



Early Career Teachers induction and training

This policy details Discovery Trust's approach to implementing and building on Statutory National Guidance for the provision of support and development for early career colleagues (ECT & RQT), including the role of the training provider, mentor, induction tutor and Accrediting Body.

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1. Current Picture/Recent History

During the academic year 20/21, significant change was made at national level following a period of national consultation about the provision of support for early career teachers (ECTs). At the time of writing, Discovery Trust is working with Flying High Partnership for them to deliver the ECT support.

As of 2021/22 all schools will be required to access a 2 year DfE Accredited programme of support for colleagues in their ECT and RQT years, within their first 2 years of teaching. DfE accredited providers will deliver the content for both mentors and early career teachers to which schools will need to sign up. As part of the programme, for the first time, RQTs, in their second year of teaching will also be entitled to additional non-contact time for professional development equivalent to 5% of timetable and in addition to PPA. ECTs will be entitled to 10% of additional non-contact time for professional development in addition to PPA. Schools will receive funding for this release.

The new national rollout of early career programme materials rely heavily upon the use of a skilled and highly trained mentor. As part of the national rollout, mentors will also receive training at which schools will need to enable attendance.

As the national training for both ECTs and mentors is not phase, subject, demographic or school specific, schools will need to supplement this training for both ECTS and mentors in order to personalise it to the needs of the individuals, schools, local demographics and Discovery Trust.

In order to support this personalisation, Discovery Trust will continue to offer additional training resources to supplement the ECT framework and independent study.

2. National Statutory Provision for Early Career

“The Early Career Framework (ECF) underpins an entitlement to a fully funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development.”

DfE Early Career Framework (January 19)

The Early Career Framework (ECF) will form a statutory entitlement for all Early Career Teachers to access a package of training and support which **must** cover the contents of the Early Career Framework.

The ECF is **not to be used as an assessment tool**. It sets out the entitlement to training an ECT can expect. It is not to be used as a checklist for assessment or as part of any performance management, appraisal, or review. This should be done against the teacher standards only.

The ECF sets out the 5 key areas of professional skill and knowledge within which an ECT should receive training, support, and development. It is a key point to note that the outline includes not just “Learn that” statements but also “Learn How To” and an ability to “Demonstrate”. This is further reiterating that ECTs need not just theory from attending courses or self-study but active support from a mentor in order to affect practice change and development. Attendance at

training itself will not enable an ECT to “Learn How” or “Demonstrate” without regular support from a mentor in addition to attending any ECT training sessions.

Provision of DfE accredited ECT courses are free. The learning is a blend of synchronous and asynchronous learning, self-directed study, and reflections with a mentor. Currently all learning with ECF providers is online due to Covid-19 restrictions but the aim is to have some face-to-face sessions in regional groups when these activities can be resumed safely in accordance with PHE and government guidance.

It is a key part of this provision that an ECT meets regularly with their mentor to review their learning and refine their practice.

Mentors should have appropriate release time in order to carry out additional mentor training and associated tasks. This includes preparation time for ECT 1-1 mentoring meetings, observations of teaching, attendance at mentor training and self-study.

3. The role of the Mentor and Induction Tutor

The ECF uses the term “mentor” to describe the person who is responsible for the ongoing provision of professional support and direct involvement in the ECT training. In schools, this may or may not be the person who is responsible for deciding if an ECT is meeting the Teacher Standards and who will be submitting assessment evidence to the appropriate body.

Previously the person submitting the evidence was referred to within Discovery as the “Induction Tutor”. In smaller schools, these two roles may have been/may be undertaken by the same person.

There is also the role of “peer mentor” or “buddy” who is assigned to an ECT to act as a first point of contact for day-to-day queries not regarding professional development. This need not be an experienced colleague and may actually be most useful to be a year group partner or RQT+1.

The terminology now used within Discovery is:

- **Induction Tutor** – the person responsible for submitting reports regarding progress against the Teacher Standards to the Appropriate Body and attending any Appropriate Body training (OLP)
- **Mentor** – the person responsible for coaching the ECT and attending the ECF and Discovery Mentor Sessions
- **Peer Mentor** – a named colleague in school to provide day to day informal support not relating to professional development

4. The role of the Appropriate Body

ECTs in school need to be registered with an appropriate body who will award successful completion of an ECTs initial year of teaching. In Discovery, this is through Oadby Learning Partnership.

Induction Tutor training is provided by OLP, and completed reports should be filed with OLP.

Where there are concerns about the ability of an ECT to meet the required standards by the end of the ECT's first year, these should be raised immediately using the protocols and procedures as set out in the OLP handbook. ECTs should be partners at all times in their professional development and they should be made aware of their targets and areas for development, receive support in helping to achieve these and be proactive in their practice in order to meet them. Mentors and Induction Tutors should work together to ensure messages given to ECTs about performance, targets and development are clear, timely and in line with the guidance within the OLP handbook as well as being aligned with the Teacher Standards.

There is no requirement by Discovery or OLP for ECTs to keep an evidence file of either progress towards Teacher Standards or coverage of training in the ECF.

They are not required to keep a file as per their ITE experience. However, in order to ensure that meetings are targeted and focused, ECTs/RQTs should be encouraged to keep any training work they have undertaken easily accessible and also to ensure that their interim ECT reports are a working reflection document, filed securely and easy to access.

This does not mean that ECTs should keep a portfolio of evidence. If a school requires an ECT to keep a portfolio of evidence, this is a local requirement and not that of Discovery or OLP

References

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Oadby learning partnership appropriate body guidance page

[Oadby Learning Partnership - Appropriate Body \(olpteachingschool.org\)](https://olpteachingschool.org)