



Non-Standard ECT Policy

Table of Contents

<i>Aim of the Policy</i>	3
<i>Key Principles of Non-Standard Induction</i>	3
<i>Personalised Delivery</i>	3
<i>Part-time ECTs (inc. reduced/extended induction)</i>	4
<i>Managing staffing changes, including mentor and ECT absences</i>	5
<i>Programme Flexibility and Sequencing</i>	5
<i>Flexible Sequencing of Modules</i>	5
<i>Flexible Sequencing of sessions within modules</i>	5
<i>Flexible sequencing of activities in sessions</i>	6
<i>Flexible Scheduling of modules and sessions within modules</i>	6
<i>ECTs Transitional Arrangements</i>	6
<i>Contact us</i>	7

Aim of the Policy

The aim of this policy is to set out some principles to clarify our approach to ECTs undergoing an extended or reduced term of induction, part-time ECTs and ECTs transferring schools during their training/induction period and those 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, headers, school staff and governing bodies.

Key Principles of Non-Standard Induction

Based on the statutory guidance Best Practice Network will support ECTs serving a part-time induction 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 that we offer opportunity to engage with the programme will be at an appropriate and proportionate rate, particularly for those on 0.6FTE or less. While some ECTs on a part-time induction may want to cover the programme at a faster rate to ‘keep up’ with their full-time peers, this won’t be appropriate in most cases and would likely have a negative impact on workload.

Once a part-time ECT has served a period covering two school years they may be able to have their induction reduced on the basis that they have met the teachers’ standards. It is important to note that this cannot be agreed at the start of the induction but only once the ECT has served a period covering at least two school years. Also, that the Appropriate Body has the final decision on whether this would be appropriate.

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. Where appropriate 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. Also to note that the length of a reduced induction could vary from 1-5 terms, to be agreed with the appropriate body depending on circumstances.

Personalised Delivery

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 one, others will switch mentors mid-way through the programme, or going into Year 2. The programme can be accessed flexibly to cope with any of these situations.

Best Practice Network offers three points at which an ECT can start the full induction, these being September, January and April. A live online induction conference will be held for ECTs at the beginning of each of these starting points and ECTs will be expected to cover all 9 modules with live online events offered or when available the opportunity to join delivery partner face to face events.

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—perhaps 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.

Regardless of when an ECT commences their training we would suggest that modules 1-3 (1. Enabling Pupil Learning, 2. Engaging Pupils in Learning, 3. Developing Quality Pedagogy) are prioritised although this may mean that the full blended learning offering is not available, and some training events would be accessed via live events or recorded webinars.

If an ECT were to move school and follow the ECF training with a new lead provider, we would advise that the new induction lead and mentor 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 (inc. reduced/extended induction)

It is important that ECTs working on less than 1FTE have the opportunity for an extended induction period beyond 2 years to complete the programme in full, our programme allows for the 9 modules to be completed over this equivalent time. The intention of part-time inductions serving equivalent to two full school years is 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 and/or the opportunity to join delivery partner face to face groups where possible.

Part-time ECTs or those on reduced and extended inductions (agreed by the head teacher, induction tutor and appropriate body) should where possible ensure they cover all learning in modules 1-5 as a minimum. However, where this is not possible the learning must be aligned to the purpose of reduction which is to focus on the needs of the ECT in the relevant amount of time. Covering 5 modules or all the content might not be appropriate in all circumstances and hence the programme will allow for not covering breadth/depth of ECF where induction has been reduced.

For example, a part time ECT or for those where induction has been reduced to 1-2 terms, the module audits can be used to focus on the 'learn that's' and 'learn how's' where knowledge has been assessed as emerging or developing. 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 teaching/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/or the opportunity to join delivery partner face to face groups for relevant modules of study, where possible.

Where the mentor/induction lead are expecting a part-time ECT to complete the programme within 2 years or omit modules the ECT and Appropriate Body will need to agree this, it is not a given and should not be the principal model.

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 Lead is likely to be able to support this. If possible, you should 'buddy up' mentors new to the programme with more experienced mentors. This may be especially relevant if a temporary mentor is needed to cover a period of absence. If ECTs miss a significant portion of the programme, it is appropriate to consider how best to adapt the programme, as detailed below in the Programme Flexibility and Sequencing.

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, because 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 can 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 different 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. Materials will be made available for all Year 1 modules at the start of the programme to support this. Adopting this model means that ECTs on the full ECF 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 reorder sessions within a module, we recommend that you do so with pairs of sessions (ECT self-study and ECT mentor meetings) so that weekly

themes are addressed coherently across each pair. As above, reordering sessions within a module may mean that your ECT attends online training sessions as part of the full ECF programme out of sequence. Again, asynchronous access to training materials through Canvas will help to minimise the impact of this re-sequencing.

Flexible sequencing of activities in sessions

Within each session, there are frequently multiple activities to work through. As outlined in the previous section, mentors and ECTs are encouraged to prioritise the use of these activities based on the ECT's individual needs.

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. In this case, the minimum content that must be covered is modules 1–5, but some or all the second-year modules may be omitted. This ensures that ECTs' entitlement to the full content of the ECF is honoured while creating additional flexibility where it is required.

ECTs employed on a part time basis will decide with their mentor and induction lead the most appropriate route through the ECF training, we advise following the first five modules in the programme sequence over the two years but if this is not possible the module summaries and audits can be used a tool to personalise their learning journey and adjust the sequence. As before all year one learning materials will be available on Canvas and the ECT can access recordings of the training events at a time which matches their timetable. ECTs with an extended or reduced induction period must again ensure they cover all learning in modules 1-5 but can plan the sequencing with their induction lead and mentor.

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 one.

ECTs Transitional Arrangements

Where an ECT changes from a school-led Early Careers Framework based induction to the BPN led induction, 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 how long the early career teacher has left to serve on their induction period and the resources required to meet the early career teacher's needs. 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 early career teacher moves and joins a school that is working with another Lead Provider, (or is a school decides to change lead provider part-way through) where possible, the early career teacher should continue on their existing programme. If this is not feasible, BPN will work with the other Lead Provider to make arrangements to accommodate the early career teacher.

If the early career teacher 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 funded induction programme but will still be able to access the free, accredited materials produced by DfE.

Contact us

Please contact the ECF Team for any queries in relation to the Non-standard policy.

+44 (0) 117 920 9200

ecf@bestpracticenet.co.uk

bestpracticenet.co.uk