1. In addition, by undertaking a full induction programme, the mentors of our Year 1 ECTs also have access to nationally recognised evidence-based training – consisting of both online content via *Brightspace* and a half-termly seminar – which ensures that their weekly ECT mentoring sessions are of the highest possible value. These weekly interactions employ an instructional coaching model and there is a *Teach First* mentor handbook that ensures mentoring interactions follow a structured programme that interacts with the ECT's online learning and seminars. This said, mentors have license to deviate from the programme outlined in the mentor handbook if it is more appropriate for the development of the ECT in question in relation to them meeting [the Teachers' Standards](#) by the end of their 2-year induction.

## YEAR 2 ECTs...

All Year 2 ECTs have the required additional 5% on their timetable in which they have access to fortnightly mentoring sessions and continue to follow SWIFT's *Teach First* curriculum. This ECF-based curriculum is unique in the sense that it is delivered to both ECTs and mentors from a phase and subject-specific perspective. Furthermore, the programme is structured around half-termly “development cycles” which formalise the opportunity for ECTs to learn from other expert colleagues from within the school.

## SWIFT ENHANCEMENTS...

Beyond the core curriculum outlined above, SWIFT also enhances our ECF provision by providing the following:

- Assurance that the training programme is delivered by local expert practitioners that understand the context of the school;
- SEND enhancements that are drip-fed throughout the core *Teach First* material as well as additional SEND drop-in clinics;
- Greater flexibility for ECTs and mentors through high-quality interactive video catch-up for seminars;
- Additional CPD offers for ECTs and their schools, including an end-of-year SWIFT ECF Enrichment Conference;
- Strong ongoing support and communication for ECTs, Mentors and SLT leads, including a weekly SWIFT ECF Newsletters;
- Additional expert “development cycle” support to compliment *Teach First's* Year 2 curriculum;
- Opportunity for Year 2 ECTs to participate in SWIFT's School Exchange Programme;
- Access to an online peer-support forum and SWIFT's subject-based Professional Communities for Year 2 ECTs;

In 2021-2, SWIFT was rated significantly above the national average for ECF provision by both ECTs and Mentors.

## SENIOR LEADERSHIP SUPPORT FOR ECTs AND THEIR MENTORS...

The ECF Senior Leaders at the school support ECTs and mentors in the following ways:

- Ensuring ECTs have the required additional time on their timetable (10% in Year 1 and 5% in Year 2);
- Ensuring ECTs have access to an appropriate mentor, namely someone who is an excellent practitioner with at least 2 years teaching experience; has the capacity to carry out the role; is enthusiastic about supporting ECTs; and is excited about high-quality, evidence-based professional development;
- Ensuring mentors have appropriate time on their timetable to undertake mentoring interactions and participate in the training programme;
- Ensuring that mentoring interactions take place at the required frequency (weekly for Year 1 ECTs and fortnightly for Year 2 ECTs);
- Providing support to ECTs and mentors if SWIFT notify us that they are not engaging appropriately with the ECF programme;
- Working with SWIFT to ensure appropriate part-time adjustments to the programme are in place for relevant ECTs and mentors;
- Checking in with ECTs and mentors at least once per half-term to reflect on their ECF programme and discuss how it links to the wider mission of the school;
- Acting as a point of contact for ECTs and mentors as required.

## APPROACH TO INTERVENTION...

All ECTs at the school are registered with an Appropriate Body (AB) to which the school's Induction Tutor provides half-termly lesson observations, regular progress reviews and two formal assessments against [the Teachers' Standards](#). **If at any point an ECT is not making the expected level of progress against the standards then the Induction Tutor will work with the AB to ensure an appropriate support plan is in place.**

Updated: July 2022  
*Review: January 2023*