





Lumen Learning Trust

Learning together for a brighter future

Early Careers Teacher (ECT) Policy

DATE APPROVED BY LUMEN LEARNING TRUST	17 th June 2022		
REVIEW DATE [Biennial]	17 th June 2024		
SIGNED EXECUTIVE PRINCIPAL	Mary Ellen McCarthy 	DATE	17/06/2022
SIGNED CHAIR OF DIRECTORS	Ray Vango 	DATE	17/06/2022

Our Vision

Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

Introduction

This policy applies to ECTs who start their induction on or after 1st September 2021.

NQTs who have started but not completed their induction before 1st September 2021 will continue to follow our NQT induction policy. They have until 1st 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 to 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.

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1st 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.

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily. Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.

All Lumen teaching staff are required to complete an induction period as detailed in their contract of employment.

Principles

Embarking on a career in teaching is fulfilling, demanding and of considerable significance in the professional development of the new teacher. Lumen take our responsibilities very seriously and are very mindful of the privilege and significance of induction.

The induction process ensures that appropriate guidance, support and continued professional development opportunities are offered. These include the development of both subject and pedagogical knowledge, skills and understanding, which will be further developed through a range of opportunities.

We are ambitious to work with our ECTs to release their potential and to support their ambitions to be highly effective teachers that enjoy their profession. To this end many professional discussions and dialogues will take place to develop and inform their practice. Observations, reviews and assessment meetings are included through a structured but flexible individual programme.

It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our Trust induction process will enable an ECT to form a secure foundation on which to build a successful teaching career and enable them to take a pride in and have a confidence to fulfil their professional duties.

Our Lumen induction programme aims to:

1. Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF);
2. Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers and able to apply their talents and expertise for the greater good of the school and to teach effectively;
3. Provide opportunities to allow ECTs to develop professionally in accordance with their personal ambitions;
4. Inform an ECT's pay progression;
5. Make sure all staff understand their role in 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 SFET Teaching School Hub, our 'appropriate body'.

Purposes

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the ECTs;
- To provide appropriate counselling and support through the role of an ECT Mentor;
- To provide ECTs with varied examples of good practice;
- To help ECTs form good relationships with all members of the school community;
- To help ECTs become aware of the school's role in the local community;
- To encourage reflection on their own and observed practice;
- To provide opportunities to recognise and celebrate good practice;
- To provide opportunities to identify areas for development;
- To help ECTs to develop an overview of a teacher's roles and responsibilities;
- To provide a foundation for longer-term professional development;
- To help ECTs perform satisfactorily against the current Teachers' Standards.

This policy reflects a structured whole Trust approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities

A number of key staff in the Trust are responsible in ensuring our induction programme is delivered.

Governing Body

Each local governing body will be fully aware of the contents of the DfE Statutory Guidance on Induction for ECTs (England) which sets out a school's responsibility to provide the necessary monitoring, support and assessments for ECTs.

The governing body:

- Should ensure compliance with this guidance;
- Should be satisfied that the institution has the capacity to support the ECT;
- Should ensure that the Headteacher is fulfilling his/her responsibility to meet the requirements of a suitable post for induction;

- Must investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures;
- Can seek guidance from the Appropriate Body (ECT provider) on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process;
- Can request general reports on the progress of an ECT.

Headteacher

A local Headteacher plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an ECT Mentor, the Headteacher will also observe each ECT as required, but at least once a term.

Statutory responsibilities are:

- Selecting an ECT Mentor and ensuring they are registered with an Appropriate Body (ECT provider);
- Registering the ECT with an Appropriate Body;
- Ensuring an appropriate Lumen induction programme and support is organised;
- Informing the Appropriate Body as to whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by a Lumen ECT Induction/Professional Tutor, Lumen ECT Mentor or other suitably experienced colleagues.

In addition to the statutory requirements the Headteacher will:

- Observe and (if necessary) give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- Keep the governing body informed about ECT induction arrangements and the results of formal assessment meetings.

There may also be circumstances where the Headteacher should:

- Obtain interim assessments from the ECT's previous post (where applicable);
- Act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards;
- Notify the Appropriate Body as soon as absences total 30 days or more;
- Advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- Provide interim assessment reports for staff moving in between formal assessment periods;
- Notify the Appropriate Body when an ECT serving induction leaves the school;
- Take prompt, appropriate action if an ECT appears to be having difficulties.

Appropriate Body

The Appropriate Body should, on a regular basis, consult with Headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.

The Appropriate Body has the main quality assurance role within the induction process. Through quality assurance the Appropriate Body should assure itself that:

- Headteachers (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an ECT receives a personalised induction programme, designated tutor support and the reduced timetable;
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate including ensuring an ECT regularly teaches the same class or classes, is not given additional non-teaching

- responsibilities without preparation or support and is not expected to normally teach outside the age range they have been employed to teach;
- Headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
 - Where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
 - Where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
 - Induction tutors are trained and supported including being given sufficient time to carry out the role effectively;
 - Headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
 - The Headteacher has verified that the award of QTS has been made;
 - The school is providing a reduced timetable in addition to PPA time, in their first year this will be no more than 90% of the timetable of existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of existing teachers on the main pay range;
 - The ECT is provided with a named contact(s) within the Appropriate Body with whom to raise concerns;
 - ECTs' records and assessment reports are maintained;
 - Agreement is reached with the Headteacher and the ECT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
 - A final decision is made on whether the ECT's performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified;
 - Provide the Teaching Agency with details of ECTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

The Appropriate Body should also (as local capacity, resources and agreements allow):

- Respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes;
- Respond to requests for assistance and advice with training for induction tutors.

Lumen ECT Induction/Professional Tutor & Lumen ECT Mentor

The principal requirement for the ECT Induction/Professional Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into the Trust's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. The Lumen ECT Induction/Professional Tutor may be supported by a class-based Lumen ECT Mentor to support day to day ECT requirements.

The Lumen ECT Induction/Professional Tutor/Lumen ECT Mentor should:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- Carry out regular progress reviews throughout the induction period;
- Undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);
- Alongside Lumen Induction/Professional Tutor, the Lumen ECT Mentor records next steps, areas of development and judgements and invites ECTs to add their comments;
- Ensure that the ECT's teaching is observed and feedback provided;
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.

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 either the local headteacher or 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.

The ECT

It is the responsibility of the ECT to:

- Provide evidence that they have QTS and are eligible to start induction;
- Meet with their Lumen ECT Induction/Professional Tutor and Lumen ECT Mentor to discuss and agree priorities for their induction programme and keep these under review;
- Agree with their Lumen ECT Mentor how best to use their reduced timetable allowance;
- Provide evidence of their progress against the relevant standards;
- Participate fully in the agreed monitoring and development programme;
- Raise any concerns with their Lumen ECT Mentor as soon as practicable;
- Consult their Appropriate Body named contact at an early stage if there are or may be difficulties in resolving issues with their Lumen ECT Mentor/within the school;
- Keep track of and participate effectively in scheduled classroom observations, progress reviews and formal assessment meetings;
- Agree with their Lumen ECT Induction/Professional Tutor and/or Lumen ECT Mentor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period;
- Retain copies of all assessment forms.

Expectations

The Trust will expect ECTs to behave as professionals and to treat information, discussions and negotiations in strict confidence when appropriate. Lessons, assessments, evaluations and reports should be prepared thoroughly and in accordance with course guidance and school policies.

ECTs are invited to become involved in the local school as well as Trust community whilst recognising and respecting that each school is different.

We value the opportunity to work with ECTs as an essential feature of our own professionalism and the school's commitment to best practice and continuous improvement.

Lumen Learning Trust expects all teaching staff, ECT or otherwise to:

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school;
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality;

- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Standards Framework

In order to gain Qualified Teacher Status, trainees must meet the Standards set out in Qualifying to Teach, Professional Standards for Qualified Teacher Status and Requirements for Initial Training.

These are a detailed set of requirements that are demonstrated in our school environment.

The Standards are organised in two inter-related sections, which describe the criteria for the award

1. Part One – Teaching (8 Standards)
2. Part Two - Personal and Professional Conduct

During the Induction programme, ECTs will build on these standards and work towards induction standards.

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

Teaching

ECTs will continue to develop their skills and demonstrate increasing responsibility and professional competence in their teaching and when working with adults, including parents.

Specifically, ECTs need to:

- Plan effectively to meet the needs of children in their classes with special educational needs and in consultation with the Inclusion Leader contribute to the preparation, implementation, monitoring and review of Provision Maps;
- Liaise effectively with parents or carers on pupils' progress and achievements;
- Work effectively as part of a team;
- Secure a standard of behaviour that enables pupils to learn and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school;
- Apply school policies.

Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ECTs are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis;
- Help and guidance from a Lumen ECT Mentor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the Lumen ECT Mentor and other key staff as appropriate;
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme;

- Observe experienced colleagues teaching;
- A reduction of 10% of the average teacher's workload. This time is used for participating in the Trust induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers;
- Have teaching observed by experienced colleagues on a regular basis;
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting;
- Opportunities for further professional development based on agreed targets;
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner;
- Attend meetings of ECTs arranged by the Trust and individual schools, network cluster or external provider;
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards.

Key features and delivery of the induction programme:

Generic induction programme to include information on:

- Procedures for staff absence, leaving cover work and carrying out cover
- Duties and school meal arrangements
- Signing in and out for free periods
- School evacuation procedures
- Meeting support staff
- Medical details
- Medical room
- Health and Safety including E-safety
- Learning support details
- Discipline - review of procedures and positive behaviour management
- Safeguarding procedures
- Assessment and exams

In addition training sessions will include:

- Common Standards and Professionalism
- Teaching and Learning in literacy and numeracy
- Inclusion
- Communicating with parents
- Dealing with stress/workload
- Pastoral provision
- Planning and assessment
- Appraisal process
- Time management
- Subject leadership
- Career aspirations

The Lumen ECT Mentor, overseen by the Lumen ECT Induction/Professional Tutor will be responsible for:

- Personal timetable – including the implementation of teaching timetables and fulfilment of teaching/non-contact time
- Providing an up to date student handbook
- Teaching
- Monitoring day-to-day progress
- Mid and End of Term Review meetings and reports
- Arranging peer lesson observations for ECT
- School resources: stationery, textbooks, IT, audio-visual equipment

- Classroom behaviour, control and sanctions
- Teaching and Learning policy
- Marking policy
- Assessment policy, record and mark books
- Homework policy and handing in arrangements
- Subject Reviewing with parents
- Planning expectations and schemes of work
- School policy on discipline; code of conduct; positive behaviour management, reward systems and safeguarding
- Target setting and action planning where appropriate
- Communication with parents
- Discussion of individual pupils in the form
- Student planners
- School uniform

Lesson Observation, Review and Target Setting

These will be followed and completed in accordance with the Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1st September 2021.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance;
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used;
- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view;
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation;
- The Lumen ECT Mentor will ensure that assessment procedures are consistently applied;
- Copies of any records will be passed to the ECT concerned;
- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.

At Risk Procedures

If an ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed;
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem;
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given as follows:

- Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out;
- The Appropriate Body will be informed. The Appropriate Body will provide advice and support both to the ECT and the school;

- The Headteacher will be kept informed of any ECT making unsatisfactory progress and will observe the teaching of any ECT judged to be at risk of failing;
- Reports sent to the Appropriate Body will indicate any unsatisfactory progress made by the ECT and whether the ECT is at risk of failing to complete the induction period. The Headteacher should write to the ECT about any unsatisfactory assessments and inform them of the consequences of failing to make the necessary improvements;
- Where the School recommends that an ECT needs to extend their induction period, or who is failing to meet the standards for the induction period, the Appropriate Body will be informed immediately of this and relevant forms will be completed.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the local school setting in the first instance to their Headteacher. Where the school does not resolve them the ECT should raise concerns with a named awarding body contact.