




# St Augustine's Catholic High School and Sixth Form

## Early Career Framework Policy

Approved		Date
Principal G T O'Connor		05.01.22
Acting Chair, Personnel R Shearer	<b>R Shearer</b>	05.01.22
Personnel Meeting:	Reviewed	03.11.21
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<b>Statutory Policy - School</b>		
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Next Review Date:	October 2024	



# ST AUGUSTINE'S CATHOLIC HIGH SCHOOL AND SIXTH FORM

## DEVELOPING THE WHOLE PERSON

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## Early Career Framework Policy

### 1. Aims

The school aims to:

- Run an Early Career Framework (ECF) programme that meets all the statutory requirements
- Provide Early Career Teachers (ECTs) with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

### 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Induction for early career teachers \(England\) 2021](#). The 'relevant standards' referred to below are the [Teachers' Standards](#) – see appendix 1.

### 3. The induction programme

For a full-time ECT, the induction programme will typically last for 2 academic years. Part-time NQTs will serve a full-time equivalent. If ECTs are on a 1 year temporary contract, they will continue their 2<sup>nd</sup> year at their next place of employment. If a ECT in their 2<sup>nd</sup> year is employed to start at St Augustine's, they will continue their 2<sup>nd</sup> year at St Augustine's.

The programme is delivered by Tudor Grange Teaching School Hub in collaboration with the Education Development Trust.

#### 3.1 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 mentor (linked to their subject) and induction tutor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range in their first year, with no more than 95% in their second year.
- 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

#### 3.2 Support for ECT

We support ECTs with:

- Their designated mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments

- Their designated induction tutor, who will meet with them periodically to quality assure their progress and development
- 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 on a half termly basis, at which we will review their 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
- A programme of CPD induction delivered by SLT, SLEs, experienced teachers and the pastoral team.

### **3.3 Assessments of ECT performance**

Formal assessment meetings will take place annually at the end of the 1<sup>st</sup> and 2<sup>nd</sup> year, in line with DFE designated assessment points and will be carried out by the ECT's mentor and induction tutor. These meetings will be informed by clear and transparent evidence gathered 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 these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards. The induction tutor will decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form. The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed the ECF. The appropriate body for St Augustine's is Tudor Grange Teaching School Hub.

### **3.4 At-risk procedures**

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must 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
- An effective support programme is put in place to help the ECT improve their performance

## **4. Roles and responsibilities**

### **4.1 Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their mentor how best to use their reduced timetable allowance
- 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

**When the ECT has any concerns, they will:**

- Raise these with their induction mentor 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 mentor, tutor or within the school

### **4.2 Role of the Principal**

The Principal 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 (see section 3.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure 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
- 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

#### **4.3 Role of the mentor**

The mentor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that the ECT teaching is observed and feedback is provided
- Ensure 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

#### **4.3 Role of the induction tutor**

The mentor will:

- Provide guidance and effective support to the ECT and mentor, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Ensure that the ECT teaching is observed and feedback is provided
- Ensure 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

#### **4.4 Role of the governing board**

The governing board will:

- Be made aware if the school management experiences or encounters difficulties in complying with statutory guidance
- Be satisfied that the school has the capacity to support the ECT (via communication from the Principal)
- Ensure 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 school's grievance procedure
- If the LGB wishes, 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 the LGB wishes, request general reports on the progress of the ECT