

# The Bromfords School



## Early Career Teaching Policy (ITE, ECT and UQT)

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APPROVED BY: T Parfett, Chair, LGB Date: September 2023	REVIEW DATE: September 2024

## 1. Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021.
- Provide ITTs, ECTs and UQTs 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.

## 2. Newly qualified teacher (NQT) induction transitional arrangements

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

NQTs who started but didn't complete their induction **before 1 September 2021** had until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance.

As per statutory guidance, any teachers who started induction before 1<sup>st</sup> September 2023 but did not complete this 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.

## 3. 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](#)

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

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

## 4. Supporting Teachers in the Early Stages of their careers: An overview

The Bromfords School employs a wide range of teaching staff. All teachers are supported to develop their practice, regardless of their role or experience.

Trainee teachers, early career teachers, legacy NQTs, and unqualified teachers are all supported by a team of mentors and coaches. This is managed by Holly Williamson, Assistant Headteacher.

Teachers in the early stages of their careers receive bespoke support. This includes support from mentors and coaches, external support from accredited training providers and focused in-school CPD.

## **5. Initial Teacher Education (ITE)**

We are a partner school of BEC Teacher Training (Billericay SCITT), which is also operating as NESTT from September 2023. This is an accredited ITE provider, using the Core Content Framework which was rolled out in 2020. BEC offer Primary and Secondary teacher training alongside a PGCE through the University of Suffolk. BEC is located within The Bromfords School and through them, we are committed to supporting the development of teachers in the earliest stage of their career.

### **5.1 INTENT – BEC Teacher Training**

*“Our course is designed to create resilient life-long teachers. Everything we do, from our curriculum content to the way we respond to trainees’ individual needs and circumstances, embodies our core values of professionalism, adaptability, erudition, altruism and collegiality. Throughout our training course, you will never be alone; we pride ourselves on the thorough knowledge, skills, care and support we model, and in turn expect of our trainee teachers. Our trainees go on to become successful teachers who have a desire for mastery, are autonomous and have a clear sense of purpose.”*

### **5.2 IMPLEMENTATION – Supporting ITE staff at The Bromfords School**

In school, initial teacher training (appropriate) complements and contextualises the training delivered through BEC. All support provided follows the guidelines established by BEC and is in adherence to the statutory expectations. In addition to what the school provides, BEC delivers ongoing general and subject specific CPD every Thursday and assigns trainees with a Lead Subject Mentor (LSM) who will externally support the development of their subject and curriculum knowledge.

- A Professional Mentor (PM) acts as the conduit between BEC and the school. The PM oversees the training of all trainees at the school and ensures that adequate support and challenge is in place to ensure the success of the trainee. At Bromfords, this is Holly Williamson, Assistant Headteacher.
- All trainees are assigned a Subject Mentor (SM) who has the expertise and capacity to fully support them. Trainees and Mentors meet for one hour per week. Discussions are documented for the trainee’s records.
- Fee-paying trainees receive a bespoke training timetable from the beginning of the course. Trainees are not expected to teach immediately but will observe the class teacher and build to team teaching and then teaching from the beginning of Term 1b (teaching hours will build across the year). If trainees feel confident to begin earlier, they are supported to do this by the SM and/or the class teacher. Until at least Easter, trainees will only ever teach with a fully qualified teacher in the room. They will receive written feedback at the end of every lesson.
- Trainees will be formally observed, on average, once per week. Trainees are not graded, all feedback is developmental and constructive, using SMART targets. In all observations, the teacher observing will give feedback on the weekly subject target and the weekly classroom practice target.

- From the start of the course, it is expected that trainees are exposed to a wide variety of subjects, teachers and teaching styles in order to develop and enrich their practice. As a result, the SM will support the trainee to observe as many lessons as possible across the course of the year, directing these based on their areas for development as appropriate.
- Trainees will become a full part of the school, attending CPD, supporting enrichment clubs and activities and working with students pastorally as part of a tutor team. As a result, they will develop a full presence and authority and will gain appreciation for the full wider role of a teacher.

### 5.3 IMPACT

It is expected that, through the support of their SM, the PM, classroom teachers and the team at BEC, trainees will successfully complete their Initial Teacher Training as reflective, autonomous and effective practitioners. Quality assurance activities take place regularly throughout the year to ensure this happens:

- Observations of the trainee by the moderated SM, PM, LSM and Course Director
- Informal observations of the trainee by the class teachers they work with
- Graded assignments submitted to BEC (and, if completing the PGCE, the University of Suffolk)
- The completion and submission of reflective journals, linked to academic pedagogical texts, documenting a variety of experiences across the training year
- Termly assessments and the subsequent analysis of these, trainee observations and journals by the awarding Assessment Board at BEC

## 6. Early Career Teacher Induction

Teacher induction changed in 2021 as part of the DfE's 'Golden Thread' of teacher development. We work in partnership with the Harris Chafford Hundred Teaching School Hub (HACH) and the Billericay Teaching Alliance to support Early Career Teachers. We have embarked on the full induction programme, using resources provided by the training providers. In September 2023, HACH began using the National Institute of Teaching (NfT) for Year 1 ECTs, while Year 2 ECTs will continue with the outgoing UCL programme.

All parts of the induction programme followed at the Bromfords School follow the guidance issued in the Induction Handbook; *'HARRIS TEACHING SCHOOL HUBS APPROPRIATE BODY FOR ECT INDUCTION: Early Career Teacher, ECT Mentor and Induction Tutor Handbook 2023-2025'*.

The Induction Tutor for The Bromfords School is Holly Williamson, Assistant Headteacher.

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.

## 6.1 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 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

## 6.2 Roles and responsibilities

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
- 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.

**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 (see section 5.1 above)
- 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
- 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

**The induction tutor 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

**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

**The governing board will:**

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

### **6.3 ECT Induction INTENT – taken from the DfE**

*“All early career teachers (ECTs) should be able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.*

*The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development.”*

### **6.4 IMPLEMENTATION**

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. Mentor slots are protected.

- 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

#### 6.4.1 Package of support for ECTs in Year 1

ECTs in Year 1 teach a 90% timetable.

	People involved	Frequency	Aims and objectives
<b>Study sessions</b> <i>(synchronous and asynchronous)</i>	ECT and Mentor (separate study sessions for each – mentor studies are less frequent)	<u>Synchronous</u> – typically 2-3 times per half term (see Harris calendar which may differ to the NlOT calendar) and a mix of in-person and online. <u>Asynchronous</u> – weekly (see self-directed study tasks on GTT)	<ul style="list-style-type: none"> <li>• Synchronous sessions (via NlOT/Harris):             <ul style="list-style-type: none"> <li>➤ Opportunities to build networks</li> <li>➤ Developing understanding of the framework</li> </ul> </li> <li>• Asynchronous sessions:             <ul style="list-style-type: none"> <li>➤ Weekly self-study tasks based around the ‘learn that, learn how to’ statements of the ECF</li> <li>➤ Scenarios and guided observations of experienced teachers/discussion tasks to see aspects of the ECF in action</li> </ul> </li> </ul>
	<b>How to log these:</b> Synchronous sessions – engagement tracked by Harris Chafford Hundred Hub Asynchronous sessions – engagement in accessing the module content and materials tracked by NlOT using the Great Teaching Toolkit (GTT). Evidence of completion will be tracked through mentor meetings and uploaded to shared drive.		
<b>Mentor meetings</b> <i>(form on ECT Manager)</i>	ECT and Mentor	Once per week	<ul style="list-style-type: none"> <li>• Ensuring that self-study materials have been engaged with and tasks have been completed</li> <li>• Review progress against ‘learn that, learn how to’ statements from the ECF</li> <li>• Planning and modelling as a ‘how to’ for a variety of T&amp;L aspects</li> <li>• Celebrating success and reviewing evidence against the Teachers’ Standards</li> <li>• Completing the standards tracker</li> <li>• Supporting with teaching and learning where necessary (identifying emerging needs and then organising support)</li> <li>• Professional and supportive conversations</li> </ul>
	<i>(*where applicable mentors need to have read through the self study material that ECTs have been working through in advance of the session)</i>		<b>How to log these:</b> Document mentor meetings on the statutory pro forma (on ECT Manager and on U Drive) – there is one document for all meetings. These will be periodically reviewed. Complete the standards tracker using the statutory form (on ECT Manager and on U Drive). Upload onto shared drive.



<b>Informal drop-ins by mentor team</b>	<b>People involved</b>	<b>Frequency</b>	<b>Aims and objectives</b>
	ECT and mentor team	Approximately once per week – 15 minutes	<ul style="list-style-type: none"> <li>• Supportive and developmental</li> <li>• Will allow the mentor to give feedback on progress with focus areas (e.g. starts of lessons)</li> </ul>
	<b>How to log these:</b> Feedback must be uploaded to the GTT. Comment on these in your mentor meeting minutes. Reference them on your standards trackers.		
<b>Formal observations</b> <i>(form on SISRA Observe)</i>	<b>People involved</b>	<b>Frequency</b>	<b>Aims and objectives</b>
	ECT and induction tutor (with mentor on occasion)	Once per half term	<ul style="list-style-type: none"> <li>• Gauging the ECTs performance against the Teacher's Standards in line with the ECF (cumulative and focused mainly on the standards already covered within the ECF)</li> </ul>
	<b>How to log these:</b> Formal observations (against the TS) will be completed on SISRA Observe. These will need to be digitally signed in the 'comments' box by the ECT. HWI will upload these to ECT Manager.		
<b>Observations of experienced teachers</b> <i>(form on U Drive)</i>	<b>People involved</b>	<b>Frequency</b>	<b>Aims and objectives</b>
	ECT	As directed within weekly study tasks and as often as appropriate	<ul style="list-style-type: none"> <li>• Observing other members of the department or those displaying 'mastery' in one or more aspects of the Teacher's Standards (linked to targets)</li> <li>• Reflecting on and trialling, where possible, ideas gained from observing others</li> </ul>
	<b>How to log these:</b> ECTs <i>may</i> document observations of experienced teachers using the pro forma on the U Drive. Reference of engagement here should be logged on mentor meeting minutes.		
<b>Progress reviews</b>	<b>People involved</b>	<b>Frequency</b>	<b>Aims and objectives</b>
	ECTs and mentors	At the end of each term	<ul style="list-style-type: none"> <li>• Grading progress against the Teachers' Standards</li> <li>• Setting targets for remaining terms</li> </ul>
	<b>How to log these:</b> All progress reviews should be completed directly onto ECT Manager. These will show as available to complete approximately one month before they are due.		
<b>End of Year Assessment</b>	<b>People involved</b>	<b>Frequency</b>	<b>Aims and objectives</b>
	ECTs and induction tutor	At the end of Year 1	<ul style="list-style-type: none"> <li>• Grading progress against the Teachers' Standards</li> <li>• Setting targets for remaining terms</li> </ul>
	<b>How to log these:</b> All progress reviews should be completed directly onto ECT Manager. These will show as available to complete approximately one month before they are due.		

## 6.4.2 Package of support for ECTs in Year 2

ECTs in Year 2 teach a 95% timetable.

	People involved	Frequency	Aims and objectives
<b>Study sessions</b> <i>(synchronous and asynchronous)</i>	ECT and Mentor (separate study sessions for each – mentor studies are less frequent)	<u>Synchronous</u> – typically once per half term (see Harris calendar which may differ to the UCL calendar) <u>Asynchronous</u> – fortnightly (see self directed study tasks on UCL Extend)	<ul style="list-style-type: none"> <li>• Synchronous sessions (via UCL/Harris):             <ul style="list-style-type: none"> <li>➢ Opportunities to build networks</li> <li>➢ Developing understanding of the framework</li> </ul> </li> <li>• Asynchronous sessions:             <ul style="list-style-type: none"> <li>➢ Research led practitioner inquiries with one extended full evaluative inquiry in Term 2 and 3</li> </ul> </li> </ul>
	<b>How to log these:</b> Synchronous sessions – engagement tracked by Harris Chafford Hundred Hub Asynchronous sessions – engagement in accessing the module content and materials tracked by UCL Extend. All study (including self study and training) should be documented using the UCL module progress tracker and learning log (found on UCL Extend or the U drive). Evidence of completion will be tracked through mentor meetings and uploaded to shared drive.		
<b>Mentor meetings</b> <i>(form on ECT Manager)</i>	ECT and Mentor	Once per fortnight	<ul style="list-style-type: none"> <li>• Ensuring that self-study materials have been engaged with and tasks have been completed</li> <li>• Review progress against ‘learn that, learn how to’ statements from the ECF</li> <li>• Planning and modelling as a ‘how to’ for a variety of T&amp;L aspects</li> <li>• Celebrating success and reviewing evidence against the Teachers’ Standards</li> <li>• Completing the standards tracker</li> <li>• Supporting with teaching and learning where necessary (identifying emerging needs and then organising support)</li> <li>• Professional and supportive conversations</li> </ul>
	<i>(*where applicable mentors need to have read through the self study material that ECTs have been working through in advance of the session)</i> <b>How to log these:</b> Document mentor meetings on the statutory pro forma (on ECT Manager and on U Drive) – there is one document for all meetings. These will be periodically reviewed. Complete the standards tracker using the statutory form (on ECT Manager and on U Drive). Upload onto shared drive.		
<b>Informal observations (including LWs)</b> <i>(both forms on SISRA Observe)</i>	ECT and mentor/other appropriate members of the teaching staff	1-2 times per half term	<ul style="list-style-type: none"> <li>• Gauging the ECTs performance against one or more of the Teacher’s Standards as appropriate (linked to targets where possible) – <i>can be requested by the ECT when wanting to showcase something</i></li> <li>• Department quality assurance</li> </ul>

	<b>How to log these:</b> Informal observations (against the TS) will be completed on SISRA Observe. Learning walks by department leaders will also be completed on SISRA Observe but using different pro-formas designed for department quality assurance		
<b>Formal observations</b> <i>(form on SISRA Observe)</i>	<b>People involved</b>	<b>Frequency</b>	<b>Aims and objectives</b>
	ECT and mentor/HWI	Once per half term	<ul style="list-style-type: none"> <li>Gauging the ECTs performance against the Teacher's Standards in line with the ECF (cumulative and focused mainly on the standards already covered within the ECF)</li> </ul>
	<b>How to log these:</b> Formal observations (against the TS) will be completed on SISRA Observe. These will need to be digitally signed in the 'comments' box by the ECT. HWI will upload these to ECT Manager.		
<b>Observations of experienced teachers</b> <i>(form on U Drive)</i>	<b>People involved</b>	<b>Frequency</b>	<b>Aims and objectives</b>
	ECT	As directed within weekly study tasks and as often as appropriate	<ul style="list-style-type: none"> <li>Observing other members of the department or those displaying 'mastery' in one or more aspects of the Teacher's Standards (linked to targets)</li> <li>Reflecting on and trialling, where possible, ideas gained from observing others</li> </ul>
	<b>How to log these:</b> ECTs <i>may</i> document observations of experienced teachers using the pro forma on the U Drive. Reference of engagement here should be logged on mentor meeting minutes.		
<b>Progress reviews</b>	<b>People involved</b>	<b>Frequency</b>	<b>Aims and objectives</b>
	ECTs and mentors	At the end of each term	<ul style="list-style-type: none"> <li>Grading progress against the Teachers' Standards</li> <li>Setting targets for remaining terms</li> </ul>
	<b>How to log these:</b> All progress reviews should be completed directly onto ECT Manager. These will show as available to complete approximately one month before they are due.		
<b>End of Induction Assessment</b>	<b>People involved</b>	<b>Frequency</b>	<b>Aims and objectives</b>
	ECTs and induction tutor	At the end of Year 2	<ul style="list-style-type: none"> <li>Grading performance against the Teachers' Standards</li> <li>Making a recommendation regarding completion of induction (pass or fail)</li> </ul>
	<b>How to log these:</b> All progress reviews should be completed directly onto ECT Manager. These will show as available to complete approximately one month before they are due.		

### 6.4.2 Package of support for ECT Mentors (Year 1 and 2)

	People involved	Frequency	Aims and objectives
Training sessions from Harris/NIoT/UCL	Mentor	Approximately half termly (less frequent in Summer term)	<ul style="list-style-type: none"> <li>To ensure mentors feel confident with the ECF and how best to support their ECTs</li> <li>To develop skills of mentoring and coaching</li> </ul>
	<b>How to log these:</b> Engagement tracked by Harris Chafford Hundred Hub		
School support	People involved	Frequency	Aims and objectives
	Mentor and HWI	Half termly (meetings/guidance/joint observations) or as required	<ul style="list-style-type: none"> <li>To ensure mentors feel confident with executing the ECF within Bromfords and how best to support their ECTs</li> <li>To develop skills of mentoring and coaching</li> <li>Joint observations with HWI to develop lesson observation skills and secure observation judgments</li> </ul>
	<b>How to log these:</b> N/A		

### 6.5 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.

## 6.6 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.

### 6.6.1 STAGE 1 – Support Plan

- The Appropriate Body (AB) is alerted if an ECT is not making satisfactory progress. The school initiates a four week 'Support Plan' and shares this with the AB.
- Additional support needs are identified and the induction programme is revised accordingly via the Support Plan. The Governor responsible for Induction is informed.
- Any concerns raised by the ECT are addressed
- The Headteacher observes any ECT deemed likely not to meet the Teachers' Standards by the end of induction. The ECT is made fully aware of the implication of not meeting the Standards for completion of induction.
- At the end of week 4, a judgement is made regarding progress of the ECT and there are typically two possible outcomes; adequate progress has been made and the ECT returns to normal monitoring or adequate progress has not been made and the support escalates. Mitigating factors will be taken into account and in exceptional circumstances, the support plan may be extended.

### 6.6.2 STAGE 2 – 'Cause for concern' plan

- If the support escalates, the school will implement a four week 'Cause for Concern' Plan. If this happens, the AB will conduct a 'Risk of Failure' visit to support the School and ECT. The Governor responsible for Induction is informed.
- At the end of week 4, the AB conducts a second visit and a judgement is made regarding progress of the ECT. There are typically two possible outcomes; adequate progress has been made and the ECT returns to normal monitoring or adequate progress has not been made and the support escalates. Mitigating factors will be taken into account and in exceptional circumstances, the cause for concern plan may be extended.

### 6.6.3 STAGE 3 – ‘At risk of failure’ plan

- If the support escalates, the school will implement a four week ‘At risk of failure’ plan. If this happens, the AB will conduct a ‘Risk of Failure’ visit to support the School and ECT. The Governor responsible for Induction is informed.
- At the end of week 4, the AB conducts a second visit and a judgement is made regarding progress of the ECT. There are typically two possible outcomes; adequate progress has been made and the ECT returns to normal monitoring or adequate progress has not been made. Mitigating factors will be taken into account and in exceptional circumstances, the cause for concern plan may be extended.
- If it is deemed the ECT has not made adequate progress, ECT engages in a formal assessment, whether Interim, or end of Year indicating Teachers’ Standards Not Met. At this point the headteacher will indicate whether an extension is to be awarded. This being the case, the AB will work with the ECT, Induction Tutor and Headteacher to review all the evidence. In all cases, the ECT will be written to. The ECT has the right to appeal the decision to the TRA within 20 days of being informed.

## 6.7 IMPACT

It is expected that, through the support of their mentor, the Assistant Headteacher (Teaching and Learning) and their Hub facilitator, early career teachers will successfully complete their induction as reflective, autonomous and effective practitioners, having built on the ‘Golden Thread’ of skills learnt in their training year. In Year 2, it is expected that all ECTs can evidence the Teachers’ Standards consistently in their teaching and their wider school roles. Quality assurance activities take place regularly throughout the year to ensure this happens:

- Mentor meetings using ECF materials from NIoT/UCL. Modules are prescribed and the completion of asynchronous self-directed tasks are monitored by the mentor. Engagement with these is monitored by HACH.
- Half termly observations by the Assistant Headteacher (Teaching and Learning) and mentor
- Half termly progress reviews shared with the Appropriate Body
- End of year assessments against the Teachers’ Standards shared with the Appropriate Body
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## 7. Unqualified Teachers (UQTs)

While it is the aim to recruit fully qualified teachers, this is not always possible. **Compass Education Trust aim to support all unqualified teachers work towards gaining their qualifications, ideally within two years of employment.** We work with BEC Teacher Training to facilitate the Assessment Only training route (AOR), a 12-week qualification programme for experienced UQTs. For UQTs to be considered for this, their teaching has to be judged ‘secure’. Prior to this intensive course, all UQTs are assigned coaches to support them in ensuring all aspects of their teaching and learning are generally ‘secure’.

It is expected that UQTs engage fully with support and training to prepare them for the AOR. Regardless of experience, for many UQTs this is their first experience of bespoke and intensive support with pedagogy and, as such, UQTs can expect to move their practice forward considerably in this time.

UQTs are subject to the same monitoring and PMR processes as the wider teaching staff

## 8. Monitoring arrangements

This policy will be reviewed **annually** by the Assistant Headteacher (Teaching and Learning). At every review, it will be approved by the Local Governing Body.

## 9. Links with other policies

This policy links to the following policies and procedures:

- Performance Management
- Grievance
- Pay
- Code of Conduct