



QUORN HALL  
SCHOOL

# Early Career Framework Policy

**Person Responsible:** Headteacher

**Last reviewed on:** 6th September 2022

**Next review due by:** 6th September 2023

**Created:** 6th September 2022

**Revisions:**

Quorn Hall School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** - We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** - We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** - Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** - Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give students options, voice, and choice in order to enable them to be creative.
- **Competence** - In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** - Develop resilience so they see failures or negative situations as a learning opportunity by implementing growth mindset approach.
- **Compassion** - For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** - To overtly demonstrate to pupils that adults do care about them and their futures - every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

Within the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative

- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher.

From September 2021 Quorn Hall School 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.

There are some significant changes to the previous NQT policy that our schools are aware of, including:

- the term early career teacher (ECT) replaces newly qualified teacher (NQT);
- the standard length of induction has been increased from one school year to two school years;
- in addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction;
- schools are expected to deliver an induction period that is underpinned by the ECF. The Trust will ensure that an ECF-based induction is in place in all of our schools;
- the role of the mentor has been introduced. The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor;
- there will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled;
- in cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the local governing body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years;
- the number of ad-hoc absences permitted has been extended, in line with the extended length of induction. Quorn Hall School 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. Quorn Hall School 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;
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development and guidance with career development;
- to help ECTs perform satisfactorily against the Teachers' Standards.

All school staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development. The Quorn Hall 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.

### **Roles and Responsibilities**

The Assistant Head Teacher is responsible for this policy and will review it annually and revise as necessary.

The local governing body 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 local governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

### **The Appropriate Body**

Once an ECT has been appointed, the head teacher 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. Quorn Hall School will be using the Leicester

and Leicestershire Teaching School Hub as the appropriate body. The Head teacher will play a significant and leading role in the process of inducting new colleagues to the profession.

Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the appropriate body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction. While the head teacher 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 head teacher 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 local governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

### **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, e.g. brokering CPD opportunities, providing support and guidance and the rigorous but fair assessment of ECT performance.

### **Mentor**

The role of the mentor has been significantly enhanced under the new ECF policy. In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the performance against the Teachers' Standards and is responsible for keeping a record of mentor meetings. Mentors will be asked to provide a summative comment about the ECT's progress against the Standards prior to each assessment point. The head teacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate.

### **Entitlement**

The ECT should be proactive in his/her own career development. In addition to this, our schools' induction programmes will ensure that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of an induction programme are as follows:

- enrolment onto the ECF two-year programme with the Teaching School Hub. This will provide rigorous training for both ECT and their mentors. All training content is aligned to the ECF and provides ECT with training in the 5 core areas; 1. Behaviour management 2. Pedagogy 3. Curriculum 4. Assessment 5. Professional Behaviours
- ECT will have regular mentor meetings in year 1 of the ECF (fortnightly) and 20 hours of mentoring in year 2;
- mentors will receive training of 36 hours across the 2 years of the programme;
- ECT will have regular progress checks and 2 formal assessment points at the end of year 1 and year 2;
- help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme;
- regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate;
- time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme;
- observe experienced colleagues teaching;
- a reduction of 10% of the average teacher's workload in year 1 and 5% reduction in year 2;
- have teaching observed by experience colleagues on a regular basis;
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate;
- opportunities for further professional development based on agreed targets.

### **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.

### **Assessment & Quality Assurance**

The assessment of ECTs will be rigorous but also objective. ECTs should have formal assessments carried out by either the head teacher 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.

Evidence for each assessment point:

- evidence for assessments must be drawn from the ECT's work as a teacher during their induction;
- to 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;

- there is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme;
- judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF. ECT assessment will continue to be against the Teacher Standards.

### **At Risk Procedures**

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. 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. Where necessary, the head teacher/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.



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.

### **Addressing NQT Concerns**

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. Details are included in The Essential Guide to Induction.