



**Aspiration Creativity Character**

## **Early Career Framework Policy**

<b>Approved by</b>	<b>Date:</b>
<b>Students and Standards Committee</b>	<b>10.10.22</b>
<b>Monitored by:</b>	<b>Full Review Due:</b>
<b>AHT - Quality of Education</b>	<b>October 2023</b>

<b>ECF lead practitioner will:</b>	<ul style="list-style-type: none"> <li>● Liaise with HLT (appropriate body) and Teach First/UCL/Equalitas/IOE</li> <li>● Provide training and support for mentors</li> <li>● Organise an appropriate <a href="#">weekly CPD programme</a> following the sequence of the curriculum designed by the ELTSH and Delivery Partner - UCL</li> <li>● Observe ECT each term</li> <li>● Complete termly assessments on each ECT</li> <li>● Check all ECT meet the Teachers Standards by the end of their induction</li> <li>● Organise additional support if required and in liaison with the appropriate body</li> <li>● Work with SLT line manager to ensure school meets statutory obligations</li> <li>● Support in preparing and planning for next career stages</li> </ul>
<b>Subject Mentors will:</b>	<ul style="list-style-type: none"> <li>● Meet with ECT in line with ECT entitlements - and <a href="#">share minutes</a> with the ITT lead. For Year 1 ECT, meetings take place once per week, and for Year 2 ECT once every fortnight</li> <li>● Participate in subject mentor training and complete online self-study as directed by our delivery partner - East London Teaching Schools Hub</li> <li>● Formally observe ECT at least once every half term</li> <li>● Informally drop in to ECT lessons, and use these as opportunities to give regular, formative feedback in mentor meetings</li> <li>● Contribute evidence to ECT termly assessments</li> <li>● Provide day to day support and monitoring and subject specific pedagogy coaching</li> <li>● Ensure ECT are making progress towards meeting all teacher standards</li> <li>● Liaise with induction tutor and raise any concerns</li> <li>● If support plan required, provide additional training and mentoring</li> <li>● Support ECT in preparing and planning for next career stages</li> </ul>
<b>SENCO will:</b>	<ul style="list-style-type: none"> <li>● Deliver CPD to ECT to prepare for teaching students with additional needs</li> <li>● Run drop in sessions to discuss individual pupils' needs and how to use data eg one page passports</li> </ul>
<b>Tutors will:</b>	<ul style="list-style-type: none"> <li>● Support in training ECT in terms of pastoral practice and tutor time.</li> </ul>
<b>Heads of Year will:</b>  <b>FoTL will:</b>	<ul style="list-style-type: none"> <li>● Provide appropriate CPD on pastoral issues, including a specific CPD session on repairing relationships and developing strong relationships with families and carers.</li> <li>● Support ECT who are tutors or co-tutors</li> <li>● Run drop in sessions on strategies to support individual pupils within their year group</li> <li>● Ensure there is appropriate, tailored CPD for ECT / ITT</li> <li>● Consider new staff when coordinating whole CPD</li> </ul>

<b>SLT will:</b>	<ul style="list-style-type: none"> <li>● Oversee ECT accreditation process and Induction tutor</li> <li>● Ensure all termly assessments are completed to a consistently high standard</li> <li>● Provide CPD opportunities for ECT and their mentors</li> <li>● Monitor early observations as part of new staff/ECT monitoring</li> <li>● Review final observation before final assessment in summer 2</li> <li>● Ensure school meets its statutory obligations</li> </ul>
<b>Governors will:</b>	<ul style="list-style-type: none"> <li>● Monitor recruitment and retention of ECTs and successful completion of induction.</li> <li>● Ensure compliance with this <a href="#">guidance</a></li> <li>● Investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures</li> <li>● Seek feedback from the SLT/IT lead on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process</li> </ul>