

# **Early Career Framework (ECF) Policy**

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**It is the responsibility of all Cathedral Schools Trust employees, governors and volunteers to familiarise themselves with the contents of all Trust policies and any amendments hereafter.**

## **Cathedral Schools Trust**

**December 2022**

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## 1 The Early Career Framework

All schools are required to follow the Early Career Framework (ECF) for Early Career Teachers (ECTs). The support consists of a funded entitlement to a structured 2-year package of high quality professional development. The ECF sets out what all new teachers need to know and be able to do as they begin their career. It is aimed at providing extended, evidence-based development that will produce better-trained teachers. There is a focus on learning the things that make the most difference in the classroom and the ECT's professional practice. These include:

### 1.1 Two years of quality training

The framework extends the support given to newly qualified teachers to two years (or part-time equivalent), in recognition of how much there is to learn. ECTs are typically entitled to 10% or an equivalent reduction in contact time in year one and 5% in their second year. A DfE -funded package of support is in place for the duration of the two-year period. Our partner provider is *Ambition Institute*.

### 1.2 Training & support for mentors

Mentors will also receive training from Ambition to support them in their role.

### 1.3 Clear direction for training

Teachers at this stage of their development face the huge challenge of learning a great deal in a relatively short space of time. To make the most of the hours set by the DfE the ECF prescribes a balance of face-to-face training, online training, self-study and 1:1 mentoring and coaching to bring consistency to training between schools.

### 1.4 National training underpinned by evidence

The ECF was developed using robust evidence to provide a national standard for Early Career Teacher training. Endorsed by the Education Endowment Foundation (EFF) the national framework aims to ensure a common two-year programme for all teachers and provide a common language and research base for the sector. As a result, the ECF will help to standardise training so that it will be high-quality and accessible to all ECTs. There are five core areas around which the ECTs training will focus:

- Behaviour management
- Pedagogy
- Curriculum Assessment
- Professional behaviours

*Pedagogy is the method, and practice, of teaching. When talking about pedagogy, people will be referring to the way the content of a curriculum is delivered to a class. What teaching styles are used, teaching theories and how you use feedback and assessment.*

## 2 Partnerships

Our ECF partner provider is *Ambition Institute*, accredited & funded by the DfE, Ambition have designed and deliver a programme of face-to-face and online

training to ECTs and their mentors.

<https://www.early-career-framework.education.gov.uk/ambition/>

Coordination and delivery of the conferences and clinics over the two-year ECF period is organised regionally by [Five Counties Teaching School Alliance](#).

Assessment of ECTs is provided by the Appropriate Body, Bristol Local Education Authority's [Trading With Schools](#). The roles of the Appropriate Body are to independently quality assure that we are following the statutory framework and ensure our ECTs receive their entitlement as set out by the framework.

### **3 Roles and Responsibilities**

#### **3.1 The Governing Body**

- Ensure compliance with the requirements of the ECF as outlined by the DfE
- Ensure the Headteacher is fulfilling their responsibility to meet the statutory and recommended requirements
- Can request updates on the progress of the ECT cohort from the Headteacher.

#### **3.2 The Headteacher**

Statutory duties:

- Ensure that ECTs are registered with the DfE, Ambition, Five Counties & the Appropriate Body for the ECF programme, including for ECTs joining from another MAT during the course of the two year ECT period.
- Ensure that the Induction Tutor completes the duties outlined below so that they are confident that the right training and support are in place.
- Recommend to the Appropriate Body whether an ECT has met the requirements for satisfactory completion of the ECF period.

In practice, many of the tasks associated with the above will be carried out by an Induction Tutor but the Headteacher will make the final recommendation at the Appropriate Body for the assessment points.

In addition to the statutory requirements, the Headteacher will:

- Ensure that an appropriate & timely programme of support is in place for any ECT who is at risk of failing to make progress towards the Teachers Standards
- Keep the Governing Body aware and up to date about the ECF arrangements and progress of the ECT cohort

#### **3.3 Induction Tutor**

The Induction Tutor is expected to:

- Register ECTs with the DfE and check that ECTs & mentors are onboarded to Ambition and receiving updates about training from Five Counties
- Coordinate guidance for the ECT's professional development (with the

Appropriate Body where necessary)

- Monitor the progress of ECTs throughout the two-year period
- Oversee the transfer of ECF programme provider and Appropriate Body in the event of an ECT joining from another MAT during the course of the two year ECT period.
- Arrange formal assessment points during the two-year period, coordinating input from other colleagues as appropriate, and submit assessments to the Headteacher in good time so they can be submitted to the Appropriate Body when required. The assessments are due one week before the end of the summer term.
- Carry out progress reviews in terms where a formal assessment does not occur. Schools are required to complete progress review forms throughout the course of both years. The Appropriate Body requires that these are submitted one calendar week before the end of term 2 and term 4 in both Year 1 and Year 2.
- Keep the ECT informed of their progress against the Teachers' Standards following progress reviews and share progress review records with the ECT, Headteacher and Appropriate Body.
- Take prompt, appropriate action if an ECT appears to be having difficulties, including an appropriate & timely support plan
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, so that ECTs are not expected to create new documentation but draw on existing working documents that are framed within the school, phase or subject policy & practice.
- 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 with regular coaching & feedback provided as required by the Ambition programme as far as practically possible
- Ensure ECTs are aware of how they can raise any concerns about the programme or their individual progress

### **3.4 Mentor**

The mentor is expected to:

- Attend mentor training arranged by Five Counties and provided by Ambition, for which they will use Ambition's *Steplab* platform
- Meet weekly with Year 1 ECTs and fortnightly with Y2 ECTs for structured mentor sessions to provide effective targeted feedback & coaching using Ambition's *Steplab* platform
- Work collaboratively with the ECT and other colleagues involved in the ECT's professional development to help ensure the ECT receives a high-quality ECF programme
- Provide or arrange appropriate challenge & support for any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely and professional manner, in the form of a support plan to include phase or subject-specific mentoring and coaching. Support plans will include detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.
- Provide opportunities for further professional development based on agreed targets and identified needs as they emerge over the two-year ECF period
- Take prompt, appropriate action if an ECT appears to be having difficulties, working with phase or subject leaders and the ECF Induction Tutor to provide a

support plan.

#### **4 Entitlement and obligations of ECTs**

ECTs have an entitlement to a suitable monitoring and support programme that is structured to meet their professional development needs (including the development needs of part-time ECTs). The key aspects of the ECF programme for ECTs are:

- Access to a two-year ECF programme that will commence upon appointment and be reviewed at review and assessment points as required by the Appropriate Body.
- Support and guidance from a designated ECF tutor who is expected to hold Qualified Teacher Status (QTS)
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc.
- Observation of experienced teachers either in the ECT's own school or in another school in the MAT where effective practice has been identified
- A reduction of 10% of the average teacher's workload in addition to their planning, preparation and assessment time (PPA) which every teacher is entitled to. This time is used for participating in the school's ECF programme, other professional development activities and meetings with the mentor. A reduction of 5% of the average teacher's workload will happen in their second year, again in addition to their PPA time

In addition to this entitlement, ECTs have an obligation to

- Provide evidence that they have QTS and are eligible to start the ECF programme
- Meet with their mentor to discuss and agree on priorities for their ECF programme and keep these under review throughout the programme
- Agree with their induction tutor and mentor how best to use their reduced timetable allowance and guarantee engagement with the ECF programme
- Participate fully in the agreed monitoring and development programme, keeping track of and participating effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- Engage with feedback and targets on teaching observed using instructional coaching and the *Steplab platform*
- Engage with professional reviews of progress and assessment points arranged by the ECF Induction Tutor. These professional reviews and assessments are sent to the Appropriate Body to indicate whether the ECT is making satisfactory progress. The reviews will also be used to set and review development targets against the Teachers' Standards. In the event of a support plan being necessary, work professionally & constructively with colleagues to meet the targets set.
- Provide evidence of their progress against the Teachers' Standards
- Raise any concerns with their mentor and the school's ECF Induction Tutor as soon as practicable
- Consult the Appropriate Body if there are, or may be, difficulties in resolving issues within the school
- Agree with the ECF Induction Tutor the start and end dates of the ECF period/part periods and notify the school of dates of any absences from work during any period/part period of the two-year programme
- Retain copies of all reviews, support plans & assessment reports. There will be two

formal assessment points, one midway through the two-year period, and one at the end. These will be supported by regular progress reviews to take place in each full term where a formal assessment is not scheduled.

## **5 Assessment of ECTs**

The assessment of ECTs is rigorous and independently quality assured by the Appropriate Body.

- Schools are required to complete progress review forms throughout the course of both years. The Appropriate Body requires that these are submitted one calendar week before the end of term 2 and term 4 in both Year 1 and Year 2. The criteria used for the formal assessments are shared in advance of the assessments taking place.
- Both formative assessment (e.g. lesson observation and target setting using *Steplab*) and summative assessment (progress review and assessment points) are used
- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching

The ECF Induction Tutor and Mentor will ensure that assessment procedures are consistently applied

Copies of any records will be passed to the ECT concerned.

## **6 Procedures for ECTs who are at risk of not making progress**

If any ECT is not making satisfactory progress against the Teachers' Standards, the following procedures are put into place:

- Areas in which improvement is needed will be correctly identified & discussed with the ECT in a professional, constructive manner.
- An effective support plan will be put in place to help the ECT improve progress.
- The support plan with reasonable and appropriate objectives will be put in place to guide the ECT towards satisfactory performance against the Teachers' Standards.
- When satisfactory & sustained progress is evident, progress is recognised & celebrated and the support plan is discontinued. However, a further support plan may be necessary for different elements of the Teachers Standards at different times throughout the two-year period.
- The ECF Induction Tutor need not necessarily be involved directly in the creation of an initial support plan but they must be informed of it and ensure that it meets the requirements outlined in this section. Colleagues involved in the creation of a support plan can include phase or subject leaders. Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation & instructional coaching.
- Where continued support is required, the Induction Tutor oversees the process, working closely with the ECT and relevant colleagues.
- If the Induction Tutor is not a member of SLT, they must inform their SLT line

manager of the need for a continued support plan as soon as possible. The Headteacher is informed of any support plan promptly in any case.

- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation
- If an ECT is at risk of not meeting one or more of the Teachers' Standards, early warning of the risk of failure will be given to the ECT and the school's concerns communicated to the Appropriate Body.
- If an ECT has continuing difficulties and as a result is not making expected progress, further support, advice and direction will be provided by the ECF Induction Tutor, involving other colleagues as appropriate & reasonable. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. In this case, the Appropriate Body should be contacted and involved so that they can quality assure the process of support.

## 7 Addressing ECT Concerns

If an ECT has any concerns about the ECF programme, these should be raised within the school (Mentor, Induction Tutor, Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the Appropriate Body.

## 8 Further Guidance

If further guidance is needed then an appropriate member of the CST Central Team can be consulted.

[DfE Guidance for Early Career Teachers](#)

## 9 Version Control

Version	Date	Amended by	Recipients	Purpose
1	December 2022	CST Education Committee	Members of CST, every Trustee, each Local Governor, all Cathedral Schools Trust employees and volunteers and others at the discretion of the Chairman of the Trustees of CST. CST Website updated.	Approval of policy

## 10 Approvals

<b>Version</b>	<b>Date</b>	<b>Approved by</b>
Date policy adopted	December 2022	To be approved by CST Education Committee
Date for next review		