



Early Career Framework Policy

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Contents

Changes to this edition	1
1. Purpose	2
2. Aims	3
3. Links to Other Documents	3
4. Roles and Responsibilities	4
5. Funding	8
6. Appropriate Body and Core Induction Provider	8
7. Induction	9
8. Monitoring and Assessment	10
9. Mentoring Recruitment and Conditions	12
10. Internal and External QA Process	12
11. At Risk Procedures	13
12. Addressing ECT Concerns	14
13. Monitoring and Evaluation	14
14. Equality Impact Assessment	15

Changes to this edition

Section 3

- Appropriate body QA responsibilities.

Section 4

- 4.3 - Additions to the roles and responsibilities of the induction tutor.
- 4.4 - Updated Headteacher responsibilities
- 4.5 - Updated induction tutor responsibilities

Section 7

- 7.2 - Mentoring and support

Section 8

- 8.5 - Part time ECT induction
- 8.7 - ECT leaving
- 8.8 - Completion of induction
- 8.9 - Appropriate body decision making
- 8.10 - Extending period of induction

1. Purpose

- 1.1 Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert.

During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.

- 1.2 From September 2021 all schools in Minerva Learning Trust will implement the Early Career Framework (ECF), a programme designed to support those entering the teaching profession for the first 2 years in the classroom.

The ECF ensures that Early Career Teachers (ECT) have the appropriate guidance, support and training - to include the development of skills, knowledge, expectations and observations, provided through a structured programme.

- 1.3 In order to achieve the above, the DfE has committed to:

- All schools delivering an induction period that is underpinned by the ECF over a two year period
- Two years of newly funded high-quality training – Up to £2100
- Freely available high-quality materials based on the ECF
- Additional funding for 5% time away from the classroom for teachers in their second year.
- A dedicated mentor and support for these mentors
- Funding to cover mentors' time with the ECT in the second year of teaching (maximum of £900)
- Two formal assessment points, one midway through induction, and one at the end of the induction period, which are supported by regular progress reviews to monitor progress in between
- Reducing the length of the induction period for those ECT's working part-time who can demonstrate that they have met the Teachers' Standards.

- 1.4 Minerva Learning Trust will be working with the local Teaching School Hub to ensure that the programme our ECTs follow is approved and follows the ECF. In addition to the support offered by the ECF, our schools will also ensure that all ECTs are provided with the guidance, training and mentoring that will support them to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

2. Aims

- To create and maintain an environment and code of behaviour which promotes and secures outstanding teaching, effective learning, high standards of achievement and positive behaviour and discipline.
- To enable all students to thrive in the classroom, helping them to become inquisitive and creative thinkers to and fostering a passion for lifelong learning.
- To ensure our everyday teaching and learning is underpinned by a set of research-backed principles.
- To ensure a robust quality assurance process underpins and helps support effective teaching and learning.
- To ensure we build a culture of strong continuous professional development, which fosters an environment of collaboration and which challenges all staff to be the best they can.

3. Links to Other Documents

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2023) 'Induction for early career teachers (England)'
- DfE (2023) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- DfE (2021) 'School teachers' pay and conditions document 2021 and guidance on school teachers' pay and conditions'

This policy operates in conjunction with the following school policies:

- Trust and schools teaching and learning policy
- Trust Grievance Policy
- Records Management Policy
- School Staff Code of Conduct
- School Behaviour Policy
- Trust Disciplinary Policy and Procedure
- Teachers' Pay Policy
- Child Protection and Safeguarding Policy

4. Roles and Responsibilities

4.1 The Trust Board

The Trust Board is responsible for this policy and will review it annually and revise as necessary.

4.2 The Trust Executive Team

The Executive Team will be expected to be fully aware of the contents of the DfE's statutory guidance on the Early Career Framework, which sets out a school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The Executive Team will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

4.3 The Appropriate Body

Every new Early Career Teacher needs to follow a Statutory Induction process. This is overseen by an Appropriate Body, which makes the final decision about whether the ECT has met the Teachers' Standards.

The Appropriate Body is separate and independent of the Early Career Framework. The monitoring and assessment carried out by the Appropriate Body will be carefully sequenced to reflect the modules covered in the ECF, while ensuring that all the relevant teacher standards are met.

The Appropriate body is responsible for ensuring the ECT is receiving their statutory entitlements, provide ECF fidelity checks and ensure schools are supported to provide ECTs with an ECF-based induction.

Once an ECT has been appointed, the Headteacher must notify the appropriate body in advance of the ECT taking up post. Failure to do so may delay the start of the induction period. At registration, the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction. Minerva Learning Trust will be using the local Teaching School Hub as the appropriate body.

Appropriate bodies have a quality assurance role and will be responsible for:

- Ensuring the headteacher and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.

- When working with partners to support or facilitate the delivery of their responsibilities:
 - Maintaining full responsibility for their regulatory duties, and not delegating these.
 - Making direct decisions in every case concerning the suitability of posts and institutions, and taking appropriate action where the school is not complying with requirements or actions to support the progress of ECTs.
 - **[New]** Maintaining oversight and accountability for all activities undertaken by third parties, and ensuring services are conducted according to the agreed operating policies and processes of the appropriate body and the DfE's statutory induction guidance.
- Consulting with the headteacher on the nature and extent of the quality assurance procedures in the school.
- Ensuring the headteacher has implemented a programme which is clearly based on the ECF.
- Taking action to address areas that require further development and support, where an ECT is facing difficulties.
- Ensuring induction tutors have the ability and time to carry out their role effectively.
- Contacting a school when the school's responsibilities are not being fulfilled.
- Ensuring that the headteacher has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring ECTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring records and assessment reports of ECTs are maintained.
- Where an ECT has completed part of their induction at another school, ensuring the headteacher has obtained, or been provided with, interim assessments and any formal assessment and progress reviews from the ECT's previous school.
- Ensuring the school submits progress reviews and assessment reports, including any interim assessments, on time.
- Ensuring an agreement is reached with the headteacher and the ECT to determine where a reduced induction period may be appropriate, including in relation to part-time ECTs.
- Ensuring a final decision is made on whether the ECT's performance is satisfactory against the 'Teachers' Standards'.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about ECTs who have started, completed, or left partway

through an induction period, or require an extension, as well as details of the type of induction the ECT is undertaking.

- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the ECT's induction programmes.
- Responding to requests for assistance and advice with training for induction tutors.
- Providing the headteacher with information on the types of induction available.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.
- Retaining all relevant documentation, evidence and forms for six years

4.4 The Headteacher

Headteachers will play a significant and leading role in the process of inducting new colleagues to the profession. Statutory responsibilities include:

- Ensuring an appropriate induction programme is set up;
- Checking that the ECT has been awarded QTS prior to undertaking induction at the school.
- Recommending to the appropriate body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.
- Making sure that the induction tutor and mentor have received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised ECF-based induction programme is in place.
- Making sure that completed reports are sent to the appropriate body for review.
- Ensuring that all monitoring and record-keeping regarding induction at the school is completed in a manner that is streamlined and reduces burdens for all involved.
- Informing the governing board about the arrangements which have been put in place to support ECTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the ECT's performance against the 'Teachers' Standards' is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- Ensuring the school retains all relevant documentation and evidence on file for six years.
- Ensuring that the ECT is provided with the Child Protection and Safeguarding Policy, Behavioural Policy and the Staff Code of Conduct.
- Ensuring the ECT knows the identity and role of the DSL and any deputies.
- Ensuring the ECT knows the school's response to children who go missing from education.
- Notifying the appropriate body and Central Team if an ECT is absent for a total of 30 days or more, within each year of the induction

While the headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleagues. In addition to the statutory requirements the Headteacher will:

- Observe and 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 Central Team aware and up to date about induction arrangements and the results of formal assessment meetings.

4.5 Induction Tutor / ECF Lead

The principal requirement for the Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into a school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, liaising with the Teaching School Hub to be the lead for the ECF programme, being an advocate for ECT in school and providing opportunities for these beginner teachers to participate in additional supporting activities, eg, brokering CPD opportunities, providing support and guidance and the rigorous but fair assessment of ECT performance. Each Induction Tutor will:

- Be responsible for the assessment of the ECT against the teaching standards
- Ensure this role is separate to the role of Mentor however it possible that the induction Tutor and Mentor can be the same person.
- Quality Assure all relevant paperwork which contributes to the assessment and review points.
- Coordinating, guiding and supporting ECTs' professional development.
- Reviewing ECTs' progress regularly during the induction period.
- Undertaking two formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Carrying out progress reviews in terms where a formal assessment does not occur.
- Informing ECTs following progress reviews of the determination of their progress against the 'Teachers' Standards'.
- Sharing progress review records with ECTs, the headteacher and the appropriate body.
- Informing ECTs of the judgements to be recorded in the formal assessment record and inviting ECTs to give their comments.
- Observing the teaching of ECTs and providing feedback.
- Letting ECTs know how they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking prompt, appropriate action if ECTs are facing difficulties.
- Ensuring all monitoring and record-keeping is completed in a manner which is streamlined and reduces burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

4.6 Mentor

For an early career teacher, it can be difficult to translate what makes effective teaching practice. Therefore, the role of the mentor is to use instructional coaching to make this explicit for the ECT. By facilitating discussion around strengths, areas for development, as well as setting appropriate targets and modelling strategies, the mentor can have a significant impact on ECT development.

Each Mentor must:

- Provide at least 59.5 hours of mentoring support, over the two years, as directed by the EDT ECF programme.
- Attend the 26 hours of mentor support over the two years. This includes regional training, local group sessions, peer to peer sessions, webinars and reading.
- Complete the Appropriate Body Assessment document at the end of each assessment period using evidence from weekly ECF meetings and observations.

5. Funding

- 5.1 As induction will now last for two years, the DfE is providing funding for the new requirement of 5% off-timetable for early career teachers for the second year of induction. As well as funding for 20 hours of time for the mentor of each early career teacher for the second year of induction.
- 5.2 Funding is provided at the end of the induction period. If ECT decided to leave the placement before the 2 years, then no payment will be received.
- 5.3 If a school employs an ECT part way through the induction period, then they will receive the full payment upon the ECT's completion date.
- 5.4 As of 2021 funding is £1200 for ECT time and £900 for mentor time.

6. Appropriate Body and Core Induction Provider

- 6.1 From September 2021, the South Yorkshire Teaching Hub will become the appropriate body for Sheffield and Rotherham.
- 6.2 The core provider chosen by the SYTH will be the Education Development Trust in partnership with Sheffield Hallam University.

7. Induction

7.1 Minerva Learning Trust schools will have an induction process that has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include to:

- Follow the statutory guidance, in conjunction with the local Teaching School Hub, to ensure compliance and to plan for a successful programme of support
- Provide appropriate counselling and support through the role of an identified mentor
- Provide ECTs with examples of good practice
- Help ECTs form good relationships with all members of the school community and stakeholders
- Help ECTs become aware of the school's role in the local community
- Encourage reflection on their own and observed practice
- Provide opportunities to identify areas for development
- Help ECTs to develop an overview of a teacher's roles and responsibilities
- Provide a foundation for longer-term professional development and guidance with career development
- Help ECTs perform satisfactorily against the Teachers' Standards.

7.2 Mentoring and support

The role of the mentor will be held by a different individual to the induction tutor where at all possible. Where this is not possible, the headteacher may decide to designate a single individual to hold both roles, which may be the headteacher themselves in exceptional circumstances. Where this is the case, the headteacher will ensure the individual understands that they are fulfilling two discrete roles and will ensure that the mentoring support offered is kept separate to any assessment of the ECT against the 'Teachers' Standards'.

Mentors are provided for ECTs in a supportive and advisory capacity only; mentors will not carry out formal assessments of ECTs (unless the mentor is the same individual as the induction tutor). Mentors will hold regular one-to-one sessions with ECTs to discuss how the ECT's induction is going, including offering advice and providing an opportunity for the ECT to ask questions or raise any issues.

Sessions between ECTs and their mentors will be timetabled during teaching hours. Mentoring will only take place outside of teaching hours in exceptional circumstances where flexibility is required due to timetable constraints. In all cases, sessions will be scheduled within contracted time.

- 7.3 All school staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.
- 7.4 This policy reflects a structured whole school 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.

8. Monitoring and Assessment

- 8.1 Assessment will continue to ensure progress against the standards is monitored in a supportive and developmental way.
- 8.2 The three assessment points over the year will be replaced by 2 assessment points over two years. One at the end of year one and the final one at the end of year two.
- 8.3 The two assessment points will be supported by termly progress reviews to monitor progress.
- 8.4 The assessment of ECTs will be rigorous but also objective. ECTs should have formal assessments carried out by either the headteacher or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.
- 8.5 For part-time ECTs, progress reviews will also take place each term, regardless of the ECT's working pattern.
- 8.6 Evidence for each assessment point must:
- Be drawn from the ECT's work as a teacher during their induction
 - Ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents
 - Not create the need for ECTs to produce anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme;
 - Ensure judgements made during the induction period relate directly to the Teachers' Standards and should not be made against the ECF
 - ECT assessment will continue to be against the Teacher Standards.

8.7 Where an ECT decides to leave their post at the school after completing one term or more, but before the next formal assessment would take place, the induction tutor will complete an interim assessment before the ECT leaves the post. In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves their post, the induction tutor will still complete an interim assessment report and provide a copy to the appropriate body and the ECT.

8.8 Completing the induction

ECTs will have completed their induction period when they have served:

- The full-time equivalent of two standard academic years (usually six terms); or
- A reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- A reduced period for part-time ECTs covering but not equivalent to two academic years (as agreed with the appropriate body); or
- An extended period as a result of absences occurring during the period; or

8.9 The appropriate body will make the final decision as to whether an ECT's performance against the 'Teachers' Standards' has been satisfactory, taking into account the recommendations of the headteacher. The appropriate body will make a decision within 20 working days of receiving the headteacher's recommendation. They will then send written notification within three working days of reaching the decision to the ECT and the headteacher.

8.10 If the decision is taken to extend the period of induction, the ECT will be informed of their right to appeal against this decision and provided with the name and address of the TRA. Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.

9. Mentoring Recruitment and Conditions

- 9.1 ECT mentors will be selected based on experience, knowledge of evidence-based research and capacity. This will be a collaborative decision between the subject leader and senior leadership team.
- 9.2 Mentors will be given time to conduct their weekly mentor meeting, which equates to 1 hour per week for the duration of the mentoring process.
- 9.3 If the ECT should leave post before the end of their induction period the school has the right to redeploy the member of staff during this hour.
- 9.4 The EDT mentoring schedule assigns 59.5 hours of timetabled mentoring. The unassigned mentoring time can be used for additional mentoring and mentor professional development.

10. Internal and External QA Process

10.1 Level 1 – School QA process

Induction Tutor will be responsible for the internal QA process of the ECF Programme.

After termly discussions with both mentors and ECT's, the SMC should apply the following RAG rating system to the EDT's ECF outcomes.

- Understanding of the Early Career Framework
- Knowledge of evidence behind educational research and implications for classroom practice.
- Practical ideas and examples of research in practice.
- Time to reflect on their development supported by weekly mentor meetings.
- Opportunities to engage in collaborative learning, sharing of best practice and expert challenge.

RAG Coding

Green – The ECT is being given the resources to fully understand the ECT programme, as well as developing the knowledge of educational research and its application in the classroom. They are receiving a weekly meeting with their mentor which are being used to translate the research into their own practice using the instructional coaching model. ECT's are accessing collaborative learning links, not only in their own setting, but as part of the wider teaching community, to access additional expert challenge and taking a leading role in sharing of best practice.

Amber – The ECT has access to the resources to gain a working understanding of the ECT programme and the application of educational research in the classroom. They are receiving regular mentor meetings to discuss their strengths and areas in need of improvement. ECT's are accessing collaborative learning links as part of the school or Trust and accessing additional expert support.

Red - The ECT is not accessing the relevant resources which is hindering their understanding of the ECF and the application of research into their classroom practice. They are not receiving regular or productive mentor meetings to reflect on their practice. ECT's are not accessing collaborative learning links in order to access expert challenge and share best practice.

10.2 Level 2 – Trust QA process

The Director for Early Career Development will be responsible for the delivery and quality assurance of the ECF programme across the Trust.

Trust level QA will take the form of termly meeting with school Induction Tutor and a selection of ECTs and mentors. These meeting will use the outcomes of the SMC QA RAG coding, as outlined in 8.1.2 and determine the accuracy of the SMC's judgement.

Where discrepancies are found between the judgements of the school SMC and Director of Early Career Development, a further meeting will be needed to present evidence to support both judgements. A collaborative rating will then need to be agreed upon.

10.3 Level 3 – Appropriate body QA process

The Appropriate Body will ensure that ECTs receive their statutory entitlements and are fairly and consistently assessed. They will also be required to check whether early career teachers are receiving a programme of support and training based on the ECF.

10.4 Lesson Observation, Reviewing and Target Setting

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.

11. At Risk Procedures

11.1 If any 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.

- 11.2 Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. Form H C4C form should be completed and discussed with the ECT.
- 11.3 Where necessary, the Headteacher/Appropriate Body's adviser will support the Induction Tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the induction period and that all steps have been taken to improve the situation.
- 11.4 The ECT must be made aware of any concerns, at all stages, throughout the induction process. There must never be any surprises about areas of concern for the ECT.

12. Addressing ECT Concerns

- 12.1 If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named appropriate body contact.
- 12.2 This policy is based on and follows the guidance and statutory requirements set out in [Induction for Early Career Teachers England, 2021](#)

13. Monitoring and Evaluation

- 13.1 Director of Early Career Development will monitor feedback throughout the year to ascertain thoughts and feeling of ECTs, mentors and induction tutors. Any concerns will be noted and fed back to SYTH and EDT.
- 13.2 At the end of the first two year cycle a full evaluation will take place. This will include all stakeholders in the Early career Framework process.
- 13.3 Both qualitative and quantitative feedback after the first two-year cycle with then inform future decisions about the Trust ECF provision.

14. Equality Impact Assessment

- 14.1 The Trust will carry out an Equality Impact Assessment in order to ensure that policies, procedures and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures, and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.
- 14.2 The Trust will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic as a result of the application of this policy. The assessment will include consideration of adaptation.