



Supporting our Early Career Teachers

TEAL ECT Induction Framework

2024-2025

Early Career Teachers (ECTs): A Guide to Induction

Introduction and Content	3
Section 1: What is Induction? (<i>Do you have knowledge of the ECF?</i>).....	4
▶ The purpose of induction	
▶ Statutory requirements for induction	
▶ What is QTS/QTLS?	
▶ What is the ECF?	
▶ Practical advice	
▶ The use of non-contact time	
Section 2: Roles and Responsibilities (<i>How do you know what the expectations are?</i>).....	8
▶ The Appropriate Body (City of York Council)	
▶ The Headteacher	
▶ The Professional Mentor	
▶ The role of the Mentor	
▶ Cause for concern	
▶ Mentoring: qualities of effective mentors	
Section 3: TEAL Core Induction Programme (<i>How is the role set up in each school/over the programme?</i>)	13
▶ TEAL Early Career and Mentoring Rational	
▶ Programme rational and content (<i>Do you know what ECTs are expected to cover?</i>)	
▶ Mentor training (<i>What training will you receive/have had for this role?</i>)	
Section 4: Assessment of Progress	18
▶ Assessment procedures	
▶ Record keeping	
Section 5: Useful Information (How will mentors be supported?)	20
▶ Special circumstances	
▶ Early Career induction checklist	

Introduction

First, may I welcome you to the TEAL early career induction team. At the Education Alliance, our ambition is to make great schools and happier, stronger communities so that people have better lives. As a trust we know that effective teaching is one of the most important factors for the success of our pupils, which is why our improvement strategy and induction programme centres around having a good teacher in every classroom, delivering an ambitious, inclusive curriculum, create a culture of wider personal excellence, all of which are built upon effective systems for behaviour, safeguarding and care. Our induction programme is informed by the latest external evidence and from what our own teachers and school leaders know works in the context of our schools. Expert training, mentoring and support is the key to the success of this initiative, and we are so grateful to have you on board.

For ECTs the first two years of teaching will no doubt be exciting, demanding, yet rewarding. It should also be the start of a lifelong commitment to bring about lasting change in teachers' knowledge, understanding and practice. The induction period is designed to offer bespoke support, encouragement, and challenge. We want to support our early career teachers to build on the skills and knowledge they have acquired through their initial teacher training, through completion of self-directed study and induction activities, attendance to school-based and trust wide pedagogy training, observation of others, and feedback from their mentors, colleagues and pupils/students in school.

Hopefully, this is an exciting prospect for our early career teachers, but it can also be daunting to go into a new situation where you know that colleagues, pupils/students, parents, and not least themselves, expect a great deal. However, every new teacher will go through this stage, and we must be supportive to ensure our early career teachers build the strong foundations required to enable them to flourish as practitioners.

This handbook considers the early career framework reform, along with the updated statutory guidance for early career teachers that has been revised and will come into force from 1 September 2023. The content of this handbook is to support the planning and oversight of programme implementation led by headteachers, school induction tutors and mentors. ECTs also have access to this handbook to learn more about the content of the TEAL Programme, statutory guidance and expectations. Induction tutors and mentors, sufficiently briefed, should support ECTs to understand how the programme works best in each of our schools. **This handbook has been established to ensure the requirements listed throughout are met, and that all parties benefit from arrangements and are fully aware of their role, responsibilities and expected practice.**

Much of this advice has been extracted from the statutory introduction guidance for appropriate bodies, headteachers, school staff and governing bodies. You can access the full document [here](#):

If you have any further questions regarding the content of the handbook, please do not hesitate to contact me directly: Hayley.Nickolay@theeducationalliance.org.uk

TEAL Vice Principal (Teacher Development).

Section 1: What is Induction?

- ▶ The purpose of induction
- ▶ Statutory requirements for induction
- ▶ What is QTS/QTLS?
- ▶ What is the ECF?
- ▶ Practical advice
- ▶ The use of non-contact time

The purpose of induction

The main purpose of the induction period is to provide our early career teachers with a link between initial teacher training and their work as a fully qualified teacher. ECTs will have already achieved Qualified Teacher Status (QTS) and in the next phase of their development they need to meet the Teachers' Standards as set out in the DfE guidelines. Statutory induction combines of a structured programme of development, support, and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

Our TEAL core induction programme will enable our ECTs to build on and extend the knowledge and skills developed during initial teacher training and provide the foundation for continuing professional and career development. The programme should assist them to perform well against the Teachers' Standards and the TEAL teaching charter, as well as give them the opportunity to explore the evidence base which underpins the new entitlement for early career teachers' professional development (Early Career Framework).

The Education Alliance recognise that the successful appointment and induction of an early career teacher (ECT) strongly contributes to both the development of our schools/trust and the ECT, therefore, we are committed to ensure that the induction period for an ECT will:

- ▶ Enable an ECT to build upon existing knowledge, skills and understanding to show their full potential.
- ▶ Support an ECT to make rapid advancement towards great teaching in line with the TEAL Teaching Charter.
- ▶ Enable an ECT to meet identified goals and complete their induction to the required standard.
- ▶ Provide additional support/intervention to ECTs who are unable to meet the required standard.
- ▶ Enable an ECT to begin to make a real impact and contribution so that our pupils enjoy learning and have better lives.

What is QTS/QTLS?

Qualified Teacher Status is granted by The Teaching Regulation Agency (TRA). The TRA are the competent authority in England for the teaching profession on behalf of the Secretary of State for Education. They are responsible for awarding QTS. Without QTS, schools can only employ a teacher in an unqualified position for a limited period of time, or in the capacity of "Instructor". An ECT cannot start a statutory induction period (or part period) in any permitted setting unless he or she has been awarded QTS.

If a colleague has QTLS status (qualified teacher learning and skills) they must be registered with the Society for Education and Training. This will enable them to work as a qualified teacher in school. Although colleagues with QTLS will be exempt from serving the statutory induction period, they will be expected to complete the TEAL Early Career Development Programme and evidence progress towards the Teacher Standards and demonstrate understanding/application of the ECF core areas.

What is the ECF and why has it become the golden thread for transforming the support and development offer for teachers and school leaders?

Teaching is important, and the quality of teaching that our pupils receive is probably the biggest lever we have for improving their life chances. Improving teacher quality is not always straight forward, particularly for new teachers when they face a steep learning curve. We also know that retention issues are most acute for early career teachers and that this is a growing challenge and a key priority identified in the DfE Teacher Recruitment and Retention Strategy. In light of this, September 2021 saw the national roll-out of “one of the most significant reforms to the teaching profession in a generation”; The **Early Career Framework (ECF)**. This reform made it a statutory requirement for any school inducting new teachers to ensure they receive the entitlement of a two-year package of high-quality professional development, but there is much more to the ECF than that.

What is the Early Career Framework?

The ECF sets out what all new teachers (ECTs) should learn about and learn how to do as they make the transition from initial teaching training to early career teaching. It is aimed at providing evidence-based development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours. Early career teachers will be supported to understand and contextualise the content of the framework to enable them to translate it into their everyday practice. The evidence and core areas feed into (and are presented around) the current Teachers' Standards. In order to ensure congruence with the 8 Teachers' Standards, the content of the framework is presented in 8 sections. In developing the framework, behaviour management was thought to be encompassed by High Expectations and Managing Behaviour (S1 and S7); pedagogy was thought to be encompassed by How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); and curriculum, assessment and professional behaviours were thought to be encompassed by S3, S6 and S8 respectively.

This will ensure all early career teachers receive a standardised induction which is underpinned by the same national evidence. Early career teachers will have 10% off their timetable in the first year of induction and 5% off their timetable in the second year to undertake quality training and mentoring.

What changes have been made to the statutory induction for new teachers as part of the ECF reform?

The term early career teacher (ECT) now replaces new qualified teacher (NQT) and recently qualified teacher (RQT). The induction period for all early career teachers will now be extended to two school years; in which two formal assessments (one at the end of each academic year) will take place, supported by two regular progress reviews (one at the end of the first and second term). Whilst the early career framework is presented around the current Teachers' Standards, the DfE clearly state: “the ECF is not, and should not be used, as an assessment framework”. School Induction Tutors will continue to assess progress made towards the Teachers' Standards; therefore, the emphasis of the early career framework is on supporting the improvement of teacher quality at this stage in a new teacher's career.

What's new from April 2023?

From 1 September 2023, only teaching school hubs will be listed as being able to act as appropriate bodies. During a transitional period from 1 September 2023 until 31 August 2024, local authorities can only continue to act as appropriate bodies in a limited capacity where the local authority was acting as an appropriate body for an institution immediately before 1 September 2023 for an ECT who was serving an induction period in that same institution immediately before 1 September 2023.

The exemptions to a qualified teacher having satisfactorily completed an induction period to be able to be employed in a relevant school in England have been updated to reflect the changes brought about by the introduction of a new approach to recognising overseas teaching qualifications. Under this new approach, teachers from outside the United Kingdom who are awarded QTS, having made an application to do so after 1 February 2023, are required to complete induction if they have less than two years' full-time experience when they are awarded QTS.

ECT and mentor sessions are expected to be timetabled during teaching hours. In exceptional circumstances however where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time.

How has the role of a mentor changed?

Quality mentoring and the time to effectively deliver the new framework is the key to the success of the TEAL early career development initiative. It is also clearly prioritised in the ECF. Under the new framework, the mentor is expected to "provide, or broker, effective support, including phase or subject specific mentoring and coaching". This means the role of a mentor will now be more important than ever and is clearly defined. We recognise how important the mentor role is and therefore time will be protected to effectively support the early career teacher. This includes 39 protected mentor periods in year 1 and 20 protected mentor periods in year 2. Mentors will also receive a quality training package in recognition of how vital their role is in developing teacher expertise.

How does TEAL plan to deliver the framework?

Schools have the autonomy in terms of how they wish to deliver the framework. Here at TEAL, **we will continue to deliver our own induction programme based on the ECF and the TEAL Teaching Charter**. Our core induction programme draws on the best available evidence, as identified in the Sheffield Hallam Literature Review (2019) and the ECF, to help craft a set of experiences that will help our ECTs to secure the foundations needed to enable them to thrive. *Please see section 3 for more information.*

Our programme also follows the recommendations of the Education Endowment Foundation's findings, which suggest:

- **Integrating the ECF into existing school processes.**
- **Allowing time for mentors to fully engage with training and the new requirements set out in the framework.**
- **Allowing the early career teachers time for autonomy and self-directed study.**

The new suite of National Professional Qualifications (NPQs) continues the robust method of design and development, building on the ECF to provide training and support for teachers and school leaders at all levels. The early career framework really is the golden thread for transforming the support and development offer for teachers and school leaders. After many years of inconsistencies and some disruptions to training and induction for those new to the profession, it is now more important than ever that our new teachers have access to quality training and robust support so that they can deliver good teaching and help ensure every pupil is supported to fulfil their potential. This reform is something to get excited about!

The full ECF document can be found here:

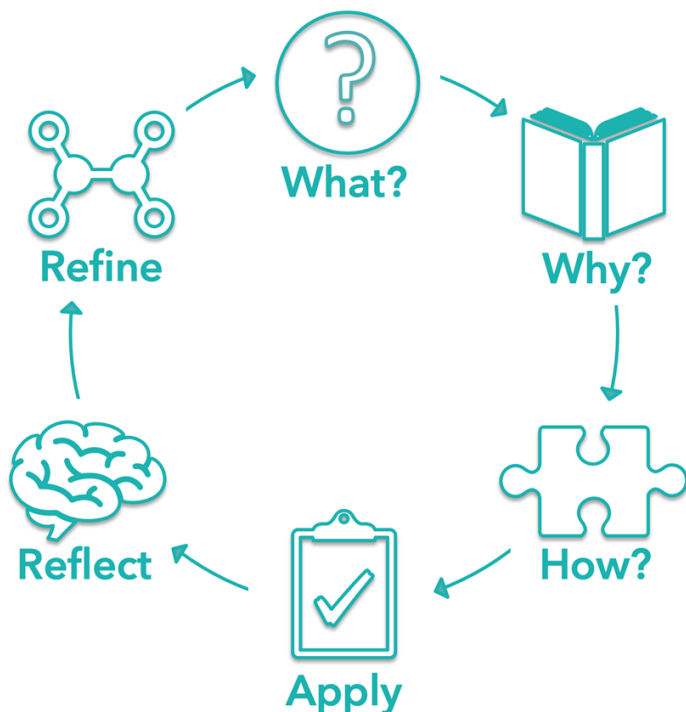
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/893150/Early-Career_Framework.pdf

From September 2025, the initial teacher training and early career framework will replace this framework.

Practical Advice

The induction cycle needs to be well planned to ensure that our early career teachers can grow and develop in their professional skills. Each strand of the TEAL Core Induction Programme should take place throughout each academic year as outlined in the **schedule overview** so that our ECTs have a balanced programme in which each experience reinforces and consolidates previous opportunities. It is important to follow the sequenced as planned and ensure that any strand is not left until the end of the period or concentrated at one time of year. Strands are sequenced to address key priorities for ECTs and our schools across a typical school year. This will support ECTs to gain maximum benefit.

Within this integrated approach, however, it is essential that more intensive support is provided to ECTs during the first year of induction. For example, weekly interactions with mentors, and regular opportunities for observations of teaching, are more frequent in the first year to ensure that ECTs make good progress from the beginning and are not left floundering. Early observation of ECTs teaching by a subject/phase specialist will also help to confirm or amend bespoke practice targets agreed and to provide early diagnosis, support and stretch when required. **The full programme schedule can be found in the 'General' area in Teams.**



The use of non-contact time

Timetables for ECTs have been reduced in line with statutory requirement to further support the transition from training/initial induction. ECT Y1 colleagues will have a reduced loading to 20 teaching periods per week. ECT Y2 colleagues will have a reduced loading to 21 teaching periods per week. This recognises the need for early career teachers to have quality protected time for their induction programme, professional development and to reflect upon practice. It is important that our early career teachers make the best use of this time. Mentors will be asked to support their mentee to carefully plan and track developmental, focused activities during non-contact time. In particular, the non-contact time should be used to:

- ▶ engage with the self-directed study/induction activities.
- ▶ meet regularly with mentor (weekly in Y1 and fortnightly in Y2).
- ▶ meet or observe other colleagues for example, SENDCO, Y3 teachers, experienced colleagues etc (as per schedule).
- ▶ enable mentee to observe their teaching groups in other subject areas.
- ▶ work alongside other teachers when necessary.
- ▶ track pupils through different age groups and/or subjects.
- ▶ attend training and development opportunities (including online CPD).
- ▶ reflect upon own practice and CPD sessions.
- ▶ complete wider reading of core text (Teaching One Pagers)

Section 2: Roles and Responsibilities

- ▶ The Appropriate Body (**The Vantage Teaching School Hub**)
- ▶ ECTs
- ▶ The Headteacher
- ▶ The Induction Tutor
- ▶ The role of the Mentor
- ▶ Unsatisfactory Progress (cause for concern)

The Appropriate Body

The Vantage Teaching School Hub have been appointed as the appropriate body for The Education Alliance. The appropriate body is a quality assurance role who are required to ensure that our schools are meeting the responsibilities regarding mentoring support and assessment. This includes making sure that each ECT receives a personalised induction programme, designated Mentor support and a reduced timetable.

The appropriate body also provides independent quality assurance for the ECT induction process to ensure that schools provide adequate support and that the assessment procedures are fair and consistent. They will ensure all monitoring and record-keeping is completed in a manner which is streamlined and reduces the burdens, including ensuring all evidence requested from ECTs draws on existing or working documents.

The appropriate body is expected to check that the induction programme that is implemented at TEAL is clearly based on the ECF. **ECF fidelity checks** formally take place over the induction period and will be conducted by Andrea Tonks (TEAL AB lead).

The appropriate body are responsible for ensuring a final decision is made on whether an ECT's performance is satisfactory against the Teachers' Standards. If mentors have concerns about an ECTs performance, they must be raised immediately with the school Induction Tutor. Induction Tutors will then follow procedures in order to notify the headteacher, assistant principal and the appropriate body.

The trust approach to delivering the ECF will be registered with the DfE centrally, and induction tutors will register all ECTs with the relevant appropriate body to start their induction. A welcome session led by the appropriate body will be conducted at the start of the academic year.

ECTs

The ECT is responsible for:

- ▶ providing evidence that they have QTS and are eligible to start induction.
- ▶ meeting with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- ▶ agreeing with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.
- ▶ participating fully in the agreed monitoring and development programme.
- ▶ raising any concerns with their induction tutor as soon as practicable.
- ▶ consulting their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
- ▶ keeping track of and participate fully in the scheduled classroom observations, progress reviews and formal assessment meetings.

- ▶ agreeing with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part periods.

The Headteacher

The Headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and is expected to:

- ▶ check that the ECT has been awarded QTS.
- ▶ agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body.
- ▶ notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction.
- ▶ ensure that the requirements for a suitable post for induction are met.
- ▶ ensure the induction tutor has the ability and sufficient time to carry out their role effectively.
- ▶ ensure that the mentor has the ability and sufficient time to carry out their role effectively.
- ▶ ensure an appropriate ECF-based induction programme is in place.
- ▶ ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the appropriate body.
- ▶ ensure that assessments (including any interim assessments) are carried out and reports completed and sent to the appropriate body,
- ▶ maintain and retain accurate records of employment that will count towards the induction period.
- ▶ ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
- ▶ make the governing body aware of the arrangements that have been put in place to support ECTs serving induction.
- ▶ make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension.
- ▶ participate appropriately in the appropriate body's quality assurance procedures; and retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal is expected to:

- ▶ obtain interim assessments, any formal assessment and progress reviews from the ECT's previous post.
- ▶ act early, alerting the appropriate body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
- ▶ notify the appropriate body as soon as absences, within each year of induction, total 30 days or more.
- ▶ advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- ▶ consult with the appropriate body in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period.
- ▶ provide interim assessment reports for staff moving school in between formal assessment periods.

The Induction Tutor

School induction tutors are appointed to work closely with ECTs and mentors during the induction period in order to provide professional support and systematic assessment of progress.

The induction tutor (or the Headteacher/principal for Primary if carrying out this role) is expected to:

- ▶ coordinate guidance for the ECT's professional development (with the assistant principal and appropriate body where necessary).

- ▶ carry out regular progress reviews throughout the induction period.
- ▶ undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff).
- ▶ carry out progress reviews in terms where a formal assessment does not occur.
- ▶ inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher, assistant principal and appropriate body.
- ▶ inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- ▶ ensure that the ECT's teaching is observed, and feedback provided.
- ▶ ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- ▶ take prompt, appropriate action if an ECT appears to be having difficulties.
- ▶ ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

TEAL School Induction Tutors:

Rachel Andrews (Driffield School & Sixth Form) randrews@driffieldschool.org.uk

Claire Hanmer (Malet Lambert) claire.hanmer@maletlambert.hull.sch.uk

Phillipa Speedy (The Snaith School) phillipa.speedy@thesnaithschool.org.uk

Georgina Myers (South Hunsley School & Sixth Form) georgina.myers@southhunsley.org.uk

Lucy Hudson (Hunsley Primary) lucy.hudson@hunsleyprimary.org.uk

Lee Hill (Howden Junior School) lhill@howdenjuniors.com

Natalie Starkey/Alex Friston (North Cave Primary School) nstarkey@howdenjuniors.com / afriston@hunsleyprimary.org.uk

The role of a Mentor

The mentor is expected to:

- ▶ regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.
- ▶ work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school/trust to help ensure the ECT receives a high quality ECF-based induction programme.
- ▶ provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- ▶ take prompt, appropriate action if an ECT appears to be having difficulties.

All mentors will have access to accredited mentor training. *Please see Section 3 for further details.*

Mentoring: qualities of effective mentors:

- ▶ confident in their understanding of what high quality learning and teaching looks like in the classroom.
- ▶ confident about their own teaching.
- ▶ open minded and receptive to new ideas and approaches.
- ▶ experienced in evaluating, including through classroom observation.
- ▶ good communicators who are genuinely committed to supporting the development of others.
- ▶ prepared to acknowledge their own development needs and take steps to address them.

- ▶ able to use a range of helping strategies, including providing constructive feedback and engaging in positive dialogue.
- ▶ respect new teachers as professionals.
- ▶ support the process by efficient time management and record keeping.

Unsatisfactory progress

Where the induction tutor determines **during the progress review** that the ECT is not making satisfactory progress against the Teachers' Standards, this will be stated clearly within the progress review record and clearly referenced to assist the ECT in getting back on track. The induction tutor will notify the assistant principal and appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review.

If it becomes apparent that an ECT is not making satisfactory progress in the **first formal assessment**, the appropriate body should be informed, and the headteacher/principal should ensure that additional monitoring and support measures are put in place **immediately**. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance.

It is important to remember that unsatisfactory progress at one stage of the induction period does not necessarily mean that the ECT will fail to complete the induction period successfully, so it is crucial that all designated members of staff work together to assist the ECT in resolving any difficulties.

A 'cause for concern' is intended to be a developmental and supportive process and can be raised at any stage during induction. The cause for concern procedure will be instigated when:

- ▶ An ECT is unable to demonstrate progress towards the Teachers' Standards. This could include for example, a situation where an ECT 'plateaus' and there is no evidence of further progress or development in the quality of their teaching and classroom practice.
- ▶ An ECT fails to demonstrate high standards of personal and professional conduct.
- ▶ An ECT is unable to carry out their day-to-day duties due to suffering with ill health at work or being absent from work due to poor health and wellbeing.

If a concern is raised, the following cause for concern procedure should be followed:

▶ **Personalised Action Plan** – Phase 1, 2 and 3

Phase 1: ECT, mentor, school induction tutor meet to discuss the concern and to collectively agree granular action targets to help the ECT to overcome identified obstacles and to track their progress. All parties will meet to review progress after 2 weeks.

Phase 2: ECT, mentor, school induction tutor meet to monitor progress of Phase 1 action targets. If required, Phase 1 targets can remain/be amended to help the ECT sustain progress over time. All parties will meet to review progress after 2 weeks.

Phase 3: ECT, mentor, school induction tutor and assistant principal meet to monitor progress of Phase 2 action targets. Should the ECT achieve/ make good progress towards all targets as outlined in the Personalised Action Plan at stage 3, the procedure may remain at phase 2 or end.

In particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at The Education Alliance the induction process will continue in parallel with the TEAL Capability Policy and Procedures. The appropriate body will be informed.

If an ECT is suffering with poor health or wellbeing and this is identified during any phase, HR will also be informed and the ECT will be invited to attend monitoring meetings as outlined in the TEAL Health and Wellbeing Policy.

Raising concerns

An ECT is normally expected to raise any concerns about their induction programme with their induction tutor in the first instance. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

Key people, responsibilities and interactions

	ECT	Mentor	The Induction Tutor
Role	The main audience for the programme. ECTs are expected to engage with all aspects of the programme.	Each ECT will be allocated a mentor to support their subject specific development. This should be a suitably experienced, practising classroom teacher.	The school induction lead should oversee the successful implementation of the TEAL programme in their school. This will be supported by Assistant principal (who is the main point of contact for the programme).
Responsibilities on the programme	Engaging with self-directing study and trust wide, school specific and subject specific training, to learn and practise. ECF content throughout the two-year programme.	Responsible for organising and leading the weekly/fortnightly focus as outlined in the programme. Ensuring that their ECT engages with the content and understands/embeds their learning into their classroom practice through effective instructional/pedagogical coaching .	Ensuring that ECTs and mentors are supported and held to account for their responsibilities, as well as tracking action/progress by conducting PPRs and formal assessments.

Vice Principal will be responsible for:

- delivering the content of the self-study, mentor training and trust wide ECT training.
- working with all parties to continually monitor and improve the trust wide programme over time.
- acting as a point of reference if an ECT, Mentor or Induction Tutor has questions or concerns relating to their role or the progress of an ECT.

Section 3: Early Career Development Programme

- ▶ TEAL Early Career Development Aims and Rational
- ▶ Mentor Training

TEAL Early Career and Mentoring Rational

Aims

We are here to make great schools and happier, stronger communities so that people have better lives:

- ▶ For pupils that means having a good teacher in every classroom
- ▶ For staff that means the Trust must add value and make every member of staff's life easier

Early Career Development Aims:

- ▶ To deliver a professional development package for early career teachers, which is underpinned by the Early Career Framework, ensuring those new to the profession receive the training and support required to thrive and continue to improve at every stage of their career.
- ▶ To provide a two-year package of structured training and support for early career teachers linked to the best available research evidence.
- ▶ To ensure that all programmes are underpinned by the TEAL teaching charter, expert support, fully funded mentor training and focus on workload reduction.

National Picture-Implementing the Framework

It is recognised that for the Early Career Framework to have a positive impact on early career teachers, a firm and exclusive entitlement to additional support and training must be in place. Therefore, the proposed commitments include:

- ▶ Funding and guaranteeing 5% off-timetable in the second year of teaching for all early career teachers; early career teachers will continue to have a 10% timetable reduction in their first year of induction.
- ▶ Establishing full, high quality ECF training programmes.
- ▶ Funding time for mentors to support early career teachers; and
- ▶ Fully funded mentor training.

TEAL Early Career Programmes- Background and proposal

The Early Career Programmes in The Education Alliance are based upon three aspects, identified in the Sheffield Hallam University Literature review of teacher development. (March 2019)

Sheffield Hallam Review:

1. Learning to teach (Generic Pedagogy)

- ▶ Including areas such as behaviour management, adaptive teaching, cognitive development, child wellbeing and psychology.

2. Learning to teach a subject (Subject Pedagogy)

- ▶ Including subject knowledge, subject pedagogies & curriculum, misconceptions & assessment

3. Learning to be a teacher (Professional Behaviours)

- ▶ Including reflective practice, professional inquiry, evidence informed practices and understanding of school and educational practices

The TEAL Programme builds on and complements the Yorkshire Wolds Teacher Training Programme. It is a 2-year programme that will engage ECTs with the content of the ECF and the TEAL Teaching Charter. The programme is split into 6 strands, **which are explained below.**

The 8 standards of the ECF (which themselves are presented around the current Teachers' Standards) are combined into 3 strands in Year 1 that fully address the content of all standards. The 3 strands covered in the second year are designed to deepen and strengthen ECTs' knowledge, practice and working habits in relation to aspects of the ECF and TEAL Teaching Charter that are most relevant to ECTs as individual practitioners.

ECT learning in each strand is delivered through the mechanisms of:

- ▶ Regular self-study (weekly in Y1 and fortnightly in Y2) as well as termly trust wide pedagogy training (Learning to be a teacher).
- ▶ ECT subject specific training and mentor meetings (Learning to teach a subject).
- ▶ Face-to-face school specific pedagogy training and focused observations (Learning to teach).
- ▶ ECTs will also follow a core text to engage in further reading to support subject specific teaching and learning.

Learning activities address ECTs' knowledge of the content of the ECF and the statements included within the stands of the TEAL Teaching Charter (curriculum, instruction, assessment, behaviour, and professional commitment). Using a spiral curriculum model TEAL ECTs can engage with regular, focused purposeful practice to ensure they can deliver/sustain good teaching so that every pupil/student is supported to fulfil their potential. The curriculum model allows ECTs to revisit aspects of the framework over time as their knowledge and classroom practice develops, such that they can revisit themes in greater depth and further contextualise their understanding of the content of the framework/TEAL Teaching Charter.

ECTs come to us with very different strengths, development needs and interests, therefore; in Year 1 we place a strong emphasis on covering the 'learn that...' statements through the self-directed study and TEAL wide pedagogy training, allowing those new to teaching to underpin school-based pedagogy training and classroom practice with focused evidence/theory. ECTs then work synchronously with mentors and experienced colleagues in school on the 'learn how to...' statements to support them in developing competence and the mental models to apply the steps in practice, making them relevant to their phase, subject and setting. Although the programme is designed around specific strands, we refer back and revisit concepts repeatedly, looking at different perspectives to ensure practice becomes embedded and sustained.

Teachers at this stage of their development face a huge challenge of learning a lot in a relatively short space of time. With that in mind, to offer stretch, flexibility, additional support, and a pragmatic approach when the ECF focus referenced within the programme strand doesn't match the immediate or emerging need of the ECT, we have implemented the **'bespoke practice week'** into our programme design. This is directed/supported by mentors allowing ECTs the autonomy over selecting and engaging in deliberate practice of a bespoke focus. This occurs every third week as outlined in the TEAL Core Induction Schedule.

Termly overview of programme (Year 1):

Term	Strand	Focus	Details
Autumn 1	Behaviour	This strand encompasses the behaviours we would wish to see within the classroom to enable pupil learning. Without good routines and behaviour, there cannot be good learning. <i>(Teachers' Standards</i>	Exploring ways in which the ECF /TEAL statements on high expectations and managing behaviour apply to day-to-day teaching and help inform steps that develop effective <i>Learning Behaviours</i> in our pupils/students.

		<i>1 and 7)</i>	
Autumn 2	Instruction – part 1	This strand covers how the curriculum is implemented within the classroom to engage pupils in their learning. <i>(Teachers' Standards 2, 3 and 4)</i>	Exploring and supporting learning and development by taking into account the working memory, prior knowledge and identifying / altering subject specific instruction, materials, and processes.
Spring 1 & 2	Instruction – part 2	This stand continues to cover how the curriculum is implemented within the classroom, as well as developing quality pedagogy. <i>(Teachers' Standards 4 and 5)</i>	Supporting learning and development through high-quality planning and adaptive teaching to optimise the learning of all pupils/students.
Summer 1	Assessment & Curriculum – part 1	This strand covers the rational of curriculum intent and design. <i>(Teachers' Standard 3)</i>	Understanding curriculum has a structure that enables progress over time, paying close attention to the academic vocabulary pupils need in order to access the curriculum to secure foundational concepts.
Summer 2	Assessment & Curriculum – part 2	This strand encompasses the assessment and feedback strategies that underpin great teaching and improve learning, making efficient use of time, in and out of the classroom. <i>(Teachers' Standards 3, 5 and 6)</i>	Applying the principles and investigating the purpose behind assessment in the classroom, recognising how assessment influences classroom culture and informs decision-making.
Professional behaviours and commitment is covered within all strands as we would wish all ECTs to exhibit them as part of their professional obligation to become the best teacher they can be. <i>(Teachers' Standard 8).</i>			

In year 2, ECTs will complete a diagnostic review and build on growing expertise to identify opportunities to carry out supported extended teacher inquiry. This will allow ECTs to further explore selected statements from ECF/TEAL Teacher Charter in much greater depth. Mentors will support ECTs to increasingly reflect upon and assess what bespoke support and development is required to make use of a wider range of cognitive and practical strategies to further improve their classroom practice/personal objectives. Through extended teacher inquiry, ECTs will revisit the theory and language incorporated in the ECF's 'learn that...' statements, and the TEAL Charter, by identify priority areas using feedback from progress reviews, data, and their professional judgement. They will devise interventions by applying the ingredients of effective implementation. This will help ECTs in the second year to take more responsibility for their professional development. It will also allow them to establish the skills / routines for effective reflection, giving them structures to inform their future planning, teaching and ongoing development throughout the next stage in their teaching career.

Self-directed study will provide an opportunity for ECTs to complete any unfinished learning from strands in year 1.

Termly overview of programme (Year 2):

Term	Strand	Focus	Strand Inquiry Question
Autumn 1	Behaviour	Relational Practice Revisiting selected statements from the behaviour strand. (Teachers' Standards 1, 5 and 7)	What is relational practice and how can I consider and apply this in practice?
Spring 1	Assessment and Instruction	Formative Assessment Revisiting selected statements from the assessment strand. (Teachers' Standard 4,5 & 6)	How can I further develop quality pedagogy and make productive use of formative assessment to make my teaching more responsive to the needs of my pupils?
Spring 2	Practice	Knowledge Application (skills development and practice) Revisiting selected statements from the instruction strand. (Teachers' Standard 4)	To what extent is practice viewed as an integral part of effective teaching in my subject?
Summer	Professional Quality Improvement	Revisiting selected statements from the professional behaviour strand. (Teachers' Standard 8)	How does engaging with CPD and sharing best practice with other professionals enhance overall teacher quality and pupil outcomes?
<p>Curriculum and Subject Knowledge (Teachers' Standard 3) is covered alongside each inquiry referenced above via the selection/setting of a 'bespoke termly practice target'.</p> <p>Professional behaviours and commitment is covered within all strands as we would wish all ECTs to exhibit them as part of their professional obligation to become the best teacher they can be. In the summer term ECTs in year 2 will reflect on progress across the programme, exploring and preparing for how their role/interests may evolve as their career develops. <i>(Teachers' Standard 8).</i></p>			

Mentor Training

Learning to teach is a cumulative process, and both learning to teach and learning to teach a subject is often layered over time. Expert mentoring and the time to effectively deliver the new framework is the key to the success of our Early Career Development initiative and is clearly prioritised in the ECF. The TEAL mentor criteria and professional expectations outline the knowledge, skills, expectations and expertise needed to enable mentors to perform well under the new framework.

All mentors will have access to fully funded mentor training. Teacher Educator Programmes for Mentors, coaches and facilitators are available and are delivered by TEAL Licence Holders who have completed NASBTT's Level 3 Programme Training. Instructional and Peer to Peer mentor training will take place throughout the academic year to share best practice and revisit content in greater depth.

The role as a mentor encompasses everything they do to support their mentee. Instructional Coaching is a central and critical aspect of this role – one that can make a big difference to an ECTs practice. During mentor training, we will explore how Instructional Coaching helps ECTs and teachers develop and draw on the best available evidence from cognitive science about how people effectively learn.

Mentor supporting documents and session plans are also available to help guide mentors on how to deliver effective mentor sessions to encourage ECTs to translate the research and content of the ECF and trust/school based CPD into their own practice.

Section 4: Assessment of Progress

- ▶ Assessment Procedures
- ▶ Record keeping
- ▶ Assessment observations

Assessment Procedures

An ECT's performance will continue to be assessed against the Teachers' Standards. The ECF is not and should not be used as an assessment tool, therefore, **induction tutors** will conduct **two formal assessments**: one midway through induction (Summer Term Y1) and one at the end (Summer Term Y2). These will be supported by **regular progress reviews to monitor progress** and will take place in each term where a formal assessment does not. Induction tutors will be supported by TEAL Subject Leads/specialists when conducting observations.

ECTs will be asked to sign assessment reports and to add their reflections on their progress. Evidence used in assessments should be clear and transparent and copies of the assessment reports should be provided to the ECT, Assistant Principal and the appropriate body.

Professional progress reviews of the ECT (Terms 1,2,4 & 5)

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

ECTs are expected to engage with the process and provide copies of existing evidence as agreed with the induction tutor. A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Formal Assessments (Terms 3 & 6)

Formal assessments are carried out by either the headteacher/principal or the induction tutor. **Mentors will not** carry out formal assessments.

ECTs will receive an assessment in the final term of the first year (term 3 or equivalent for part-time) and in the final term of the second year of induction (term 6 or equivalent for part-time ECTs). Evidence used in assessments is clear and transparent and copies of the assessment reports will be provided to the ECT, Assistant Principal and the appropriate body.

Where an ECT is absent at the point a formal assessment is scheduled, any outstanding formal assessment will not be made until the ECT returns.

A final assessment meeting will then take place at the end of the induction period, and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation will be recorded on the final assessment report.

Mentors will therefore provide Instructional Coaching. This involves:

- ▶ Supporting the ECT to set a practice target that focuses the ECT on a single improvement action linked to the weekly/half termly focus as outlined in the schedule/self-directed study. In Y1, ECTs (with guidance/support from you) will select a 'bespoke' practice target linked to their needs/interests. This will take place every third week. For ECTs in Y2, there is the option to run a bespoke termly EQ alongside their programme inquiry.

- ▶ Showing a model example of how to do the precise target prior to your ECT engaging in deliberate practice. This helps the ECT see clearly what their practice target should look like in practice or how they should be thinking when they are planning. Examples will be shared with mentors.
- ▶ Supporting the ECT to reflect upon their practice by ensuring the preparation section of their Learning Log is completed, to show how their thinking differs from their current practice, the impact this will have on their practice and pupils/students, and how it links to the content of the self-study and pedagogy training.
- ▶ Supporting the ECT by deliberately practising the precise target with them so they can get it right before taking it 'live' to their classroom.
- ▶ Observing the ECT when implementing their practice target(s) in the classroom: track their progress, record praise, and draw on the weekly guidance to suggest the new precise target. This should be recorded in the mentor box of the ECT Learning Log.
- ▶ Meeting with the ECT give feedback and discuss follow up actions.

Record keeping

It is good practice to keep a simple record of practice targets, meetings, and observations during the induction process. This is useful for both parties, particularly if challenges arise. It will show the extent to which support has been offered and taken over the induction period.

In order to have a consistent approach across all schools within The Education Alliance, the following documentation **must be completed and maintained** throughout the induction period:

▶ **ECT Learning Log**

The ECT Learning Log is to be maintained weekly (ECT Y1) and fortnightly (ECT Y2). This document will be a live document uploaded to Teams. This document will support the ECT to review the content of self-study (evidence reviews); plan for and deliberately apply steps for implementation linked to targets and evidence (preparation & implementation); recording progress, discussions with colleagues, and to plan actions for next steps (reflection). Mentors should frequently discuss the content included in the learning log.

The mentor section within the log enables mentors to closely monitor the progress that their mentee is making during induction. It should be maintained weekly (ECT Y1) and fortnightly (ECT Y2) and used as a tool to identify trends in the areas where the ECT is doing well and areas in which they require further support or opportunities.

The governing body can request general reports on the progress of an ECT on a termly basis but are not automatically entitled to have access to an individual's assessment reports. The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation.

Section 5: Useful Information

- ▶ Special Circumstances
- ▶ Early Career induction checklist

Special Circumstances

Reducing the induction period. Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience.

In making such a decision they will take account of advice from the headteacher/principal and must gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they will be permitted to do so.

Extending the induction period prior to completion to account for ad hoc absences. The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave).

In these circumstances the relevant year of induction must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

An ECT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment, of one term, must still be served as the ECT will be working in a new institution.

If an ECT leaves an institution having started but before completing their extension, the headteacher/principal will complete an interim assessment report and notify the appropriate body.

ECTs completing induction in more than one institution simultaneously. In all cases where induction is served in more than one institution simultaneously, one headteacher/principal acts as the lead headteacher/principal. The lead headteacher/principal is expected to ensure that they are satisfied that all posts are suitable for and provide a fair opportunity for the ECT to demonstrate that they have performed satisfactorily against all of the Teachers' Standards by the end of the induction period.

It is essential that one appropriate body takes the lead in making the decision, following the recommendation from the lead headteacher/principal. For ECTs serving induction in more than one institution simultaneously, the separate contracts are added together to calculate the number of days in which induction must be served and recorded by the lead headteacher/principal.

Early Career induction checklist - Example of Checklist for ECTs and mentors:

Has the ECT received the following Information?

School Timetable (with correct allocations as mentioned in Section 1)	Y / N
IT logins/School Email	Y / N
Long/Medium Term Planning Documents	Y / N
Curriculum Overview(s)	Y / N
How to access pupil data/details	Y / N
How to access school resources and use the photocopier	Y / N
Nearest staffroom/ access to refreshments	Y / N
School Policies and Risk Assessments	Y / N
School/ TEAL Frameworks (The Teaching Charter & The Workload Charter)	Y / N

Assessment and Progress

Have you reviewed and discussed the transition information and initial development targets as outlined in Early Career Development Profile or Pen Portrait? <i>These can be found within ECT Personal Channels in Teams.</i>	Y / N
Are you aware of your ECTs strengths and areas for development at the end of Initial Teacher Training or Y1? <i>Please encourage ECTs to complete and discuss the strand diagnostic.</i>	Y / N
Have you discussed the support in place to help ECTs to address areas for development? <i>Refer to purposeful practice cycle and when each stage will occur.</i>	Y / N
Is it clear to the ECT how they will know if they are/are not making appropriate progress towards successful completion of their induction? <i>Mentor section in Learning Log and feedback from formal observations/induction tasks.</i>	Y / N
Can you and your ECT access all documentation on Teams?	Y / N
Have you reviewed the content included in the programme that should be delivered by the subject mentor? <i>This can be found in the final column on the programme schedule and referenced within the weekly/fortnightly mentor guidance.</i>	Y / N
Have you revisited the content from the Introductory Training Session? <i>Resources and presentation have been circulated via email and saved within the mentor folder in Teams.</i>	Y / N

Professional Development

Has the ECT received a copy of the TEAL Core Induction Programme and Schedule that includes the dates for all sessions? <i>This is saved in the 'General area' in Teams.</i>	Y / N
Has the ECT (Y1) received a copy of the Core Text (Evidence Informed Summaries?)	Y / N
Has the ECT received your support to plan an appropriate time to engage with self-directed study and to complete section 2 of learning log? <i>It is recommended that this is done prior to your meeting.</i>	Y / N
Has the ECT observed others teach and discussed/reflected upon what was observed? <i>This should have been completed by week 4.</i>	Y / N
Has the ECT made contributions to school and staff activities, and to staff meetings? <i>This should be reviewed at the end of each strand.</i>	Y / N

