

# POLICY: ITT & Early Careers Teachers

## Review

<b>Approved by:</b>	Board of Directors	<b>Date:</b>	April 2024
<b>Last Review Date:</b>	April 2024	<b>Next Review Date:</b>	April 2025

## Responsibilities

<b>School Senior Staff</b>	Implementation at school level
<b>Governors</b>	Check school compliance with policy and report breaches or concerns to Directors
<b>Directors</b>	Review and approve the processes/procedures

## Material Changes Since the Last Review

<b>Section: Throughout</b>	Name change from Kennet School Academies Trust to Equinox Learning Trust
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## Contents

Statement of Intent.....	2
Initial Teacher Training (ITT) .....	2
Early Careers Framework (including Legacy NQT & RQT) .....	3
ECF Programme Aims .....	4
ECF Roles & Responsibilities .....	4
Statutory Requirements .....	6
ECTs at Risk of Failing Induction.....	6
Recently Qualified Teachers (Legacy RQT) .....	6

## Statement of Intent

At the Equinox Learning Trust, our aim is to provide the best possible early-career support to enable new teachers to thrive throughout their training year and their first three years of teaching. This is only possible by working closely with individuals, understanding their development needs and tailoring support accordingly. This guidance covers Initial Teacher Training (ITT), Early Career Teachers (ECTs), legacy Newly Qualified Teachers (NQTs) and Recently Qualified Teachers (RQTs) phases because we want this transition to be as seamless as possible, supporting the journey from obtaining Qualified Teacher Status (QTS) to taking on a post of responsibility.

This policy applies across the Trust at both primary and secondary stage. The focus for mentoring at primary level is more holistic than subject based but the terminology does not change with the mentor being the first port of call for training and support.

## Initial Teacher Training (ITT)

<b>ITT Provider</b>	The training provider for the School Direct or PGCE placement.
<b>ITTCo</b>	Initial Teacher Training Coordinator. The teacher responsible for coordinating initial teacher training provision across the school.
<b>Trainee / Associate Teacher</b>	An individual training to be a teacher through an accredited training route. At Kennet School, this is usually a placement as part of a PGCE or School Direct programme.
<b>ITT Subject Mentor</b>	An experienced member of staff from the same department as the trainee, assigned to mentor a trainee through their training year.

## ITT Programme Aims

### For Trainee Teachers

All trainee Teachers will be given individual support and guidance in their training year. The provision aims to:

- ❖ work closely with ITT Providers to ensure all Trainee Teachers are fulfilling the requirements to achieve Qualified Teacher Status (QTS)
- ❖ support Trainee Teachers in developing their practice in line with the Teaching Standards, enabling them to reach the required standard by the end of their training period
- ❖ offer personalised support throughout the placement, from Subject Mentors and ITTCo, to ensure that individual needs are met to secure QTS
- ❖ provide consistency from all members of staff involved in the development and teaching practice of Trainee Teachers
- ❖ provide a programme of high-quality professional learning to supplement training from ITT providers.

## ITT Roles & Responsibilities

It is the responsibility of the ITT Co-ordinator (ITTCo) to lead the implementation of the ITT Policy within the school, manage a team of mentors and to induct and supervise all trainees within the school.

The ITTCo will:

- ❖ participate in the recruitment of School Direct and PGCE trainees
- ❖ organise and ensure the quality of a school-based Professional Studies programme
- ❖ contribute to the development of Professional Studies programmes organised by ITT providers through feedback and participation
- ❖ ensure all trainees meet the requirements for safeguarding pupils
- ❖ ensure representation at relevant ITTCo and subject mentor meetings held by ITT providers
- ❖ observe trainees at each report stage and provide written feedback
- ❖ work with the Deputy Head (Standards) to review and assess ITT reports and provide challenge where required
- ❖ monitor and contribute to the assessment of the trainees' progress towards Qualified Teacher Status (QTS)
- ❖ initiate support procedures should a trainee fail to meet the required standard or if required to safeguard the learning of pupils
- ❖ subsequent to the above, initiate a formal 'cause for concern' where a trainee is at risk of failing to achieve QTS
- ❖ liaise with mentors to ensure trainees can work with other teachers and support staff across the school

- ❶ arrange for each trainee to be attached to a form group and work alongside the form tutor
- ❷ arrange for each trainee to attend a Primary School placement in line with the requirements of the ITT provider
- ❸ support the Quality Assurance monitoring procedures of the QTS and PGCE Programme and thereby strive for continual improvement in the quality of both school-based and centre-based training.

It is the responsibility of the subject mentor to support, guide and coach the trainee within the school. The subject mentor will:

- ❶ provide a timetable of both lesson observation and classroom teaching that is in line with the weighting set by the ITT Provider. This will include lessons across all Key Stages
- ❷ provide regular written and oral feedback on observations of the trainee. Written feedback should be given to the trainee at least three times per week
- ❸ complete formal assessments and reports and submit these to the ITTCo for moderation before they are submitted to the ITT Provider
- ❹ keep the ITTCo informed about the performance of the trainees they oversee, including raising early signs of concerns or underperformance
- ❺ provide the trainee with a weekly hour-long mentor meeting that is carried out in a professional manner without distraction
- ❻ attend training and briefing sessions delivered by the ITT Provider and the Trust in order to share ideas and be updated on programme developments.

It is the responsibility of the Trainee Teacher to follow a Professional Code of Conduct and take a proactive role in their training and development. The Trainee Teacher will:

- ❶ act professionally throughout their placement at any KSAT School. This includes the attendance and punctuality at all meetings, lessons and Professional Studies sessions as directed
- ❷ plan all lessons using their ITT Provider's paperwork. All lesson plans must be submitted at least 24 hours in advance to the relevant Subject Teacher for at least the duration of the first term of the placement
- ❸ collate evidence against the Teaching Standards and regularly upload this to online portals in line with their ITT provider requirements
- ❹ reflect frequently and systematically on the lessons they have taught and use reflection to inform and lead mentor meetings, their weekly targets, and modifications to future lessons
- ❺ attend all tutor sessions at any Equinox Learning Trust school and, with the agreement of the Form Tutor/Class Teacher, take responsibility throughout the placement in delivering the PSHCE programme
- ❻ understand and fulfil their role in safeguarding.

### Early Careers Framework (including Legacy NQT & RQT)

<b>ECT</b>	Early Career Teacher (new for 2021). A teacher completing their two-year statutory induction programme in collaboration with the Teaching School Hub Berkshire (TSHB)
<b>Legacy NQT</b>	Newly Qualified Teacher. A teacher completing their statutory induction year after achieving QTS (Qualified Teacher Status)
<b>Legacy RQT</b>	Recently Qualified Teacher. Teachers in the two years of their career following the completion of their NQT year. Non statutory career support
<b>Induction Tutor</b>	The teacher responsible for supporting ECTs across the school and coordinating early career provision (In primary settings this would usually be the Headteacher)
<b>Professional Learning Coach/ Subject Mentor</b>	An experienced member of staff assigned to mentor an ECT through their induction year
<b>Lead Facilitator</b>	An experienced member of staff responsible for coordinating and leading the delivery of training for the ECTs in the local cluster (they may be from a different school)
<b>Appropriate Body</b>	The Body responsible for administrating and verifying the ECT process (currently TSHB)

## ECF Programme Aims

We aim to support and guide ECTs in their first year of teaching, considering their professional and personal needs. As a Trust, we have chosen a 'funded provider-led programme', working in partnership with TSHB and UCL to deliver the Early Career Framework. The provision aims to:

- ❶ support ECTs in developing their practice against the Teaching Standards, enabling them to perform satisfactorily by the end of induction
- ❷ be flexible and appropriate to the needs of individual ECTs through dedicated, subject-specialist mentors
- ❸ help ECTs to become fully integrated into the school and to understand their responsibilities as part of the teaching profession
- ❹ provide ECTs with the opportunity to observe good practice and to reflect on their own teaching practice with their Professional Learning Coach or Subject Mentor
- ❺ allow opportunities for ECTs to identify areas for development and provide guidance in how to address these areas
- ❻ provide a foundation for future professional development, including engagement with relevant pedagogy and research.

## ECF Roles & Responsibilities

According to the statutory induction guidelines, the Induction Tutor will:

- ❶ provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- ❷ carry out regular progress reviews throughout the induction period
- ❸ undertake two formal assessment meetings during the 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)
- ❹ 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 and appropriate body
- ❺ inform the ECT during the assessment meetings of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- ❻ ensure that the ECT's teaching is observed, and feedback provided
- ❼ 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
- ❽ take prompt, appropriate action if an ECT appears to be having difficulties
- ❾ 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.

The Mentor (or Professional Learning Coach) will:

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

The mentor and the induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different people. In some circumstances, it may be the same person, for example in a small primary school. Where this is the case, everyone should understand that there are two discrete roles and the mentoring support offered to the ECT should not be conflated with assessment of the ECT against the Teachers' Standards.

The ECT will:

- ❶ provide evidence that they have QTS and are eligible to start induction
- ❷ meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- ❸ agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- ❹ provide evidence of their progress against the Teachers' Standards
- ❺ participate fully in the agreed monitoring and development programme
- ❻ raise any concerns with their induction tutor as soon as practicable

- ❶ consult 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
- ❷ keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- ❸ agree 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 period
- ❹ retain copies of all assessment reports.

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support, and assessment of the ECT during induction, and should:

- ❶ check that the ECT has been awarded QTS
- ❷ clarify whether the teacher needs to serve an induction period or is exempt
- ❸ agree, in advance of the ECT starting the induction programme, which Body will act as the Appropriate Body
- ❹ notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction
- ❺ meet the requirements of a suitable post for induction as defined by the DfE statutory Induction Guidance document
- ❻ ensure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively
- ❼ ensure an appropriate and personalised induction programme is in place
- ❽ ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- ❾ ensure that termly assessments are carried out and reports completed and sent to the Appropriate Body
- ❿ maintain and retain accurate records of employment that will count towards the induction period
- ⓫ make the Governing Body aware of the arrangements that have been put in place to support ECTs serving induction
- ⓬ make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension
- ⓭ participate appropriately in the Appropriate Body's quality assurance procedures
- ⓮ retain all relevant documentation, evidence, and forms on file for six years.

There may also be circumstances where the Headteacher should:

- ❶ obtain interim assessments from the ECT's previous post
- ❷ act early, alerting the Appropriate Body, when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- ❸ ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards
- ❹ notify the Appropriate Body as soon as absences total 30 days or more
- ❺ periodically inform the Governing Body about the school's induction arrangements
- ❻ in exceptional cases, advise and agree with the Appropriate Body where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed
- ❼ provide interim assessment reports for staff moving between formal assessment periods
- ❽ notify the Appropriate Body when an ECT serving induction leaves the institution.

The Governing Body:

- ❶ should ensure compliance with the Statutory Guidance for ECT Induction
- ❷ should be satisfied that the institution has the capacity to support the ECT
- ❸ should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction
- ❹ must investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures
- ❺ can seek guidance from the Appropriate Body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process
- ❻ will receive updates on the progress of ECTs and can request general reports for individuals via the Staff & Finance Committee to ensure the Local Governing Board responsibilities are being discharged.

## Statutory Requirements

This policy is informed and underpinned by the [Induction for Early Careers Teachers \(England\) Statutory Guidance for appropriate bodies, headteachers, school staff and governing bodies \(Department for Education\)](#).

In line with the statutory guidance, the Trust will:

- ❶ identify a person, with QTS, to act as the ECT's Induction Tutor, giving the person sufficient time to carry out the role effectively and meet the needs of the ECT
- ❷ ensure that ECTs have a reduced timetable of no more than 90% of the timetable (in the first year) and 95% (in the second year) of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the planning, preparation, and assessment time (PPA) that all teachers receive
- ❸ facilitate ECT's observation of experienced teachers either in this school or another school where good practice has been identified
- ❹ keep ECTs up to date on their progress – there will be 'no surprises'.

## ECTs at Risk of Failing Induction

If an ECT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- ❶ inform the ECT of the concern and identify where they need to improve their practice
- ❷ ensure that additional monitoring and support measures are put in place immediately
- ❸ set appropriate objectives to guide the ECT towards satisfactory performance against the relevant standards
- ❹ put an effective support programme in place to help the ECT improve their performance (at Kennet School, this is provided through our coaching programme)
- ❺ give the ECT every opportunity to improve their performance
- ❻ inform the Appropriate Body that there is a concern.

## Addressing ECT Concerns

If an ECT has any concerns about their ECT induction, these should be raised within the school in the first instance. Where the school is not able to resolve them, the ECT should raise concerns with the named contact at the Appropriate Body.

## Recently Qualified Teachers (Legacy RQT)

The provision for RQTs is based on the Early Careers Framework guidelines and aims to develop practice and maintain high standards. This is achieved through:

- ❶ a designated experienced staff member to support and guide RQTs as a professional tutor
- ❷ a professional development programme that looks at the priorities set out in the ECF, linking these to school context
- ❸ input from experienced and/or senior members of the school through the Professional Development programme
- ❹ opportunities to discuss career aspirations and the steps needed to achieve these, as well as shadowing staff in a range of career pathways.

There are currently no statutory requirements for RQT provision, however, all RQTs in the Trust are entitled to:

- ❶ support and guidance from the designated RQT co-ordinator
- ❷ seek support through the coaching programme to develop practice
- ❸ attend professional development sessions designed to mirror the ECF.