Leverhulme
Church of England and Community Trust

Early Career Framework Policy

Version 2.0

Effective from 1 January 2025

S Mitchell
Leverhulme Academy Trust

Leverhulme Academy Trust Document Control Table			
Document Title :	**Early Career Framework Policy**	**Author name / post:**	**N Velupillai S Cookson**
Version Number:	**2.0**	**Document Status:**	**Published**
Date Approved:	**1/9/22**	**Approved By :**	**Director of School improvement**
Effective Date :	**1st September 2022**	**Date of next review:**	**31st August 2023**
Publication method:	**Every system / website**	**Date published**	**1/9/22**
Superseded Version:	**New Policy**		

Document History		
Version	**Date**	**Notes on Revisions**
1.0	June 2017	New Trust wide policy, in line with pay and conditions of service and reflecting current and LA practice. Reviewed annually (Summer)
2.0	January 2025	Reviewed in line with legal advice & guidance from Browne Jacobson

Introduction

At Leverhulme, we recognise that the appointment and successful induction of an ECT strongly contributes to the development of both the school, department and the ECT themselves. Teachers are the foundation of the education system and ECTs bring innovation, enthusiasm and the energy to the classroom. Our Trust induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured two-year Early Career Framework (ECF) based training programme and induction programme.

The Early Career Framework (ECF) underpins an entitlement to a fully funded, two-year package of structured training and support for early career teachers provided by Ambition Institute. Ambition's ECT online training framework provides new teachers and mentors with high quality curriculum materials, development sessions with expert teacher educators, training and support. The support framework uses instructional coaching, one of the best-evidence forms of professional development.

This policy has been developed to comply with current relevant legislation and the statutory guidance document "Induction for Early Career Teachers (England)".

Aims:

- Induction is a CPD process, as it develops ECTs' skills, knowledge and understanding, but it is also a quality assurance one, since they must reach the Teachers' Standards to continue in teaching.

- The response to ECTs should acknowledge both aspects: they must be given appropriate intensive support in remedying areas for development, whilst bearing in mind the need to make valid and reliable judgements in relation to the standards.

- The consequences of not meeting the standards are very serious for an ECT's career; they have rights as well as obligations in the process. So, it is important that the processes of supporting, monitoring and assessing ECTs in difficulties are fair, reliable and follow statutory guidance.

- It is essential that ECT, school and LA Appropriate Body are fully informed: The Trust should ensure that procedures are in place in their school, to give early warning of any difficulties.

Key principles:

- All ECTs are entitled to an induction programme that is designed to ensure that they have opportunities to develop as professionals, and to ensure that they have a fair chance to show their capabilities.

- ECTs must meet the Teachers' standards in full by the end of the induction period. Apart from significant absence, the appropriate body will only extend the induction period in exceptional circumstances.

- ECTs **must** be informed if they are not making sufficient progress. They should be clear about which aspects of their practice they need to improve and given suitable support to do so. The LA Appropriate Body should be informed and, if necessary, involved.

- When difficulties arise it is good practice to involve the ECT's Teacher Association, either through the ECT or directly, for example by involving the school representative.

- As soon as it is clear that an ECT may not pass induction, it is essential that this is communicated to them and to the LA Appropriate Body.

Overview

Prior to starting induction

- We will follow our Recruitment and Selection Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded QTS. The ECT should provide evidence that they have QTS and are eligible to start induction.

Roles and Responsibilities

ECTs are responsible for:

- Providing evidence that they have QTS and are eligible to start the statutory induction.
- Agreeing on the start and end dates of the induction period including any absences.
- Meeting with professional and subject mentors to agree on priorities for their programme and review these at regular intervals.
- Participating in the agreed monitoring and development programmes including the required classroom observations, calendared CPD, progress reviews and formal assessment meetings.
- Raising any concerns that they have with their mentor.
- Speaking to senior leaders if there are concerns regarding support from their mentors.

The Headteacher is responsible for:

- Following the Trust Recruitment and Selection Policy in the recruitment of an ECT, including carrying out all relevant pre-employment checks and that the ECT has been awarded QTS.
- Identifying and agreeing an organisation to act as the appropriate body in accordance with the guidance and notifying them of the appointment of the ECT. The appropriate body, who has the main quality assurance role within the induction process, will determine a start date for induction which will be agreed with us and the ECT in advance. The appropriate body should provide the ECT with a named contact with whom to raise concerns that they are unable to resolve via their professional mentor, and will also notify the Teaching Regulation Agency (TRA) of the ECT's appointment.
- Agreeing with the appropriate body whether or not the post that it is intended the ECT will serve induction in is suitable for this purpose, in order to facilitate a fair and effective assessment of the ECT against the Teachers' Standards. This will include ensuring that the post:
    - provides the necessary tasks, experience and support to demonstrate satisfactory performance against the Teachers' Standards;
    - will provide the ECT with an ECF based induction programme;

- will not make unreasonable demands upon the ECT;
- will involve the ECT regularly teaching the same classes, normally within the age range and/or subject of the post that they have been employed to teach;
- will involve similar planning, preparation and assessment processes to other teachers in the school:
- will not present unreasonably demanding discipline problems on a day-to-day basis;
- will not involve additional non-teaching responsibilities without appropriate preparation and support.

- Ensuring the ECT has a reduced timetable to allow them to undertake activities in their induction programme; in their first year (terms 1-3) this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in the second year (terms 4-6), this will be no more than 95% of the timetable of our existing teachers on the main pay range. The ECT will agree with their professional mentor (see below) how best to use their reduced timetable allowance. This is in addition to the timetable reduction received for planning, preparation and assessment (PPA) time.

- Allocating the ECT with a professional mentor who has QTS, making sure they have received suitable training and have the necessary skills, knowledge and time to carry out the role effectively.

- Ensuring that the progress of the ECT is reviewed regularly, this will be weekly during the first year and fortnightly during the second year.

- Allocating the ECT with an ECT Mentor who is expected to hold QTS and have the necessary skills and knowledge to provide effective mentoring and have sufficient time to carry out the role effectively. This is a separate role to that of the professional mentor and it is expected that it should be carried out by a different individual; in exceptional circumstances, a single teacher may fulfil both roles and where this is the case, adequate safeguards will be put in place to ensure that the mentoring support offered by the ECT mentor is not conflated with the assessment role carried out by the professional mentor.

The Professional Mentor is responsible for:

- Providing training and support for mentors to ensure they are supported to effectively carry out their roles.

- Carry out quality assurance of ECT mentors' responsibilities to ensure these are fulfilled effectively.

- Providing regular CPD opportunities and input to demonstrate and model quality first teaching.

- Providing regular progress reviews to the ECT and LA. In the first year this will be termly, and in the second year this will be annually.

- Ensuring the ECT is observed during their teaching and feedback is provided.

- Taking prompt, appropriate action if an ECT appears to be having difficulties.

- Providing guidance and effective support for the ECT's professional development.

- Ensuring completed assessment reports are sent to the Head teacher and LA by the appropriate deadlines

The ECT Mentor is responsible for:

- Providing regular opportunities and subject specific input to demonstrate and model quality first teaching.

- Regularly mentoring the ECT during structured sessions and providing effective feedback and targets to develop the ECT. This will take place weekly for ECTs in their first year and fortnightly for ECTs in their second year.

- Using reporting arrangements to accurately and consistently assess, support and intervene with the ECT as required.

- Working collaboratively with the ECT, Professional Mentor and Head of Department to ensure the ECT receives high quality support and CPD.

- Taking prompt, appropriate action if the ECT appears to be having difficulties.

- This is a separate role to that of the professional mentor.

The Induction period

The minimum length of the induction period will normally be the full time equivalent of two standard school years (usually six school terms based on a school year of three school terms). Where the ECT has or is serving some of the induction period in another setting, or in non-standard settings such as in the FE sector, the appropriate body will determine the equivalence to two school years. We will also follow the statutory guidance in relation to any special circumstances which may apply, to reduce or extend the induction period.

Where an ECT is part time, this will be the full time equivalent of two standard school years. We will agree with the appropriate body a fair length of induction for each ECT if appropriate, taking account of the ECT's working pattern. In line with the provisions of the statutory guidance, a part time ECT may be able to have their induction period reduced in cases where they have completed a period covering but not equivalent to two full school years and can demonstrate that they meet the Teachers' Standards.

Where an ECT applies for a post that is fixed term or temporary, continuous employment in posts of a minimum of one term or more may count towards the induction period. The appropriate body is responsible for deciding the minimum period of employment that will count towards induction.

Where an ECT is eligible to carry out short-term supply work, and is undertaking short term supply work of less than one term, this cannot count towards induction. However, if it becomes clear that short-term supply work will be extended beyond one term, an induction programme will be put in place. The start date of the induction programme cannot be backdated.

Monitoring, support and assessment during the induction period

Monitoring and support will take place throughout the induction period. This will be structured to meet the professional development needs of the ECT. It will include a programme of Early Career Framework based training, ongoing support and guidance from the professional mentor, regular

mentoring provided by the ECT mentor, the ECT observing experienced teachers and the following, which the ECT should keep track of and participate in effectively:

- A programme of ECF based training, embedded as a central aspect of induction that enables the ECT to understand and apply the knowledge and skills set out in the ECF evidence statements and practice. The Headteacher will determine which of the three approaches set out in the statutory guidance will best suit the needs of the ECT and their mentors. We recognise that the ECF is not an assessment tool and is separate from the formal assessment of an ECT's performance against the Teachers' Standards.

- The professional mentor or another suitable internal or external person with QTS will regularly observe the ECT's teaching against the Teachers' Standards, normally on a [monthly] basis. Following observation, the observer will notify the ECT in advance of the requirement to attend a post-observation review meeting to provide prompt and constructive feedback and a brief written record will be made of the feedback given at the meeting. Any development needs will be identified.

- The professional mentor will carry out a professional progress review based on the evidence of the ECT's teaching, taking place in each term where a formal assessment is not scheduled. A written record of each progress review will be retained and provided to the ECT, stating whether the ECT is on track to complete induction, summarising the evidence collected and the agreed development targets. As a result, objectives may be reviewed to take account of the needs and strengths of the ECT. The professional mentor will update the Headteacher after each progress review, and will notify the appropriate body and the ECT themselves whether they are making satisfactory progress.

- A formal assessment will normally be carried out in the final term of the first year and the final term of the second year, by the professional mentor. We will agree with the ECT exactly when these assessment dates will be. The assessment will use evidence gathered from the ECT's work as a teacher, from their induction programme, and may require input from other colleagues as appropriate. Copies of the evidence used will be provided to the ECT and the appropriate body. The person carrying out the formal assessment will complete a formal assessment report showing an assessment of the ECT's performance against the Teachers' Standards. The ECT will have an opportunity to add their comments to each of the formal assessment reports, which will then be signed by the professional mentor, the Headteacher (if they are not the induction tutor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body shortly after each meeting.

Performance will be assessed against the Teachers' Standards throughout and at the end of the induction period, based on what can reasonably be expected of an ECT at that stage of their induction and taking in to account the work context, within that framework. Evidence for assessments will be drawn from the ECT's work as a teacher during their induction. Formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment, through the use of existing documents.

Temperature Checks and Lesson Visits

ECTs will be part of the departmental quality assurance process, please see the Quality Assurance Policy.

Lesson Observations

Purpose:

- To ensure Trust and departmental policies are being implemented.
- To ensure the curriculum is being delivered as intended.
- To ensure the quality of teaching (implementation) is effective (i.e. the tasks are helping students to learn the curriculum).
- To ensure the curriculum is having the intended impact and students can remember what has been taught.
- To guide staff in their next steps of professional development.
- In line with the Teacher Standards https://www.gov.uk/government/publications/teachers-standards

Methodology:

Teachers will receive a minimum of six lesson observations each year in year 1, three in year 2, carried out by their mentor/ Professional Mentor and HOD and/or an appropriate postholder within the department. In order to gain a more typical view of teaching, mentors/ professional mentors and HODs will provide details of the week in which lesson visits are taking place and notice about which lesson is being visited.

Teachers are not required to produce any form of documentation for the lesson visit. However, leaders will use a range of documentation to help them to evaluate the quality of education. This includes the following:

- The National Curriculum for that subject (or locally agreed syllabus for RS)
- The curriculum map and SOW
- Trust and departmental policy documentation
- SEND communication passports
- Lesson visit aide memoire

During the lesson observation, mentors/leaders will be monitoring the implementation of school policies and using lesson visit criteria to establish how effectively the teaching is enabling students to learn the curriculum. The information recorded in each lesson visit will be diagnostic; giving an overview key strengths and areas for development. No grades are used for individual lesson visits.

Where possible (i.e. it doesn't interrupt the flow of the lesson) leaders might find it useful to speak to the member of staff about the lesson content and where it fits in to the wider curriculum. They may also ask teachers about other areas e.g. the provision for students with SEND. Where this is not possible, this could take place at a later point (e.g. during lesson visit feedback).

Leaders may also take the opportunity to talk to students, where possible. Discussions should include where the lesson fits into the curriculum (i.e. what has led to this point), as well as ask them about what they remember from previous topics. Leaders should aim to include a range of students, including those with SEND.

Books must be available during lesson visits to allow leaders to look at where the lesson fits into the curriculum, as well as monitor the quality of the marking and feedback policy in supporting students' next steps.

Feedback:

Teachers are entitled to receive both verbal and written feedback following a lesson observation. Findings from lesson visits will be recorded on the member of staff's feedback record and saved in the relevant area on Teams. Where possible, this should be completed during the lesson to avoid additional workload. Where this isn't possible, this must be completed within one working day. Verbal feedback must be given within five working days of the visit

Staff have a professional responsibility to engage in CPD on the back of any feedback given. There are a range of additional opportunities available for staff throughout the academic year, as well as a wealth of resources through the Walkthru package. HODs are responsible for the professional development of their department and should promote whole-school training with their staff and ensure any departmental themes - e.g. around subject knowledge/ subject-specific pedagogy are built into departmental development time.

Leverhulme ECT Passport

As part of working at Leverhulme Academy Trust, there are 10 activities to actively engage with and experience during the two-year induction period to make a positive contribution to the wider life and ethos of the school and develop effective professional relationships with colleagues.

- Participate in 'Rivi Fest' – a whole school sports day.
- Support a school production- for example selling refreshments, helping pupils to learn lines, creating costumes.
- Take part in supervising a school trip with a curriculum area or a whole school rewards trip.
- Attend the school Christmas Carol celebration event.
- Meet the SEND team and visit the work done in the HUB provision.
- Be part of a House and take part in House activities and challenges.
- Meet colleagues across the Trust.
- Visit another school in the Trust to observe lessons.
- Volunteer as a department representative for one of the school action groups.
- Take part in the whole school Christmas gift wrap.

Leaving or joining part way through induction

If an ECT joining the Trust is part way through their induction period and has carried out part of their induction at another institution, the Headteacher will contact the ECT's previous appropriate body to:

- Obtain copies of any progress review records or assessment reports;
- Establish how much induction time remains to be served.

If, as a result of the above, it is established that any concerns have been raised about the ECT's progress by previous employer(s), the Headteacher will alert the appropriate body of this Trust.

If an ECT is due to leave a post with us after completing one term or more, but before the next formal assessment or the final assessment at the end of the induction period would have been carried out, then the Professional Mentor or Headteacher will complete an interim assessment before they leave in order to ensure that their progress since the last assessment is captured. This will include any concerns about progress which may have arisen.

If the induction period is extended by the appropriate body after completion, and the ECT leaves before completing the extension, the Headteacher will complete an interim assessment.

The Headteacher will notify the appropriate body that the ECT has left before completing induction, or if the induction period is extended and the ECT leaves before completing the extension.

Absences during the induction period

If an ECT is absent during induction for a period of 30 days or more per year of induction or equivalent for part time teacher, the Headteacher will notify the appropriate body as soon as the absences total this number. The induction period will automatically be extended by the same number of total aggregate days of absence, as long as this extension can be served in the same setting. If the extension cannot be served at this setting for any reason, then the ECT would need to serve the minimum period of one term or equivalent in a new setting.

The above paragraph does not apply to statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave, in which case the ECT can decide whether or not to extend the induction period to reflect the number of days absent and it is recommended that they seek advice before deciding. If the ECT chooses to extend the induction period, this request will be granted and their performance will be assessed against the Teachers' Standards.

Where there are concerns

If it becomes apparent during progress reviews, that the ECT is not making satisfactory progress against the Teachers' Standards, the professional mentor should state this clearly within the progress review record and outline the support plan to be put in place to assist the ECT in getting back on track. The professional mentor is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If during the first formal assessment, it becomes apparent that the ECT is not making satisfactory progress, we will inform the appropriate body and the Headteacher should ensure appropriate measures are put in place immediately and will:

- make clear the areas in which improvement is needed;
- give the ECT the opportunity to comment on and discuss the concerns;

- find out of there are any issues (both in or outside of work) that are affecting their performance that the induction tutor or another appropriate person can assist with or provide support;
- put in place additional monitoring and any support that will be provided to help address the specific areas and improve their performance;
- set appropriate objectives to guide the ECT towards satisfactory performance against the Teachers' Standards;
- make clear how, and by when, progress will be reviewed, giving every opportunity for improvement.

If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

If there are still concerns between formal assessment one and two, despite the additional monitoring and support measures put in place, the Headteacher will discuss the following with the ECT, brief details of which will be included on the formal assessment report:

- the identified weaknesses and the evidence used to inform the judgement;
- give the ECT the opportunity to comment on and discuss the concerns;
- the agreed objectives previously set and review progress, either by setting new and clear objectives or by updating current objectives;
- the additional monitoring and support put in place and put in place any further monitoring and support that will be provided to address the specific areas and improve their performance;
- details of the improvement plan for the next assessment period;
- the consequences of failure to complete the induction period satisfactorily.
- As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

If the concerns about the ECT's progress are very serious, we may instigate formal capability proceedings in line with our Capability Policy, which may lead to dismissal before the end of the induction period. The induction process set out in this policy will continue alongside the capability procedure and we will inform the appropriate body. This will not prevent the ECT from completing induction at another institution, as the ECT will not have completed a full induction period in order for a decision to be made by the appropriate body whether or not the ECT has failed to satisfactorily complete induction.

Completion of the probation period

The first six months of an ECT's employment is subject to a probationary period and performance and suitability for continued employment will be assessed in line with the Trust probation process. Notice provisions are outlined in the contract of employment.

Completion of the induction period

A final assessment will normally be carried out at the end of the induction period, by the Headteacher or the professional mentor. We will agree with the ECT exactly when this assessment date will be. The assessment will use evidence gathered from the ECT's work as a teacher and from their induction programme during the preceding assessment period, and may require input from other colleagues as appropriate. Any judgements made will relate to the Teachers' Standards, based on what can reasonably be expected of an ECT by the end of their induction period, and taking into account the work context, within that framework. Copies of the evidence used will be provided to the ECT and the appropriate body.

Following this final meeting, the person carrying out the formal assessment will complete a final assessment report which will include a recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is considered satisfactory, unsatisfactory, or whether an extension should be considered.

The ECT will have an opportunity to add their comments to the final assessment report, which will then be signed by the professional mentor, the Headteacher (if they are not the professional mentor) and the ECT. The ECT will be provided with the original, which they should retain, and a copy will be sent to the appropriate body within 10 working days of the final assessment meeting.

The appropriate body will make the final decision as to whether or not the ECT's performance against the Teachers' Standards is satisfactory within 20 working days of receiving the final assessment report from us, drawing on the recommendation of the Headteacher made in the formal assessment report and all available evidence. They will then notify the ECT and us of the decision in writing, within three working days of making the decision. The decision will either be that the ECT:

- Has performed satisfactorily against the Teachers' Standards and so has completed their induction period; or
- Requires an extension of the induction period; or
- Has failed to satisfactorily complete the induction period.

If the decision is to extend the period of induction or that the ECT has failed their induction period, the appropriate body will also notify the Teaching Regulation Agency (TRA) within three working days.

Right of appeal to the Appeals Body

If the appropriate body extends the induction period or decides that the ECT has failed to satisfactorily complete the induction period, the ECT has the right of appeal against that decision within 20 working days of the decision to the Appeals Body, which is the TRA. The appropriate body will inform the ECT of their right of appeal and how to exercise that right.

Failure to complete induction and dismissal

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a relevant school, which includes maintained schools and non-maintained special schools.

As a Trust, we have decided to follow the principle of the Regulations in relation to an ECT who has failed induction working in a relevant school, and apply them to our Trust. Therefore, we will normally dismiss an ECT who has failed induction:

- Within 10 working days of the ECT giving notice that they do not intend to exercise their right to appeal; or

- Within 10 working days from when the time limit for making an appeal expires, without an appeal being brought; or

- Within 10 working days of being told the outcome of an appeal where an appeal is heard and the outcome of the appeal is that the ECT is judged as having failed induction.

General Principles Underlying This policy

Confidentiality

The induction process will be treated confidentially and we will ensure that arrangements are in place to facilitate this, including the secure transfer of data between us and the appropriate body. Information relating to an ECT's induction process will only be shared with those directly involved in the induction process, and the governing body on request for a general report on progress, on a termly basis.

Consistency of Treatment and Fairness

The Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Academy Trust is aware of the guidance on the Equality Act 2010 issued by the Department for Education.

Retention and data protection

The board of trustees and Headteacher will ensure that all written induction records are retained in a secure place, for six years or longer if there are reasons to do so, as long as this complies with the Data Protection Act. As part of the application of this policy, the Trust may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time. Records will be kept in accordance with our Workforce Privacy Notice, our Retention and Destruction Policy and in line with the requirements of Data Protection Legislation.

Guidance for ECTs experiencing difficulties

(refer to Bolton Council 'Guidance for ECTs experiencing difficulties' 2020)

For further information and advice please contact:

Nava Velupillai (professional mentor @ RBHS)
Email: nvelupillai@rbhs.co.uk

Michael Quigley (professional mentor @ HG)
Email: quigleym@harpergreen.net

Tanya Johnson (Induction Co-ordinator and named person for Bolton Children's Services as the Appropriate Awarding Body for ECT Induction)

Tel: 01204 332802 Mobile: 07795 191029
Email:tanya.johnson@bolton.gov.uk

DfE Statutory Guidance Document

Induction for early career teachers (England) - GOV.UK

See also: School Teachers Pay and Conditions

School teachers' pay and conditions - GOV.UK