



How we Support our Early Career Teachers (ECTs)

Early Career Teachers (ECTs) at Oreston Community Academy undertake a 2-year full induction [Early Career Framework \(ECF\)](#) programme through the [South West Institute for Teaching \(SWIFT\)](#), which is a combination of the two [Teaching School Hubs](#) of Devon; Colyton and Kingsbridge. Our provision for our ECTs therefore strives to go above and beyond the minimum requirements of the [DfE's statutory induction guidance](#) in terms of ECF provision for ECTs starting on or after the 1st September 2021. Below you will find a summary of how we support our ECTs at Oreston Community Academy, which should be used in conjunction with our statutory ECT policy.

YEAR 1 ECTs...

All Year 1 ECTs have the required additional 10% on their timetable in which they have access to weekly mentoring sessions from an appropriate colleague and are able to follow a high-quality ECF training programme that has been designed by SWIFT's national partners *Teach First*. This programme includes access to both an online self-directed learning platform called *Brightspace* and two twilight seminars per half-term that are led by local experts in groupings of approximately 20 ECTs. Together this provision ensures all aspects of the ECF are covered by ECTs in Year 1. In addition, by undertaking a full induction programme, the mentors of our Year 1 ECTs also have access to nationally recognised evidence-based training – consisting of both online content via *Brightspace* and a half-termly seminar – which ensures that their weekly ECT mentoring sessions are of the highest possible value. These weekly interactions employ an instructional coaching model and there is a *Teach First* mentor handbook that ensures mentoring interactions follow a structured programme that interacts with the ECT's online learning and seminars. This said, mentors have license to deviate from the programme outlined in the mentor handbook if it is more appropriate for the development of the ECT in question in relation to them meeting [the Teachers' Standards](#) by the end of their 2-year induction.

YEAR 2 ECTs...

All Year 2 ECTs have the required additional 5% on their timetable in which they have access to fortnightly mentoring sessions and continue to follow SWIFT's *Teach First* curriculum. This ECF-based curriculum is unique in the sense that it is delivered to both ECTs and mentors from a phase and subject-specific perspective. Furthermore, the programme is structured around half-termly "development cycles" which formalise the opportunity for ECTs to learn from other expert colleagues from within the school.

SWIFT ENHANCEMENTS...

Beyond the core curriculum outlined above, SWIFT also enhances our ECF provision by providing the following:

- Assurance that the training programme is delivered by local expert practitioners that understand the context of the school;
- SEND enhancements that are drip-fed throughout the core *Teach First* material as well as additional SEND drop-in clinics;
- Greater flexibility for ECTs and mentors through high-quality interactive video catch-up for seminars;
- Additional CPD offers for ECTs and their schools, including an end-of-year SWIFT ECF Enrichment Conference;

- Strong ongoing support and communication for ECTs, Mentors and SLT leads, including a weekly SWIFT ECF Newsletters;
- Additional expert "development cycle" support to compliment *Teach First's* Year 2 curriculum;
- Opportunity for Year 2 ECTs to participate in SWIFT's School Exchange Programme;
- Access to an online peer-support forum and SWIFT's subject-based Professional Communities for Year 2 ECTs;

In 2021-2, SWIFT was rated significantly above the national average for ECF provision by both ECTs and Mentors.

SENIOR LEADERSHIP SUPPORT FOR ECTs AND THEIR MENTORS...

The ECF Senior Leaders at the school support ECTs and mentors in the following ways:

- Ensuring ECTs have the required additional time on their timetable (10% in Year 1 and 5% in Year 2);
- Ensuring ECTs have access to an appropriate mentor, namely someone who is an excellent practitioner with at least 2 years teaching experience; has the capacity to carry out the role; is enthusiastic about supporting ECTs; and is excited about high-quality, evidence-based professional development;
- Ensuring mentors have appropriate time on their timetable to undertake mentoring interactions and participate in the training programme;
- Ensuring that mentoring interactions take place at the required frequency (weekly for Year 1 ECTs and fortnightly for Year 2 ECTs);
- Providing support to ECTs and mentors if SWIFT notify us that they are not engaging appropriately with the ECF programme;
- Working with SWIFT to ensure appropriate part-time adjustments to the programme are in place for relevant ECTs and mentors;
- Checking in with ECTs and mentors at least once per half-term to reflect on their ECF programme and discuss how it links to the wider mission of the school;
- Acting as a point of contact for ECTs and mentors as required.

APPROACH TO INTERVENTION...

All ECTs at the school are registered with an Appropriate Body (AB) to which the school's Induction Tutor provides half-termly lesson observations, regular progress reviews and two formal assessments against [the Teachers' Standards](#). **If at any point an ECT is not making the expected level of progress against the standards then the Induction Tutor will work with the AB to ensure an appropriate support plan is in place.**