Aspire ECT Policy

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Reviewed by:	Executive Team, Trustees Ratified by Trustees
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1. Purpose and context

Aspire's ECT policy has been written to ensure that:

- Aspire provides our ECTs with support that enables them to learn to be great teachers.
- Aspire's ECT induction programme meets all of the statutory requirements and is underpinned by the early career framework (ECF).
- all staff understand their roles and responsibilities in relation to the ECT programme.

This policy has been written in line with the following guidance

- The DfE's Induction for early career teachers (England) September 2021
- Sections 135A, 135B and 141C(1)(b), of the Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- The Teachers' Standards

This policy must be applied to ECTs working towards QTS on traditional teacher training routes to ensure we meet our statutory obligations.

If staff are doing the assessment only route (AOR), working towards QTLS, or taking another non-traditional route, a different level of support may be appropriate. For example, staff on the AOR should already be an experienced teacher. Trainees on non-traditional routes must agree with their induction tutor which elements of the support and guidance outlined in this policy are appropriate. At the least, all trainees must be regularly assessed against the Teachers' Standards.

2. The ECT induction programme

The ECT induction programme acts as a bridge between initial teacher training and teaching. It combines a structured programme of development, support, and professional dialogue, underpinned by the ECF, with monitoring and an assessment of performance against the Teachers' Standards.

Aspire works with Astra to deliver the Induction Programme to our ECTs.

In addition, Aspire has an induction programme for all new staff which ECTs should also attend. This programme covers basic knowledge about how we work with children at Aspire, including managing behaviour in a trauma-informed way, understanding children's special educational needs, using the Boxall profile, etc.

3. What are ECTs at Aspire entitled to?

As above, ECTs on the traditional route are entitled to this as standard. ECTs on non-traditional routes such as AOR and QTLS should discuss what level of support and guidance is required and appropriate. The star (*) indicates those elements which Aspire believe all ECTs should have access to, regardless of their training route and/or level of previous experience.

- Have an induction tutor who has QTS *
- Be provided with the necessary experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the

induction period

- Have a reduced timetable * to allow them to undertake activities in their induction programme. For ECTs on the traditional route in their first year, this will be no more than 90% of the timetable of existing teachers on the main pay range, and no more than 95% in the second year. For ECTs on non-traditional routes, this will be 90% when unqualified and working towards their qualification
- Have a mentor that is an experienced teacher and is well-prepared for the role. The induction tutor will support and lead the team of ECT mentors to ensure all ECTs receive support of the highest quality *
- ECTs will log their professional development using an appropriate method depending on their training route *
- ECTs will be assessed formally at two points throughout the year, one midway through induction and one at the end of the induction period
- ECTs will be supported by regular progress reviews with their mentor to monitor progress, taking place at least every term

4. At risk procedures

If it becomes clear during a termly review progress meeting or the first formal assessment point that the ECT is not making sufficient progress, the ECT must be made aware of this, and additional monitoring and support measures will be put in place immediately.

- The induction tutor and mentor will meet together with the trainee.
- Areas in which improvement is needed will be identified.
- Appropriate objectives will be set to guide the ECT towards satisfactory performance against the relevant standards.
- A support programme will be put in place to help the ECT improve their performance, which will be approved by the Head Teacher.
- The HR manager will be available to support this process if required.
- This process will be shared with the appropriate body.

5. Roles and responsibilities

The **ECT** will:

- Meet with their induction tutor at the start of the programme to discuss and agree priorities and keep these under review.
- Guarantee engagement with ECF based activities and Aspire induction activities if appropriate.
- Agree with their induction tutor how best to use their reduced timetable allowance.
- Collect and provide evidence of their progress against the standards.
- Participate fully in the monitoring and assessment programme.
- Participate in classroom observations.
- Fully engage in CPD offered at their school, across Aspire and from Astra.
- If the ECT has concerns, they will raise these with the induction tutor as soon as they can, and consult with their contact at Astra at an early stage if they feel there are difficulties resolving things in school.

The **induction mentor** will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.

- Work with the ECT and colleagues in the school who are involved int eh ECTs induction.
- Participate in all relevant training from Aspire and from Astra.
- Provide, or arrange, effective support, including subject specific, coaching and/or mentoring.
- Take prompt, appropriate action if the ECT is having difficulties.

The **induction tutor** will:

- Support mentors and ECTs to engage with the programme.
- Observe ECTs at least twice in the year (around formal assessment time).
- Check engagement with the weekly completion of modules and observation feedback.
- Ensure that ECTs are getting the support and challenge they need from the wider school community: their heads and deputy heads of school, subject leaders, and middle leaders at their school responsible for T&L.
- Complete progress reports on whether ECTs are making satisfactory progress towards meeting the teacher standards or not.
- Take prompt, appropriate action if the ECT is having difficulties.
- Make sure that all monitoring and record keeping is done in the least burdensome way.

The **Head Teacher** will:

- Ensure that this policy is followed at all times.
- Check that the ECT has been awarded QTS and whether they need to serve and induction period.
- Agree in advance of the ECT starting who will act as the appropriate body.
- Notify the appropriate body when an ECT is starting induction.
- Make sure the ECTs post is suitable according to statutory guidance.
- Make sure the induction tutor 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 ECTs progress is reviewed regularly, including through observations and feedback on teaching.
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make the trustees aware of the support arrangements in place for ECTs.
- Make a recommendation to the appropriate body on whether the ECTs performance against the relevant standards is satisfactory.
- Participate in the appropriate body's quality assurance procedures.
- Keep all relevant documentation on file for 6 years.