



Non-Standard ECT Policy

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Non-Standard ECT Policy

Aim of the Policy

The aim of this policy is to set out some principles to clarify our approach to non-standard ECTs. This applies to:

- ECTs undergoing an extended or reduced term of induction;
- Part-time ECTs;
- ECTs transferring schools during their ECF training;
- ECTs starting at different points throughout the academic year.

It outlines our intention to deliver ECT training that is fair, accessible and does not include any unnecessary barriers.

Please also refer to the statutory guidance – [Induction for early career teachers \(England\)](#) - which provides information for appropriate bodies, headteachers, school staff and governing bodies.

Key Principles of Non-Standard Induction

Based on the statutory guidance, Best Practice Network will support part-time ECTs to serve the full-time equivalent of two full school years. This is to provide sufficient teaching practice time to apply training and demonstrate the standards. The part-time routes offered will give the opportunity to engage with the programme at an appropriate and proportionate rate, particularly for those on 0.6 FTE or less. While some ECTs in a part-time position may want to cover the programme at a faster rate to 'keep up' with their full-time peers, this will not be appropriate in most cases and would likely have a negative impact on workload.

- Reduced inductions (to a minimum of one term) are only considered where an ECT has extensive experience of teaching whole classes to the teachers' standards. In these cases, induction should still be based on the ECF but may not cover the full breadth and depth of the ECF. We will work with the headteacher and induction tutor to ensure the training is appropriate in the individual circumstance to meet the needs of the ECT and is proportionate to the length of induction being served. The Appropriate Body and head teacher has the final decision on whether this would be appropriate.

Please note:

- The length of a reduced induction could vary from 1-5 terms, to be agreed with the appropriate body depending on circumstances. For extended inductions, support will also be offered to ensure the offer meets the needs of the ECT.

Personalised Delivery

Non-Standard Start Dates

Whereas the majority of ECTs will begin at their school in September of Year 1 and progress into Year 2 with the same mentor, this might not be the case for everyone. Some ECTs will start their programme at another point in the year, some will move school after Year 1, others will switch mentors midway through the programme, or going into Year 2. The programme can be accessed flexibly to cope with any of these situations.

ECTs will be expected to cover all 9 modules with live online events offered or, when available, the opportunity to join a delivery partner for face-to-face events. Participants must cover the full content of the 2-year programme within the 2-year period of their induction. Prior to joining the next available cohort, we will ensure full support is provided to the ECT, i.e., in conjunction with the school we will guide the ECT on what activity to complete.

If an ECT cannot access the whole of the programme in the presented sequence, they can choose to access any of the sessions, at any time. Module summaries will help ECTs and their Mentors to select the parts of the programme that ECTs most need at a given time. Module Audits (which occur at the start of each module) also guide ECTs to select the areas (ECF statements) they need to work on most. If an ECT picks up a new Mentor—someone they have not worked with before—sharing these audits will act as a useful get-to-know-you exercise and help to situate the ECT and their new Mentor within the programme.

If an ECT were to move school and follow the ECF training with a new Lead Provider, we will support the new Induction Tutor and Mentor to work with the ECT to review their progress through the programme to date and use the module summaries and audits to select the best route through the remaining ECF modules.

Part-time ECTs

The intention is that part-time ECTs will serve the equivalent to two full school years to allow sufficient teaching time to engage with and apply the training to all the whole programme as reductions are not expected to be the 'norm.' Part-time ECTs following this extended programme route will be offered the option of live online training events this year. For example, a 0.5 FTE will be able to access 50% of the live events a 1.0 FTE will access each year. All

part-time ECTs will have the opportunity to complete the FTE of the complete 2-year Full Induction Programme (FIP).

It is important that ECTs working on less than 1.0FTE have the opportunity to complete the programme in full; our programme allows for the 9 modules to be completed over a full-time equivalent.

Where the Mentor/Induction Tutor is expecting a part-time ECT to complete the programme within 2 years; note that the ECT and Appropriate Body will need to agree this and modules should not be omitted, it is not a given and should not be the principal model.

Appendix 1 provides an overview of Best Practice Network ECF development programme, with the programme structure for a 1.0 FTE ECT who will follow the standard 2-year induction and ECF training. There is also an example programme structure for a 0.5 FTE ECT covering the programme over the equivalent 2-year teaching time.

Shortened/Extended Inductions

Shortened inductions

Best Practice Network will facilitate a shortened induction and will work with schools to help ensure the offer meets the needs of the ECT. Our aim is that the ECT will focus on specific areas of the programme and provide significant added value i.e., access to live events where possible, supported by recorded webinars.

With reference to ECTs Initial Teacher Training Targets and the module audits, Induction Tutors (in agreement with the appropriate body) can agree with the Mentor and ECT which modules/activities should be a focus proportionate to their induction time.

Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route. The Appropriate Body may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment. ECTs with reduced induction periods will also be offered the option of live online training events and the opportunity to face-to-face groups for relevant modules of study, where possible.

Extended inductions

Best Practice Network will accommodate ECTs who will need to serve an extended induction. We will work with schools to help ensure the offer meets the needs of the ECT, for example, by focusing on specific areas of the programme where further support is required or covering parts of the programme that were missed during the preceding 2 years. We will offer ECTs the opportunity to access live online events led by national facilitators, where they will be able to revisit and further progress their learning in elements of the programme that were either missed or require additional support.

Please refer to 3.6 to 3.10 of the **statutory guidance** for further guidance on extending an induction period to account for ad hoc absences.

Managing staffing changes, including mentor and ECT absences

Inevitably, there may be staffing changes that affect mentoring as the programme progresses. If a new Mentor joins the programme midway through, it is crucial that they are provided with the necessary support. The Induction Tutor is likely to be able to support this. If ECTs miss a significant portion of the programme, it is appropriate to consider how best to adapt the programme, as detailed below.

Programme Flexibility and Sequencing

Sequencing of the programme's modules is based around the typical needs of ECTs progressing through the first and second years of their career. For instance, Module 1 focuses on 'Enabling Pupil Learning', addressing Teachers' Standards 1 and 7; these are, typically, priorities for teachers in the first weeks of their career. Within each module, sessions are sequenced to address all associated statements of the ECF in a coherent order, through which key concepts are introduced and developed over time. The programme sequence should be considered the 'default' model of operation. The programme has been designed to be sufficiently flexible so that it can respond to the emerging needs of ECTs and the specific context of each school, recognising that these may lead to different priorities for ECTs at stages throughout their induction. Flexibility, to better personalise the programme to ECTs' needs, can be achieved through the programme at various levels.

Flexible Sequencing of Modules

This addresses the order in which modules are studied. If the planned sequence of modules does not work for you and your ECT, you may decide to work on modules in a different order and inform us if this is the case. Materials will be made available for all Year 1 and Year 2 modules at the start of the programme to support this. If modules are not studied in sequence, it means that ECTs on the Full Induction Programme will attend group training sessions and online learning communities out of sequence. Asynchronous session materials will be available on Best Practice Network Canvas across the year, so ECTs will be able to engage with them as they work through each module, but 'live' sessions will only run in-line with the default schedule.

Flexible Sequencing of sessions within modules

Each module is designed, and sessions sequenced, to support the development of ECTs. In some cases, it may be appropriate to adapt this sequence. For instance, so that a session on a particular aspect of assessment coincides with an assessment point in your school. Module summaries provide an overview of sessions in each module, including the preparation required for each session and key learning activities. Mentors and ECTs can use this to target session selection and sequencing to ECTs' learning needs, their school calendar, and other commitments with which the programme must dovetail. If you re-order sessions within a module, we recommend that you do so with pairs of sessions (ECT self-study and Mentor meetings) so that weekly themes are addressed coherently across each pair. Re-ordering sessions within a module may mean that your ECT attends online training sessions as part of the FIP out of sequence. Again,

asynchronous access to training materials through Canvas will help to minimise the impact of this re-sequencing.

Flexible Scheduling of modules and sessions within modules

As explained, the programme is designed to run over 2 years and across 9 modules. The full content of the ECF is covered in modules 1–5; modules 6–8 revisit and deepen this content through practitioner inquiry, and module 9 concludes the programme. In circumstances in which it is not possible or practicable to follow this schedule, a decision may be taken to flex the scheduling of modules and/or sessions across the 2 years of the programme (or full-time equivalent).

As before, all Year 1 learning materials will be available on Canvas and the ECT can access recordings of the training events at a time which matches their timetable. BPN will ensure access to a proportionate number 1.0 FTE of live events per year. For example, a 0.5 FTE will be able to access 50% of the live events a 1.0 FTE will access each year. (If their timetable does not allow for this, recorded webinars will be made available.)

This approach should be considered only where it is not feasible to deliver the full programme as planned. This could be because of exceptional and unplanned staffing pressures that restrict the availability of mentors to run the programme, meaning that ECT mentor meetings are scheduled fortnightly rather than weekly. For example, an ECT struggling to make expected progress, so that more mentoring time than expected is dedicated to intensely personalised support for part or all of Year 1.

ECTs Transitional Arrangements

Where an ECT changes from a school-led Early Careers Framework programme to the BPN led FIP, we will, where feasible, work with both the old and new school to help tailor their programme to the ECTs learning requirements.

As part of this process Best Practice Network will consider the extent to which the Early Career Framework training has been completed and the resources required to meet the ECTs needs. Then we will also consider how best to support the Mentor in these circumstances and tailor the package in consultation with the new school.

When an ECT moves and joins a school that is working with another Lead Provider, or if a school decides to change lead provider part-way through, where possible, the ECT should continue their existing programme. If this is not feasible, BPN will work with the other Lead Provider to make arrangements to accommodate the ECT.

If the ECT moves to a school delivering their own Early Career Framework programme, or a school decides to change Lead Provider, they will lose access to the materials linked to the FIP, but will still be able to access the free, core induction programme accredited materials produced by DfE (Department for Education).

Appendix 1

ECT Programme overview

The programme consists of 9 modules over 2 years.

The 8 standards of the ECF (which themselves are mapped to the Teachers' Standards) are combined into 5 modules in Year 1 that fully address the content of all standards.

4 modules in Year 2 deepen your knowledge and practice in relation to aspects of the ECF that are most pertinent to you. The programme terms below relate to a standard ECT.

Module content

Term	Focus	Details
Autumn 1	Module 1: Enabling pupil learning (Teachers' Standards 1 and 7)	Setting high expectations for learning and behaviour, and practical strategies for shaping the learning environment to enable pupil learning. A structured programme of observation, reflective practice, scripting, and rehearsal equips the ECT with foundational learning skills that underpin self-study and continuing professional development.
Autumn 2	Module 2: Engaging pupils in learning (Teachers' Standards 2 and 3)	Developing a rich conceptual understanding of pupil learning, memory, and subject/specialism expertise. Applying this to teaching through carefully structured activities that connect theory to the ECT's practice.
Spring 1 and 2	Module 3: Developing quality pedagogy (Teachers' Standards 4 and 5)	Exploring and applying strategies to support high-quality planning and adaptive teaching that addresses the needs of all pupils.
Summer 1	Module 4: Making productive use of assessment (Teachers' Standard 6)	Investigating approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom.
Summer 2	Module 5: Fulfilling professional responsibilities (I) (Teachers' Standard 8)	Building skills in working with others within and beyond the school to improve teaching and manage professional development across a career in education.

The programme structure: Standard ECTs

Year1	Module	Week: Focus	F2F	Online conf	Weekly Self study	Weekly Mentor Meeting
Online conference and induction module	Induction	The delivery of the ECF through the BPN programme 0: 8.1,8abcde		90 mins	90 mins	
Autumn1	1	4: 1.6,1abcd,7.2,7.7,7abk	2hrs		6hrs	6hrs
		7: 1.1,1.2,1.3		1 hr		
Autumn2	2	1: 2.1,3.1,3.2,3.5,3ad	2hrs		6hrs	6hrs
		7: 3abck		1hr		
Spring1	3	1: 4.6,4.8,4dlmn	2hrs		6hrs	6hrs
		6: 4.9,4.10,4o		1hr		
Spring2		7: 5.1,5.2,5.75acd	2hrs		6hrs	6hrs
		12: 5.3,5hij		1hr		
Summer1	4	2: 6.1,6.2,6.3,6abc	2hrs		6hrs	6hrs
		6: 6.1,6b		1hr		

Summer2	5	1: 8.1,8.2,8.7,8ace	2hrs		6hrs	6hrs
		5: 8.3,8.4,8fgh		1hr		

Year2	Module	Week: Focus	F2F	Online conf	Weekly Self study	Weekly Mentor Meeting
Induction	The delivery of year 2: Research into practice		3 hrs		45mins	
Autumn1	6	2:shared peer reflection on initial exploratory enquiries into own practice related to Standards 1 and 7	2 hrs	5 hrs	45mins	
Autumn2	7	2: support work on improvement-focused inquiry into aspects of ECF Standards 2 or 3	2 hrs	5 hrs	45mins	
Spring1	8	1: reflection on inquiry cycles undertaken so far in preparation for a further extendedcycle to be developed connected to an aspect of Standards 4, 5 and 6	2 hrs	5 hrs	45mins	
Spring2 Summer1		12: Inquiry cycle workshop	2 hrs	5 hrs	45mins	
Summer2	9	School visits	4 hrs			

The programme structure: Part-time ECTs (0.5FTE) Programme (Period covering equivalent to two school years)

Year1	Module	Week: Focus	F2F or online	Online conf	Self-study	Mentor meetings
Online conference and induction module	Induction	The delivery of the ECF through the BPN programme 0: 8.1,8abcde		90 mins	90 mins	
Autumn1	1	4: 1.6,1abcd,7.2,7.7,7abk	2hrs		6hrs	6hrs
Autumn2		7: 1.1,1.2,1.3		1 hr		
Spring 1	2	1: 2.1,3.1,3.2,3.5,3ad	2hrs		6hrs	6hrs
Spring 2		7: 3abck		1hr		
Year2	Module	Week: Focus	F2F or online	Online conf	Self-study	Mentor meetings
Autumn 1	3	1: 4.6,4.8,4dlmn	2hrs		6hrs	6hrs
Autumn 2		6: 4.9,4.10,4o		1hr		
Spring 1		7: 5.1,5.2,5.75acdg	2hrs		6hrs	6hrs
Spring 2		12: 5.3,5hij		1hr		

Summer 1	4	2: 6.1,6.2,6.3,6abc	2hrs		6hrs	6hrs
Summer 2		6: 6.1,6b		1hr		
Year3	Module	Week: Focus	F2F or online	Online conf	Self-study	Mentor meetings
Autumn 1	5	1: 8.1,8.2,8.7,8ace	2hrs		6hrs	6hrs
Autumn 2		5: 8.3,8.4,8fgh		1hr		
Induction	The delivery of year 2: Research into practice		3 hrs		45mins	
Spring 1 & 2	6	2: shared peer reflection on initial exploratory enquiries into own practice related to Standards 1 and 7	2 hrs	5 hrs	45mins	
Summer 1 & 2	7	2: support work on improvement-focused inquiry into aspects of ECF Standards 2 or 3	2 hrs	5 hrs	45mins	
Year4	Module	Week: Focus	F2F or online	Online conf	Self-study	Mentor meetings
Autumn 1	8	1: reflection on inquiry cycles undertaken so far in preparation for a further extended cycle to be developed connected to an aspect of Standards 4, 5 and 6	2 hrs	5 hrs	45mins	
Autumn 2 Spring 1		12: Inquiry cycle workshop	2 hrs	5 hrs	45mins	
Spring 2	9	School visits	4 hrs			

Appendix 2

Extended Induction (Statutory Guidance)

Extending an induction period to account for ad hoc absences

3.6 The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (except for statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or bereavement leave (see para 3.7)). In these circumstances the induction period must be extended by the aggregate total of days absent. If the ECT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

Extension of the induction period prior to completion due to statutory maternity, paternity, adoption, shared parental, or bereavement leave

3.7 ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or bereavement leave while serving their induction period, or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

Extension of the induction period after induction has concluded

3.8 The appropriate body has the option, when making its decision at the end of the induction period (see paras 2.61–2.65), to extend the period where this can be justified. It can determine the length of the extension, the procedure for assessments during it and the recommendation at its end. The appropriate body may decide to extend; where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- personal crises;
- illness;
- disability;
- issues around the support during induction; or
- where there is insufficient evidence within induction documentation for a decision to be made about whether the ECTs performance against the standards is satisfactory.

3.9 An ECT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment, of one term, must still be served as the ECT will be working in the new institution.

3.10 If an ECT leaves an institution, having started but before completing their extension, the headteacher/principal should complete an interim assessment report and notify the appropriate body.

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