

Early Career Teacher Policy

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1.0 Policy statement

Dixons Academies Trust is committed to providing consistently high quality teaching and learning in order to meet our mission. Our academies are committed to providing the culture and level of support to ensure that Early Career Teachers (ECT1 and ECT2, previously NQTs and RQTs) meet the needs of their students and have the best start to their teaching career. The support given to ECTs will ensure that they have the knowledge and skills they need to carry out their role, help them continually improve their performance and develop to their full potential which will in turn improve outcomes for our young people. Support to teachers early in their career is vital in providing highest standards of education.

2.0 Scope and purpose

This policy relates to the appointment, induction, development, monitoring and assessment of Dixons ECTs. It has regard for the latest statutory guidance, 'Induction for Early Career Teachers'.

This policy relates to Trust ECT Induction from September 2021 and the national roll out of the Early Career Framework and includes year two of the early roll out in Bradford. The induction period for teachers is extended to two years for ECT1 and ECT2 from this date.

3.0 Roles and responsibilities

- 3.1 The Principal is responsible for making recommendation for the successful completion of the induction period to the Appropriate Body (AB) on behalf of the academy and for holding senior and middle leaders to account for providing effective monitoring and support for ECTs. In cases of unsatisfactory progress, the Principal should ensure that judgements have been quality assured and communication with the ECT and AB is effective and timely. Principals should ensure that Induction Coordinators (formally Induction Tutors / ECF Leads) have the expertise and time to fulfil their role.
- 3.2 Senior leaders (usually one is nominated) are responsible for holding Induction Coordinators to account and ensuring that the support, development, monitoring and assessment processes follow statutory guidance, are kept up to date and reviewed annually. Senior leaders should ensure that identified subject mentors are highly effective teachers and have at least the potential to be highly effective mentors with sufficient time dedicated to the role. ECT Mentors should be trained and undergo observation and feedback on their mentoring. Academies should build stable teams of expert mentors with capacity in order to best serve our early career talent.
- 3.3 School Induction Coordinators are responsible for the timely registration and assessment process for ECTs. They are responsible for holding ECT mentors to account and ensuring that ECT provision is formal, structured and flexible enough to provide bespoke support. The Induction Coordinator has responsibility for the training of ECT mentors, engagement with the ECT training programme, regular observations and verification of the formal assessment of each ECT. This is a departure from previous policy where assessment was undertaken by the Mentor and Induction Tutors. Induction Coordinators liaise with the AB for reporting and assessment and where ECTs are at risk of failing to meet the Teacher Standards. Induction Coordinators ensure that ECT mentoring and coaching is of a high standard.
- 3.4 ECT mentors provide support and guidance on a daily basis and will support training and provide instructional coaching to ECTs. They offer knowledge and resources including schemes of learning to support ECT workload. They communicate with the Induction Coordinator regarding ECT progress but are not responsible for making a judgement for the final assessment against teacher standards as this is undertaken by the Induction Coordinator.
- 3.5 The role of the Induction Tutor and ECT Mentor could be held by the same person in smaller academies but this is not ideal. Academies should work to separate these roles and could consider gaining support from another academy for assessment purposes.
- 3.6 The ECT has responsibility to participate in the training, self-study, coaching and monitoring activities which support the ECF.
- 3.7 The respective HEI / SCITT provider also has a role in ensuring that their ITTs continue to make good progress and can provide additional support where ECTs are facing significant difficulty.
- 3.8 Additional QA or support can also be provided by Dixons Teaching Institute.
- 3.9 Formal QA is provided by the AB. The AB for Dixons Academies Trust (Bradford and Leeds) is Bradford Council.
- 3.10 The Local Governing Body has a role in ensuring compliance to this policy and will hold Principals to account for the numbers of ECTs successfully completing the programme and meeting Teacher Standards.

4.0 ECT appointments

The appointment of ECTs will be made with consideration of the capacity of the academy to provide appropriate mentoring and support and fulfil the statutory obligations of monitoring, support and assessment.

5.0 ECT induction support and development

- 5.1 The statutory monitoring and assessment period is two academic years for full time teachers. This is also the duration of the statutory entitlement to the ECF training programme. At the end of this period ECTs will be formally assessed against the DfE Teacher Standards. Pro-rata adjustments will be made for part-time ECTs. These are statutory expectations and the Trust baseline expectation for professional practice and conduct. As with all Dixons staff, there is an expectation of high alignment with our mission and values.



- 5.2 Support for ECTs should be provided in the form of a formal ECT induction programme for ECT1 teachers (alongside other new staff), support for engagement with the formal ECF programme delivered by Dixons Teaching Institute, provision of a suitable ECT Mentor and regular observation and feedback with instructional coaching. ECT1 staff should have a teaching timetable of no more than 90% of that of a main scale teacher and weekly instructional coaching to enable professional learning and the application of the ECF. The timetable reduction for ECT2 staff is 5% with fortnightly coaching.
- 5.3 A majority of academy training and induction is delivered through ECT Mentors and weekly coaching rather than extensive additional training sessions. This should include opportunities to practise, co-plan and develop subject knowledge and subject pedagogy by observing and working with team members Academy ECT1 induction programmes should include one meeting per term exclusively for ECT1s. They should also be supported to understand aligned autonomy across Dixons Academies Trust. As novice teachers, ECTs will benefit from explicit instruction, modelled examples, instructional coaching and deliberate practice. CTs should also be supported to form positive relationships and be an active part of their academy and Trust community. Support for teacher workload and well-being should form part of weekly mentoring.
- 5.4 Induction Coordinators will need to ensure synergy for TeachFirst teachers with the ECF and TeachFirst training programmes.
- 5.5 New ECT Mentors should receive training from Dixons Teaching Institute/Ambition Institute as ECF provider and the Induction Coordinator to prepare them for the role. Training should focus on the requirements of the ECF, the induction process and timeline and effective mentoring. Dixons Teaching Institute will provide enhanced support for ECT Mentors.
- 5.6 The development of ECT knowledge, understanding and peer support will be enhanced by the Dixons Teaching Institute ECF programme delivery and associated networking. All Dixons ECTs participate in an ECF programme, including Teach First ECT1 teachers.
- 5.7 In cases where an EQT requires additional support, this will be in line with the Trust Appraisal Policy and with reference to HR and the AB.
- 5.8 Induction Tutors and academy CPD Leads need to be conversant with the content of the ECF framework and the sequencing of the ECT programme and adjust academy CPD accordingly.

6.0 ECT monitoring and assessment

- 6.1 ECT Mentors will provide weekly / fortnightly short observations to support instructional coaching. Induction Tutors will observe ECTs at least once per cycle with written feedback that will contribute to the ECT assessment against the Teacher Standards and incorporate reference to the ECT Career Entry and Development record as a baseline at the start of ECT1.
- 6.2 The period of employment that can contribute to the assessment of an ECT against the Teacher Standards can be reduced in exceptional circumstances at the discretion of the AB and on recommendation from the Principal. The minimum period for assessment is two Dixons terms. Early assessment must be with the agreement of the ECT and if they wish to serve the full induction period this must be permitted. Early assessment should be wholly justified by the Principal as access to the ECF programme, its associated funding and accompanying reduction in timetable is a two - year entitlement for all ECTs. The induction period for part-time ECTs will be the equivalent of two full-time academic years.
- 6.3 Concerns about an ECT failing to meet professional standards will lead to provision of formal additional support and can, in exceptional circumstances, lead to the extension of the formal induction period in conjunction with the AB. In these instances, clear targets and support will be identified and reviewed as soon as concerns arise. The ECT should be made aware of the required improvements, support programme and timeline Mentor observations, and assessment judgements will be quality assured by Induction Tutors.
- 6.4 Where concerns about the programme of an ECT against Teacher Standards remain, an additional support plan should be implemented with reference to the AB.
- 6.5 The ECT induction period can be extended for special circumstances such as maternity or extended absence.
- 6.6 The ECTs and Principals should remain up to date about progress against Teacher Standards.
- 6.7 Induction Coordinators will ensure that AB assessment and reporting deadlines are met.
- 6.8 Weekly / fortnightly targets set by the ECT Mentor will form the focus for professional learning during the induction period. Use of a full PGP will thus start at the end of the two-year induction.
- 6.9 The two-year induction period has no adverse impact on pay or career progression. The ECTs are able to progress before the end of their induction.
- 6.10 If an ECT leaves an institution having started but before completing their assessment, including an extension, the Principal should complete an interim assessment report and notify the AB.

7.0 ECT concerns

Where ECTs have concerns about their support or assessment, these should be raised with their Induction Coordinator in the first instance and then with senior leadership team if unresolved. Concerns that remain unresolved in school should be referred to the AB.