

Early Career Teachers and Mentors: Non-Standard Induction Policy

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Responsible division	Programmes Division
Responsible director	Programme Director, ECT
Applies to	Participants on the Early Career Teacher programme National Roll Out beginning Autumn 2021
Audience	ECT participants, internal staff, delivery partners

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1. DfE Contractual Requirements¹

ECF NRO Lead Providers must ensure they make provision for early career teachers and mentors who may require an extended period of induction, including breaks in induction such as maternity leave, and for those who move schools during induction. As a result of a change of schools, lead providers must be able to continue to provide the programme to that early career teacher in a new school setting, unless that move is to a new geographical area that is not covered by this lead provider. No further output payments will be received by the lead provider in such a case.

The lead provider must ensure that their programme design and content is relevant and accessible for early career teachers taking a reduced term of induction of at least 1 academic year. These reductions will be decided by Awarding Bodies and guidance on the content is provided by the DfE. Please see the [statutory guidance on Induction for early career teachers](#) for further details.

The lead provider must also ensure their programme design and content is accessible for mentors working part-time and those who may take a break from working, such as maternity leave, and those who move schools during the programme period.

This document sets out how part-time, reduced inductions and mid-start early career teachers and mentors engage with Ambition Institute’s ECF Programme.

2. Full Induction Programme (FIP) design

Ambition’s programme is designed to meet the needs of early career teachers regardless of their context, providing the agility to support the early career teacher and their mentor in their school and working context.

Below is an overview of the synchronous inputs of the full induction programme for early career teachers and their mentors working full-time and starting their induction at the start of the academic year.

In order to explain the differences that part-time and mid-start early career teachers might make in using Ambition Institute’s Full Induction Programme, it is important to consider how the programme works for those working full-time and starting their induction at the start of the academic year.

Early career teacher inputs:

	Whole Programme		Year 1		Year 2	
	Length	Total Number	Number	When	Number	When
ECT Conferences	1 Day	3	2	Half Term 1 Half Term 3	1	Half Term 1
ECT Sense Making Clinics	1 Hour	6	3	Half Term 2 Half Term 4 Half Term 5/6	3	3 spread across the year
Weekly coaching (by mentor)	1 hour	56	~36	Weekly	~18	Fortnightly

¹ NRO Framework Agreement, 2021

Mentor programme inputs:

	Whole Programme		Year 1		Year 2	
	Length	Total Number	Number	When	Number	When
Mentor Conferences	1 Day	2	2	July '21 June/July '22	n/a	n/a
Mentor Peer Learning Groups	1 Hour	3	2	Half Term 2/3 Half Term 4/5	1	Term 1 or 2
Coaching on Coaching	1 Hour	3	2	2 across the year	1	Term 1 or 2
Deliver Weekly coaching	1 Hour	56	~36	Weekly	~18	Fortnightly

** Due to Covid-19, face to face conferences in Summer 2021 can be replaced by online conferences*

Additionally, early career teachers and mentors have access to self-study materials and content. We have built in the following flexibility to take account of the needs and to deliver the entitlement for part-time, reduced induction and transferring of schools for early career teachers and mentors:

- > Anytime inductions: Our asynchronous induction modules enable all early career teachers and mentors to start the ECF the moment they commence their Statutory Induction, even if that is later in the year.
- > Multiple pathways: Many of our Training Outlines contain ‘standalone’ content or have minimum ‘pre-requisites’, so that they can be taken at any point during the programme without compromising learning or fidelity to Training Session Outcomes. Therefore, we can generate a series of multiple ‘training pathways’ to accommodate the individual early career teachers’ needs.
- > Re-assignment (Portability): Where early career teachers move to another school using Ambition’s FIP, early career teachers can be ‘re-assigned’ a new mentor and progress as expected.
- > Induction Lead and mentor guidance: to address the early career teacher needs upon transfer, including how to use our sequencing and training.
- > Previous sequence: Induction Leads and mentors will be given access to the providers’ sequence with guidance on managing this transfer.

3. Part-time early career teachers and Mentors

Part-time early career teacher arrangements

Lead Providers are required to provide early career teachers with access to the Full Induction Programme, regardless of working hours. The expectation is that Lead Providers create a programme that is flexible and agile to meet these needs, without negatively impacting on the fidelity of the programme, nor the learning experience of the early career teacher.

Calculating entitlement

To calculate the programme entitlement of an early career teacher with a Full-Time Equivalent (FTE) of less than one, we have:

- > Divided the standard two-year induction period by FTE to calculate the entitlement period
- > Divided our programme inputs by the entitlement period

For Example:

FTE	Entitlement Period	Conferences per year	Clinics per year
1	2 Years	1.5 (1 or 2)	3
0.8	2.5 years	1.2 (1 or 2)	2.4 (2 or 3)
0.5	4 years	0.75 (0 or 1)	1.5 (1 or 2)
0.2	10 years	0.3 (0 or 1)	0.5 (0 or 1)

Part-time early career teachers and mentors will be able access the following for the duration of their induction period:

- > Access to content as in a variety of formats, including asynchronous content of live events, live and face-to-face content.
 - > Face to Face engagement will be contingent on the alignment of Ambition and Delivery Partner delivery dates, and the work schedule of the Part-Time Participant
 - > Where there is the option for a Part-Time participant to attend the relevant event in a live, Face-to-Face format, this is the preference
 - > If a part-time participant is unable to attend the scheduled live event that aligns with their programme journey, we do not expect either ourselves or our Delivery Partners to run additional live events for reduced numbers of participants, due to the associated cost of delivery. Asynchronous versions of lives sessions will be made available after the live delivery window ends.
- > Steplab access for both the early career teacher and mentor oversight of dashboards.
- > Expectations concerning self-study engagement will be adjusted to reflect the FTE of the individual. For example, if an Early Career Teacher was working at 50% FTE, we would expect them to complete one module every fortnight, rather than every week. And we would expect Instructional Coaching to be adjusted proportionately.
- > Release asynchronous versions of conference and clinic content at pre-determined dates, calculated by entitlement period, to provide the greatest impact without disrupting school rhythms.
- > Continued access to our participant support services for any issues or concerns.

In addition, Ambition will work with Delivery Partners to consider and agree further reasonable adjustments that are relevant to the early career teachers' and mentors' needs and experience. For example, adjusting access to clinics and conferences in their first two years of entitlement.

Programme delivery

The two examples below demonstrate how programme delivery will operate in two different FTE scenarios.

The teacher, school and Appropriate Body have agreed on the allocation of the entitlement. They have opted to access content in order. This is done to make the exemplification simple.

	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher A 0.5 FTE 4 calendar year entitlement	Conference 1, Clinic 1, Clinic 2	Clinic 3	Conference 2 Clinic 4, Clinic 5	Conference 3	Clinic 6
Teacher B 0.8 FTE 2.4 year entitlement	Conference 1, Clinic 1 Clinic 2	Conference 2, Clinic 3, Clinic 4	Clinic 5, Clinic 6, Conference 3		

What a typical term might look like for an early career teacher working 0.5 FTE:

Week	Study and coaching	Training	Reviews and assessments
1	B1 Strand fundamentals and contracting	Kick-off conference Programme Induction	
2	*No study or coaching	Clinic 1 (Face to Face where possible)	Progress review 1 Timing flexible
3	B2 Routines		
4	*No study or coaching		
5	B3 Instructions		
6	*No study or coaching		
7	B4 Directing Attention		
8	*No study or coaching		
9	B5 Low-Level Disruption		
10	*No study or coaching		
11	B6 Consistency		
12	*No study or coaching		

4. Mid-start early career teachers

Early career teachers can join the programme at any point during the academic year. Regardless of when early career teachers join the programme, they should still receive the equivalent of two full academic years' time worth of induction, including at least one live event per year. For early career teachers at the beginning of an academic term, they should work through the sequence as it is set out.

Ambition and its delivery partners will provide the option for mid-start ECTs to attend an Induction Conference in either January or April, which will be equivalent to the Conference 1 offered to teachers starting the programme in September. Participants should join the conference that is closest to their start date.

What a typical term might look like for a mid-start early career teacher:

Week	Study and coaching	Training	Reviews and assessments
1	*Not started*		
2	*Not started*		
3	*Not started*		
4	*Not started*		
5	B1 Strand fundamentals and contracting	Programme Induction	Progress review 1
6	B2 Routines		Timing flexible
7	B3 Instructions		
8	B4 Directing Attention		
9	B5 Low-Level Disruption	Clinic 2	
	B9 Challenge		
10	B6 Consistency		
11	B7 Positive Learning Environment		Progress review 2
12	B8 Structured Support of Learning		Timing flexible

To note, this early career teacher:

- > Would receive B9-B12 at the end of term 1, and then start the Instruction modules in term 2. However they could continue to access Behaviour modules into term 2 if they wished.
- > Would receive asynchronous 'catch up' versions of their Induction conference, and Clinic 1 from the start of their programme
- > Would engage with Clinic 2 as their first live content

Where there are three weeks or less before the next term, we would advise teachers start their strand on the next term.

5. Deferral

Whilst we expect participants to plan to complete their programme in its entirety, we understand that there may be exceptional and extenuating circumstances which may impact their ability to do so, including (but not limited to) parental leave or extended sick leave. In these circumstances, we want to support the individual to successfully complete their programme. This may include offering deferral to a future cohort. In the event of the deferral of a Delivery Partner's participant, the Delivery Partner agrees to follow the Ambition Institute policy for managing deferrals.

Where an early career teacher defers their programme, we will also assume that we should be deferring their mentor so that both participants can re-join the programme at the same point.

Eligibility and deferral periods

- > To be eligible for deferral, participants must have started the programme.
- > We cannot guarantee that deferral will be available where we are running the final cohort of a programme. Participants on such programmes will be made aware of this when they are offered a place.
- > If deferrals or extensions are not possible then the [Withdrawal Policy](#) will apply.
- > Where a candidate has been offered a place on a programme and wishes to defer their place we reserve the right to require any pre-programme assessment to be repeated if appropriate, e.g. in order to ensure that the programme is still right for them and they are well-placed to benefit as intended in the programme design.
- > When requesting a deferral, the participant should specify their expected date of re-joining the programme, which should normally be no longer than 12 months from the point of deferral.
- > The specific date of re-joining will take account of the delivery cycle, and this will mean that the exact deferral period may vary slightly to ensure that no programme content is missed because of the deferral.

Applying for a deferral

- > Should a participant wish to defer, they should discuss with their programme team or delivery partner as soon as possible. This conversation will consider whether the deferral can be avoided, for instance, by catching up specific isolated content that they will miss within an alternative region or cohort.
- > The participant will be asked to apply in writing, providing specific details regarding the date they wish to defer, and their planned date of return to the programme.
- > The ultimate decision about whether to grant a deferral will be at the sole discretion of the Ambition Institute Programme Leader.
- > If it is decided that deferral is the appropriate course of action, the programme team will discuss next steps with the individual.
- > Once agreed, the deferral will be confirmed in writing to the participant, including the expected date of return to the programme and arrangements for re-integration.

Re-joining the programme

- > The relevant programme team will monitor deferrals and contact the participant (and their mentor, if relevant) prior to the planned return date requesting confirmation of their intent to return. At this point a discussion will take place regarding any reasonable adjustments that the participant may require on their return to the programme.
- > If the participant chooses not to return, they will be classed as withdrawing from the programme. In this case the terms outlined in Ambition Institute's withdrawal policy will then apply. If an early career

teacher withdraws from the programme, we will also withdraw their associated mentor. If the mentor wishes to continue their programme without an ECT they should contact our support inbox to request this.

- > Once the return date is confirmed, the programme team will ensure that the participant is supported to resume their programme. Depending upon the programme and timing on the return this may include supplying catch up materials from recent sessions and ensuring that the participant is connected to the cohort they are joining.

6. Portability

Early career teachers transferring schools will be supported to continue the programme as planned and will have access to all their prior learning and engagement. Ambition will:

- > Contribute to a handover/transfer meeting with the early career teacher and their new school to discuss prior learning and any support needs
- > Provide additional support/induction for mentors, who will join the FIP at the same point as the early career teacher
- > Support the participant's transition to a new Lead Provider if the new school is receiving the FIP through another provider

If the early career teacher moves to a school delivering their own Early Career Framework programme, they will lose access to Ambition's materials, but will still be able to access the Core Induction Materials.

If a mentor's early career teacher leaves the school during the programme, the mentor will be able to complete the training if they choose to do so. Mentors who move schools can continue the programme regardless of whether if they are assigned to another early career teacher in their new school, either through us or another lead provider. Ambition will support the mentor's transition to a new Lead provider if the new school is receiving the FIP through another provider.

7. Reduced Induction

Section 3.2 of the statutory guidance states that:

'Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience.'

To acknowledge prior experience, it will not always be necessary to cover the full Early Career Framework and an ECT may participate in a reduced induction. If your ECT is serving an induction that is less than the statutory entitlement of 6 terms, we will work with you to agree a schedule of delivery that is appropriate for the needs of your ECT, on an individual basis. We will usually suggest that reduced Induction participants follow the standard programme inputs highlighted in section 2. However, it is possible to deviate from the default programme journey to emphasise areas of study required by the ECT.

8. Extended Induction

Where an early career teacher requires additional time to complete the Early Career Framework, the Lead Provider (and/or Delivery Partner) will work with the relevant school to create an extension that meets the teacher's needs.

Teachers who need to serve an extended induction will continue to have access to asynchronous programme elements via Steplab, contingent on DfE confirmation that there will be additional funding to support this approach.

Where possible we will also look to provide the extended induction ECT access to live ECT clinic, either on our centrally delivered cohort, or through their Delivery Partner.

Induction Coordinators should inform Ambition or their delivery partner as soon as possible where a participant requires an extension. Access to events will be dependent on Ambition or delivery partner capacity. We cannot guarantee that extensions will be available where we are running the final cohort of a programme. Participants on such programmes will be made aware of this when they are offered a place. If an extension is not possible then the [Withdrawal Policy](#) will apply.