

THE FEDERATION OF BOSKENWYN AND GERMOE SCHOOLS

EARLY CAREERS TEACHER'S POLICY

The DfE has published [new statutory guidance](#) on induction for early career teachers (ECTs). 'ECT' is a new term that will replace 'newly qualified teacher' (NQT).

The guidance applies to settings which:

- Are required to offer statutory induction to their ECTs, or
- Choose to offer statutory induction to their ECTs

It comes into force on 1 September, updating and replacing the [existing guidance on NQT induction](#). And, while many of the statutory components are the same, there are some important changes.

Key changes from 1 September 2021

- We need to deliver a **2-year induction programme**, underpinned by the **Early Career Framework (ECF)**
- A new role – **induction mentor** – has been created, fulfilling a separate and distinct role to the induction tutor
- ECTs will be **formally assessed twice** – once midway through the 2-year period and once at the end – with a progress review each term where a formal assessment does not take place
- ECTs will get a **5% timetable reduction** in their second year of induction (they'll still get a 10% reduction in the first year, as they do now)

The guidance also increases the number of ad-hoc absences permitted, in line with the increase in length of the induction period (paragraph 3.6).

Note: State-funded schools will get additional funding to help cover the costs of the ECT's 5% timetable reduction and time spent with their mentor in the second year – see the DfE's [paper on the ECF reforms](#) for more detail (under 'Funding for national roll-out').

The DfE's [online service](#) for managing training for early career teachers (ECTs) is now live. Schools who want to use an **approved funded provider** or deliver **accredited materials** must register their decision before ECTs begin their statutory induction.

Transition arrangements

Early career teachers who have started – but not completed – their induction before 1 September 2021 have until **1 September 2023** to complete induction within 3 terms. They will be known as the ‘pre-September 2021 cohort’, and should continue to refer to the existing NQT guidance.

Where possible, ECTs beginning their induction before 1 September 2021 should have an ECF-based induction, complete with a mentor, for their 1-year induction.

After 1 September 2023, when the transition period ends, all ECTs will be required to complete a 2-year induction period.

This is explained on pages 8 to 9 of the new statutory guidance linked above.

Additional funding for NQTs completing induction in summer 2021

In light of the challenges faced by NQTs during the coronavirus pandemic, the DfE has announced a [one-off payment for state-funded schools](#) that have an NQT who is due to complete their induction in summer 2021.

The key points are:

- The funding will be equivalent to **5%** off the NQT's timetable for the 2021/22 academic year – the sum varies by region (see the table in the link above)
- This is **not** a statutory requirement, but you're encouraged to use the time to help your teachers' development
- Time off timetable can be grouped in different ways, as you need – for example, half days or full days
- Funding will be based off school workforce census data, and will be made in arrears in **summer 2022**, as part of your normal Education and Skills Funding Agency (ESFA) payment

If your NQT has moved schools post-induction, you'll still be eligible to receive the grant – but the DfE hasn't confirmed how this will work yet.

Because the payment will be made after the fact, you'll need to keep a record of your expenditure (such as the NQT's timetable and receipts for any classroom cover), but the DfE has already said it trusts schools, and won't be prescriptive about what the record should look like.

Just remember, the point of the funding is to support NQT development given the disruption to training and induction caused by coronavirus. You'll have access to the DfE's accredited early career framework (ECF) induction materials designed to help teachers at the start of their careers, though it's up to you which materials you want to use.

Base your induction programme on the Early Career Framework (ECF)

Under the new statutory guidance, headteachers are expected to make sure ECTs receive a programme of training that helps them understand and apply the Early Career Framework's evidence and practice statements (there's more on this in the final section below).

ECF-based training should be a **central aspect of induction**, and not an additional training programme.

There are 3 approaches you can choose from to deliver ECF-based training:

- **Funded, provider-led programme** – the DfE has accredited external providers to design and deliver training for ECTs and their mentors. This will be funded by the DfE. You can now apply for this provision via the [DfE's online service](#)
- **DfE-based, school-delivered programme** – you can use freely available [DfE-accredited materials](#) for new teachers and mentors to deliver your own ECT and mentor support. You must register to access these materials via the [DfE's online service](#)
- **School-designed and delivered programme** – you can design your own induction programme, based on the ECF

Use these resources to help you:

- Guidance to help you [decide on the approach that will work best for your school](#), and how to choose the right provider if you go for the funded provider option
- Checklists to help you [check compliance](#) and [prepare to deliver the new arrangements](#) from September

Appoint both an induction tutor and an induction mentor

Headteachers should identify 2 separate staff members to act as the ECT's tutor and mentor. Both should hold qualified teacher status (QTS). The roles have distinct functions.

The **tutor** is expected to:

- Assess the ECT's progress against the Teachers' Standards through regular progress reviews, making rigorous and fair judgements
- Recognise when early action needs to be taken when an ECT is having difficulties
- Provide or co-ordinate guidance for the ECT's professional development
- Undertake 2 formal assessments during the induction period

- Make sure the ECT's teaching is observed, and that feedback is provided
- Make sure the ECT knows how to raise concerns about their induction programme or personal progress
- Make sure record keeping and monitoring is done in the least burdensome way

It's possible for the headteacher to take on the role of induction tutor themselves.

The **mentor** is expected to:

- Regularly meet with the ECT for structured mentoring sessions to provide targeted feedback
- Work with the ECT and colleagues to make sure the ECT receives a high-quality ECF-based induction programme
- Provide, or broker, effective support, including subject- or phase-specific coaching
- Take prompt action if the ECT is having difficulties

In exceptional circumstances you may need to ask one person to carry out both roles, but in these cases it's important that the individual understands the distinction between their role as tutor and their role as mentor.

Read our guidance on [choosing and supporting ECT induction mentors](#).

ECTs will have 2 formal assessments

Headteachers or induction tutors should formally assess ECTs. Mentors should not be part of this process.

Assessment should take place in the final term of the first year and the final term of the second year. The exact assessment dates can be agreed between your school and the ECT.

Assessment should be informed by evidence gathered during progress reviews, including existing documents and working documents. ECTs shouldn't be asked to create anything new for assessment, and they should be kept up to date on their progress before assessment, so there are no surprises.

The ECF is **not** an assessment tool. ECTs should only be assessed against the Teachers' Standards.

There's more detail about progress reviews and formal assessments on pages 21 to 22 of the [new statutory guidance](#).

What is the Early Career Framework?

The [Early Career Framework \(ECF\)](#) builds on initial teaching training and sets out what ECTs should learn about and learn how to do. It's designed to support development in 5 core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

The framework is presented in 8 sections, to align with the Teachers' Standards. Within each one, there are:

- Key evidence statements (starting with 'Learn that ...'), and
- Practice statements (starting with 'Learn how to ...')

You can see the evidence and practice statements for each standard on pages 8 to 25 of the [ECF](#). The standards are:

- Standard 1 – Set high expectations
- Standard 2 – Promote good progress
- Standard 3 – Demonstrate good subject and curriculum knowledge
- Standard 4 – Plan and teach well-structured lessons
- Standard 5 – Adapt teaching
- Standard 6 – Make accurate and productive use of assessment
- Standard 7 – Manage behaviour effectively
- Standard 8 – Fulfil wider professional responsibilities

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