

Children, Young People, Education and Skills Department Policy

Title	Early Career Teacher Policy (Jersey)
Issued	July 2021
Last Updated	August 2022
Author	Senior Adviser – Learning and Teaching

1. Overview

This policy provides a framework to support Early Career Teachers (ECTs) in Jersey schools. The policy reflects the department for Children, Young People, Education and Skills's (CYPES) commitment to bridging initial teacher training (ITT) with early career development through support of new teachers and their mentors for the first three years of each new teacher's career.

2. Scope

Ensure that all ECTs have equal access to the Early Career Teacher Framework through a combination of central training, school-based training and mentor support.

Ensure that all ECTs are supported to develop their professional practice in order to successfully complete their ECT Induction, managing their wellbeing, workload and responsibilities, within a supportive environment of continuing professional learning and development.

Set consistently high standards and expectations for ECTs, their Mentors and their schools, ensuring that new teachers are able to support all students in their classrooms to become confident and resilient learners, able to contribute as active and responsible citizens within the Jersey community.

Support an evidence-based approach in schools that enables colleagues to review and develop their practice at the start of, and throughout, their teaching careers.

3. Responsibilities and distribution

This policy applies to all Schools and Colleges.

Head teachers and leaders are responsible for ensuring that their ECT policy is in line with this publication and is reviewed and discussed regularly. School policy for ECTs should reflect the aims above and be shared and applied by all colleagues.

This policy includes further information, guidance and links to both develop and maintain a professional, developmental and evidence-based approach to developing ECTs.

The responsibilities and accountabilities of the key stakeholders: ECTs; Weekly Mentors and SLT Induction Tutors; the Adviser for ECTs; and CYPES (Senior Adviser Learning and Teaching), are defined in the table that follows.

4. Policy/Standards

This proposal aligns with the Learning and Teaching Policy 2019 (Jersey), with the statutory requirements of the Department for Education (England) Teaching Regulation Agency for teachers who have English QTS, and with the Jersey Graduate Teacher Training Policy (2022).

The ECT framework, as outlined in the ECT policy and supporting programme, places a contractual obligation on employers of early career teachers; access to the programme is a statutory right. Schools receive central funding to support the Mentoring and training release of ECTs during their two year Induction period and into their third year. This funding release is conditional on adherence to the Early Career Teacher Policy.

5. Further information and related documents

Jersey Early Career Teacher Handbook – updated annually
Jersey Teachers’ Standards Monitoring form – Appendix 1
Policy Guidance and Exemplification document – Appendix 2
ECT Additional Induction Provision including template letters – Appendix 3
ECT Progress Review form and ECT Formal Induction Assessment form – Appendix 4
Induction for early career teachers (England) – DfE March 2021 – online
Learning and Teaching Policy (Jersey)

6. Recommendations and Guidelines

The ECT programme will be quality assured by External Advisers based at UCL Institute of Education and the Association of School and College Leaders on an annual cycle with effect from July 2022.

Issued by	CYPES Department
Author	Senior Adviser, Learning and Teaching
Date	First issued: July 2021 Revised edition: Approved by SMT: August 2022

Early Career Teacher Policy (Jersey)



It is the responsibility of each head teacher to implement, monitor and review their Early Career Teacher (ECT) Policy. This policy should ensure that the roles and responsibilities of all groups involved reflect the requirements below.

Focus area	Wider school environment and school practice	High quality mentoring and coaching	Self-directed study	Central training
ECT will commit to...	<ul style="list-style-type: none"> Embracing their school ethos and culture Seek opportunities to engage with professional development in school Familiarise themselves with and adhere to school and CYPES policies Maintain a record of school practice outcomes and school based CPD for Induction 	<ul style="list-style-type: none"> Communicate and liaise honestly, and with an open mind, with Induction and subject/class Weekly Mentor(s) Ask for clarifications and raise any concerns overtly and directly Engage in preparatory and follow-up work as appropriate to maximise sessions with mentors Maintain a record of coaching and mentoring outcomes 	<ul style="list-style-type: none"> Undertake sufficient self-directed study to prepare for and follow up ECT modules, in line with the programme Create and implement effective action plans to progress their practice, working in partnership with their mentor and the programme objectives Share new learning with colleagues in school and in the ECT group(s) 	<ul style="list-style-type: none"> Actively engage in sessions Complete pre-reading and post-session reflection activities Maintain a record of central training outcomes for Induction Provide feedback for the continuous improvement of the programme
Weekly Mentor will... [Usually a class, subject or phase lead]	<ul style="list-style-type: none"> Make available a range of opportunities to observe, discuss and reflect on the practice of other teachers Support, develop and challenge ECTs to integrate theory and practice, developing their vision for effective teaching in their phase/specialism Enhance their own knowledge of how teachers learn and develop Sign-post opportunities for learning and development within the school environment Inform the SLT Mentor of concerns 	<ul style="list-style-type: none"> Identify ECT areas of strength and development throughout the programme Maintain a reflective dialogue with ECTs and raise any concerns or support needs as they arise with school and the ECT Adviser Co-observe lessons with the ECT that reflect both the needs of the ECT and the programme focus areas Use tools from the ECT programme handbook to support the ECT as appropriate Adopt educative approaches by supporting the ECT to conduct classroom inquiry Support the well-being of ECTs and their capacity to manage workload and maintain a work-life balance 	<ul style="list-style-type: none"> Help ECTs to establish a career-long engagement with professional learning, supporting them in developing their values and beliefs Provide opportunities to research and practice a range of approaches for the foundational skills Provide appropriate reading suggestions for the ECT Possess deep understanding and knowledge of the ECT programme and handbook Maintain an open dialogue with ECT and encourage their self-directed study 	<ul style="list-style-type: none"> Work in partnership with the Adviser: Learning and Teaching (CYPES) to ensure high-quality provision of early career support, including participation in mentor learning opportunities Provide opportunities for ECTs to discuss and share their learning from central sessions, modelling an ongoing commitment to question, reflect upon and develop practice in collaboration with colleagues Support ECTs in their application of learning from central sessions
SLT Induction Tutor will ... [Usually a senior teacher, Deputy or Head Teacher]	<ul style="list-style-type: none"> Provide context-specific knowledge relating to the school/setting and their wider community Enable the ECT to observe a range of appropriate and targeted lessons in school (y1), and in other settings (y2) Observe the ECT half termly, giving formative, ungraded feedback referenced to the Teachers' Standards Submit the ECT Induction progress reports in line with published guidelines 	<ul style="list-style-type: none"> Coordinate with the Weekly Mentor to ensure provision of the in-school programme Facilitate and have oversight of the regular, protected meetings between the ECT and the Weekly Mentor Work with the Mentor to ensure and evaluate the ECT's progress against the expected standards 	<ul style="list-style-type: none"> Ensure that the ECT is accessing appropriate self-directed study resources Ensure that there is a forum for ECTs to discuss and share their self-directed learning 	<ul style="list-style-type: none"> Ensure adequate release for the ECT's attendance to central training Where appropriate contribute to the central programme for ECTs Contribute feedback and evaluation to the Adviser: Learning and Teaching
Adviser (ECT) will...	<ul style="list-style-type: none"> Monitor and support the termly progress reports of ECTs Support Mentors and ECTs in acting upon any progress report issues Provide termly schedules for planned external quality assurance visits 	<ul style="list-style-type: none"> Lead the support and training of Mentors Support Mentors by giving guidance on best practice in line with the ECT handbook 	<ul style="list-style-type: none"> Create and provide central resource information to support the central ECT programme Develop subject and phase specific links and resources to supplement and support the ECT programme 	<ul style="list-style-type: none"> Plan, facilitate and review the ECT central curriculum Quality assure the ECT programme Liaise with appointed external QA advisers, and subject/phase advisers, providing information to support visits and recommendations
CYPES (Senior Adviser Learning and Teaching) will ...	<ul style="list-style-type: none"> Ensure that ECTs receive their full entitlement reflecting the ECT Framework, central and school-based training through employment of External QA Advisers Ensure that the Appropriate Body function for JQTS and QTS is carried out effectively 	<ul style="list-style-type: none"> Provide central funding for the release of ECTs and Mentors as agreed in the policy Provide central funding for employment of external QA and subject/phase advisers 	<ul style="list-style-type: none"> Provide support for the distribution and maintenance of up-to-date resources to support the central ECT programme 	<ul style="list-style-type: none"> Provide a professional learning venue for high quality face to face training Ensure that online training supports and supplements face to face training and is agile in response to challenge

Early Career Teacher Policy (Jersey) 2022: Appendix 1

Jersey Teachers' Standards Monitoring form

TEACHERS' STANDARDS

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

PART ONE: PROFESSIONAL KNOWLEDGE	
1. Set high expectations which inspire, motivate and challenge pupils	Evidence source/comments
1. establish a safe and stimulating environment for pupils, rooted in mutual respect	
2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	
2. Promote good progress and outcomes by pupils	Evidence source/comments
1. be accountable for pupils' attainment, progress and outcomes	
2. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	
3. guide pupils to reflect on the progress they have made and their emerging needs	
4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
5. encourage pupils to take a responsible and conscientious attitude to their own work and study.	
3. Demonstrate good subject and curriculum knowledge	Evidence source/comments
1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	
2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	

5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	
4. Plan and teach well-structured lessons	Evidence source/comments
1. impart knowledge and develop understanding through effective use of lesson time	
2. promote a love of learning and children's intellectual curiosity	
3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	
4. reflect systematically on the effectiveness of lessons and approaches to teaching	
5. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	
5. Adapt teaching to respond to the strengths and needs of all pupils	Evidence source/comments
1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
2. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	
4. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	
6. Make accurate and productive use of assessment	Evidence source/comments
1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
2. make use of formative and summative assessment to secure pupils' progress	
3. use relevant data to monitor progress, set targets, and plan subsequent lessons	
4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	

7. Manage behaviour effectively to ensure a good and safe learning environment	Evidence source/comments
1. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
2. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
3. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	
8. Fulfil wider professional responsibilities	Evidence source/comments
1. make a positive contribution to the wider life and ethos of the school	
2. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
3. deploy support staff effectively	
4. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
5. communicate effectively with parents with regard to pupils' achievements and well-being.	
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	Evidence source/comments
1. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.	
2. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	
a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	
b) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	

3. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.	
4. Teachers must have an understanding of, and always act within, the statutory frameworks.	

Early Career Teacher Policy (Jersey) 2022: Appendix 2

Guidance and Exemplification

(2022 – End of Pilot Year clarification)

The Early Career Teacher (ECT) programme replaced the previous Newly Qualified Teacher (NQT) programme in September 2021. Full details of teacher, school and CYPES roles and responsibilities for ECTs can be found in the Early Career Teacher Policy (Jersey) 2022.

In summary the main differences between The NQT and revised ECT policy are:

A. TIMELINE – (two year Induction plus one year Extension)

The ECT programme is a TWO year Induction, (Year 1 and Year 2) during which teachers will develop the skills, knowledge and understanding to achieve Appropriate Body sign off of their initial training QTS or JQTS, making them a permanently qualified teacher, eligible to teach in a Jersey or UK school or college, reflective of the age and stage of pupil they have qualified to teach.

Teachers and schools therefore have TWO years, rather than ONE, within which to demonstrate that the teacher has achieved the appropriate standard – an evidenced consolidation of the eight Teachers' Standards addressed in their initial teacher training.

In the ONE year Extension (Year 3) teachers are supported to look ahead to the next stage of their career, growing their research, analysis, coaching and mentoring skills to develop their own and others' progress.

During the ECT phase, the completion of the programme must be a key priority for the teacher and the school. Setting this firm foundation to the start of the teacher's career is their entitlement and as such has been funded centrally, in addition to the school's usual teaching budget. Therefore, there is a clear expectation that this support and training will be fully provided and supported in good faith by all Jersey schools.

Full time or part time?

For an ECT to qualify as Full Time they must be employed on a 0.8 (or greater) contract. If an ECT is working part time they will take longer to complete the SIX full terms required – up to twelve terms if they remain part time throughout their contract. Individual cases will be considered by the Adviser, but a part time contract of less than 0.4 is unlikely to offer sufficient opportunity for the ECT to demonstrate the full Teachers' Standards. In general part time will be applied to contracts between 0.4 and 0.8.

Start dates

The Jersey ECT programme starts formally each September. New teachers who join a school in January are able to join the cohort, and will be supported, both in school and by additional Adviser training or visits, to catch up on the term one Modules as they start work, and throughout the following two terms. These teachers will still need to complete six terms for Induction, but will follow the programme with those who started one term earlier; they are most likely to complete the Induction one term later than the September starting cohort.

New teachers who start in April will join the next years' cohort in September. They will be supported by their school and the Adviser in the interim, to look in particular at Module 1 and the early Mentor activities but should expect to complete their programme in line with others starting in September. These starters also need to complete six terms to pass Induction, so can officially pass after two years in post, however their support and training will continue to the end of the academic year.

Start and end dates for the ECT Induction do not impact initial or ongoing salary decisions. All ECTs are employed as qualified teachers and move through the payscale in line with their years of service and experience subject to the appraisal process of the school in which they are employed.

B. IN SCHOOL SUPPORT

1. Additional PPA release compared to main scale teachers

ECT1s receive an additional PPA release of 10%; this is a continuation of the previous NQT process. There is an additional PPA release for each ECT2 of 5%: this is a new funded development.

The Jersey Terms and Conditions of Service states that all teachers are entitled to non-contact time equivalent to 10% of the school week or a minimum of 2h 30m each week. The school week is defined as follows:

- Foundation Stage and Key Stage 1 : 23 hours 45 minutes
- Key Stage 2 : 25 hours
- Secondary : 26 hours 15 minutes

An ECT 1 should therefore have a total of **at least** 5 hours of PPA release; an ECT2 should therefore have a total of **at least** 3 hours and 45 minutes of PPA release.

This additional release is funded directly to the ECT's school.

Unit costs: ECT1 £4,000 pa. ECT2 £2,000 pa.

2. Regular, timetabled and minuted Mentor meetings.

There is an agreed programme of support for **weekly ECT1 Mentor meetings**, with regular skills audits and targeted resources to support the school mentor in developing the skills, knowledge and understanding of their ECT as they work through their entitlement to the Early Career Framework.

Similarly there is a programme of support for the **fortnightly ECT2 Mentor meetings** with resources to support the school mentor as the ECT reflects on and audits their skills, knowledge and understanding and completes and evaluates a series of school based research projects.

The cost of releasing/making available a suitable Mentor (or mentors) to support the ECT is funded directly to the school. In total 40 hours of Mentor release is funded for ECT1s, and 20 hours for ECT2s, allowing for the ECT to meet with their Mentor, or another appropriate colleague, in line with their agreed programme of support. In ECT3 the school is funded for 8 hours of Mentor release to enable half termly 1:1 Mentoring to continue.

Unit costs: ECT1 £2,000 pa. ECT2 £1,000 pa. ECT3 £400 pa.

There is an assumption that ECT Mentor meetings will take place during one of the ECT1's 5 hours, or ECT2's 3 hours and 45 minutes of PPA sessions. If timetabling constraints means that this meeting takes place outside of their allocated PPA, then the ECT should have that meeting time returned to them in the form of an additional hour of PPA allocation.

C. CENTRAL TRAINING

Schools commit to release their ECTs for the identified central training provided by CYPES. This is mandatory, regular, timetabled central training – an ECT entitlement and core to the programme. **Dates are published in April each year giving maximum notice for the academic year ahead. Schools should refer to these when designing the timetables for their ECTs.**

ECT1 – year 1

There are ELEVEN 2.5 hour training sessions across the academic year. School can chose between an AM of PM slot on each date allowing them to consider where best to provision supply. The sessions run Monday to Thursday on rotation so as to limit the curriculum impact across any academic cycle.

ECT2 – year 2

There are SEVEN 2.5 hour training sessions across the academic year, also provided in the both the morning and afternoon so as to limit the curriculum and supply impact.

Absence from central training

If an ECT is absent due to illness, they will be offered a twilight catch up at another point in the term. They and the school should make every effort to ensure this is attended.

Impact of COVID-19

It is acknowledged that teacher absence due to COVID-19, and the consequent impact on wider school cover has been a significant challenge during 2021/22. It is not known how this will continue into 2022/23. Wherever possible CYPES has endeavoured to offer some flexibility to schools in this area for ECTs, moving training from face to face to Teams, and on occasion offering more than one date for some training. Moving forward CYPES will continue to support schools in this way and ask that they in turn maintain strong communication with us in this area.

There is an expectation that ECT training is a high school priority, an entitlement for all early career teachers, in spite of competing school demands.

Early Career Teacher Policy (Jersey) 2022: Appendix 3 Additional Induction Provision – including template letters

The timeline shown below should be adjusted to reflect the circumstances of each ECT and their school appropriately.

The ECT Induction is typically a SIX term (or two year) programme; a new teacher could be identified as requiring Additional Induction Provision at any stage across these two years and in exceptional circumstances Induction time may be reduced. Some ECTs will spend their whole Induction in one school, others will be on short term contracts and will move between settings. As such the following process will be managed in partnership between the schools and the Appropriate Body (Jersey) on an individual basis, addressing the needs of the ECT alongside a balanced consideration of the needs of their school and pupils.

The identification of a need for additional training or provision, or the identification of a wider concern during ECT Induction, is not an identification of failure. Jersey schools and CYPES are committed to ensuring that their new teachers are supported to succeed as they develop the necessary knowledge, skills and understanding of their craft, their subject and their pupils to complete the ECT Induction. Each new teacher will have a different starting point, for example a different experience of initial teacher training or a different subject knowledge base, and as such many may need this additional support.

ECT Additional Induction Provision is offered with the expectation that the ECT will grow in confidence and expertise, enabling them to successfully complete their Induction. Each Jersey school employing an ECT has the responsibility to support them appropriately, following the Early Career Teacher (Jersey) Policy; this document is designed to support that process.

If an ECT is offered Additional Induction Provision for an extended period and is unable to make sufficient progress to enable them to complete their Induction this will have been clearly communicated to them. Only after appropriate support and interventions have been offered, without the desired outcome of the ECT successfully demonstrating their progress using the Teachers' Standards, would a school move to Stage Three, identified below.

	School action SLT Induction Tutor or Mentor	Documentation	Adviser (or Senior Adviser) action
Stage One			
ECT identified as needing Additional Induction Provision	<ul style="list-style-type: none"> • Communicate concerns to ECT • Alert Appropriate Body (CYPES) <p>Induction Tutor/HT reviews support mechanisms</p> <p><u>Strengthen support</u> beyond current practice as required:</p> <p>Formulate clear action plan (support and review) <u>within weekly meetings</u> linked to core standards with agreed dates to review specific incremental goals for progression</p>	<p>Weekly mentor meeting notes/minutes held by ECT</p> <p>Record of concern(s) noted and dated: define if this is Wellbeing/Teachers' Standards/both/other</p> <p>Audit tool(s) for relevant module(s) for the term</p> <p>Lesson observation feedback from Mentor/Induction Tutor</p> <p>ECT planning records</p>	

	Be clear from the start; there should be no surprises later		
Concern continues	<p>SLT Induction Tutor <u>writes</u> to ECT outlining precise area(s) for improvement and support</p> <p>Induction Tutor advises Adviser of concerns and discusses support options</p> <p>Revised plan of support and monitoring is implemented including formal review dates (half termly)</p>	<p>See ECT concern template letter 1</p> <p>If concern is with Wellbeing the school should make an AXA referral</p> <p>See ECT Additional Induction Provision template: Evidence of meetings, support and monitoring kept by mentor, induction tutor and ECT</p>	<p>Appropriate Body (SA) ensures school is meeting statutory requirements for induction and concerns are accurately identified, evidenced and linked to core standards</p> <p>External support (Senior Adviser for the school or appropriate specialist teacher) as appropriate</p>
<p>Termly Assessment Meeting (for reporting to AB) using Teachers’ Standards evaluation Conducted by Induction Tutor</p> <p>Leads to Formal Induction Report 1 or 2 (term 3 and 6) or Progress Review Report (terms 1,2,4,5)</p>			
<p>ECT on track to complete Induction – continue careful support and monitoring</p> <p>If a concern re-emerges more than one full term later return to Stage One</p> <p>If a concern re-emerges less than one term later, continue to Stage Two</p>			
Stage Two			
ECT is <u>not</u> on track to successfully complete Induction	<p>Headteacher/principal writes to ECT outlining consequences of failing Induction.</p> <p>Suggest ECT seeks advice from professional association/union</p> <p>Revise support programme (scaffolding)</p> <p>Continue to support, monitor and gather evidence</p>	<p>See ECT concern template letter 2</p> <p>Evidence of meetings, support and monitoring kept by Mentor, Induction Tutor and ECT</p>	<p>External support (ECT Adviser or appropriate specialist teacher) as appropriate</p>

After 5-6 weeks: Half term progress review meeting			
	Revise support programme to increase, retain or reduce scaffolding Continue to support, monitor and gather evidence		External support (ECT Adviser or appropriate specialist teacher) as appropriate
Termly Assessment Meeting (for reporting to AB) using Teachers' Standards evaluation Conducted by Induction Tutor Leads to Formal Induction Report 1 or 2 (term 3 and 6) or Progress Review Report (terms 1,2,4,5)			
Possible outcomes End of Additional Support: ECT on track to complete Induction Continue with Stage Two: ECT needs further support – progress slow Stage three is reserved for ECT teachers who are moving into their second year, or for who a concern emerges in their second year, and who continue to be NOT 'on track to evidence completion of Induction' after appropriate levels of support			
Stage Three			
Next assessment form (Induction Report or Progress Review) reflects ECT is unlikely to pass induction	Headteacher/Principal writes to ECT outlining consequences of failing Induction. Suggest ECT seeks advice from professional association/union Revise support programme with Adviser Continue to support, monitor and gather evidence	Evidence of meetings, support and monitoring kept by Mentor, Induction Tutor and ECT	ECT Adviser informs AB of risk of failure AB (SA) meets with HT and ECT to discuss options Optional informal meeting of AB with ECT
After 5-6 weeks: Half term progress review meeting			
Headteacher/principal recommends ECT has failed induction	Headteacher/Principal informs AB of recommendation and submits evidence of process covered	ECT folder Mentor notes Lesson/work completed observations ECT support plans	AB decision Communicate to ECT and TRA Follow TRA procedures and guidance

Stage 1 Letter to ECT/Adviser

School Name

Date

Dear xxx

I am writing to confirm the detail of your most recent meeting(s) with your weekly Mentor xxx where concerns have been identified in your demonstration of the Teachers' Standards required at this early stage in your career. This has already been discussed, and noted in your weekly meetings, but I am now summarising the position in this letter as we need to move to a more formal process.

I attach the Jersey Teachers' Standards Monitoring form *that you have been using with your Mentor*, with the particular areas where you need to focus on your progress clearly identified. These have been addressed through modules 1 – 5 of the ECT programme.

As a reminder:

- In the first term the ECT programme's main focus was on Teachers' Standards 1, 7, 2 and 3;
- In the second term the ECT programme's focus added Teachers' Standards 4 and 5 to the focus areas;
- In this third term the programme added Teachers' Standards 6 and 8.

Precise areas for improvement *Please adapt the following paragraph (in italics) to the individual context*

By the end of the programme, you will need to have demonstrated the Teachers' Standards required at this early stage in your career across all 8 standards. However, to support you in achieving this outcome, at this point we have agreed that you should focus particularly on the following:

- *Ensuring that the classroom is a **safe and stimulating environment**. You must urgently develop rules and a structured environment to support better learning behaviours. (1.1)*
- *Setting goals that challenge pupils of **all abilities**. You need to improve on your understanding and use of some pupils starting points (1.2)*
- *Planning for teaching that builds on prior capabilities. Work to develop your knowledge of **mixed ability teaching** using reference to pupil starting points (2.2)*
- *Taking responsibility for **promoting high standards of literacy** (3.3) and demonstrating a clear understanding of **teaching phonics** (3.4)*

Revised plan of support and monitoring

You will continue to meet weekly with xxx (*Mentor*) who will work to support you in understanding the standard that you need to demonstrate. The areas above will be addressed each week, and evidence recorded of activities or training that contributes to your progress.

I will coordinate with xxx (*Mentor*) to monitor your progress and will review this after 4/6 weeks.

Your formal end of term Assessment Meeting will go ahead as normal and will evaluate your practice using the full Teachers' Standards matrix. I sincerely hope that this Additional Induction Provision will support you in demonstrating the standard required at this early stage (Year 1/year 2) of your career and will look forward to seeing your progress.

* If the concern is linked to Wellbeing: Thank you for ageing to an AXA referral. While we wait for this to take place, please continue to communicate openly with XXX about your wellbeing and any additional adjustments that we need to consider in your working practice.

Yours sincerely

SLT/Headteacher Induction Mentor

cc. Aimee Jinks-Reidy – Adviser Teaching and Learning

Stage 2 Letter to ECT/Adviser

School Name

Date

Dear xxx

I am writing to confirm the detail of your most recent Termly Assessment Meeting.

As you are aware ongoing/continued concerns have been identified in your progress towards demonstrating the Teachers' Standards required at this early stage in your career. I am now required to outline the consequences should you not prove able to establish that you are on track towards meeting the required early standard.

As you should be aware, the confirmation of your graduate QTS/JQTS status is conditional on the successful completion of the ECT programme. Specifically, you are required to show in your day-to-day practice, through termly assessments, that you are on track to demonstrate early use of each of the eight areas of Professional Knowledge in the Teachers' Standards.

At this point there is a concern that you may not reach this standard. I am therefore required to advise you to seek support from your professional association/union and to let you know how we are going to adapt your in-school programme to support you in the hopes that this will enable you to be successful.

In addition, I am copying in the Appropriate Body representative on Jersey, Rachel Baxter, who will check our school ECT processes and in addition work with the Adviser, Teaching and Learning, to offer you additional external support if required.

I attach the Jersey Teachers' Standards Monitoring form that you have been using with your Mentor, with the particular areas where you need to focus on your progress clearly identified.

Precise areas for improvement

At this point we have agreed that you should focus particularly on the following:

- 1.
- 2.
- 3.

Further areas for focus will be added as appropriate, however we are mindful of keeping targets manageable and time limited. These will be reviewed every 4-6 weeks.

Revised plan of support and monitoring

You will continue to meet weekly with xxx (*Mentor*) who will work to support you in understanding the standard that you need to demonstrate. The areas above will be addressed each week, and evidence recorded of activities or training that contributes to your progress.

In addition the school will [*any additional in school support.*]

I will keep in contact with xxx (Mentor) throughout this period to monitor your progress. (*option: define interim review dates if over a term.*)

Your formal end of term Assessment Meeting will go ahead as normal on : (date), and will evaluate your practice using the Teachers' Standards matrix. I continue to hope that this Additional Induction Provision will support you in demonstrating the standard required at this early stage (Year 1/year 2) of your career.

* If the concern is linked to Wellbeing: Thank you for ageing to an AXA referral. While we wait for this to take place, please continue to communicate openly with XXX about your wellbeing and any additional adjustments that we need to consider in your working practice / or an update on how AXA recommendations are forming a part of the process.

Yours sincerely

Xxx

SLT/Headteacher Induction Mentor

cc. Aimee Jinks-Reidy – Adviser: Teaching and Learning

cc Rachel Baxter – Senior Adviser: Teaching and Learning/ Appropriate Body delegate

Stage 3 Letter to ECT/Adviser

School Name

Date

Dear xxx

I am writing following our meeting of DATE. As you are aware there are continued concerns that you are unlikely to successfully complete your Early Career Teacher Induction and are not on track to meet the Teachers' Standards as required at the end of the Induction period. As such, you are at risk of losing your QTS/JQTS status.

Following 12/18 weeks (or longer – amend as needed) of Additional Induction Provision you have not demonstrated sufficient progress in meeting the Jersey Teachers' Standards as expected at this stage of the Induction period. You are therefore at risk, should this situation continue, of having your JQTS/QTS status removed from the Jersey Teacher Register/Teacher Regulation Agency(England) Register (delete as appropriate).

As a school we will continue to support you with this situation.

You are invited to have an informal meeting with Rachel Baxter, Senior Adviser and Aimee Jinks-Reidy, on xxxx where you can discuss your options, and where any additional external support that may be helpful can be identified.

I attach your most recent Termly Assessment for your records. As agreed at the meeting referenced above, we are supporting you to focus on the following targets:

Precise Teachers' Standards requiring improvement (*top three if there are more*)

- 1.
- 2.
- 3.

Should you demonstrate that you are on track in these targets, further areas for focus will be added as appropriate, however we continue to be mindful of keeping targets manageable and time limited. Targets will be reviewed every 2-3 weeks.

Review of evidence for meeting Teachers' Standards

The formal assessment of your progress will be during the week beginning: xxxx (*minimum of 5-6 weeks after letter*). This will consist of the following:

- A formal lesson observation, review of lesson plans and pupil work by Head teacher
- An assessment of your ECT portfolio of evidence by Aimee Jinks-Reidy
 - This will consider the level of evidence available regarding the Teachers' Standards
 - It will also consider your engagement with the ECF programme, both in school with your Mentor and in central training, and how this has supported you in meeting the Teachers' Standards
- An Assessment Meeting with myself and Rachel Baxter where your overall standard will be established.

You have already been advised to consult with your professional association/union, and I strongly advise that you inform them of this update.

Your Assessment Meeting will be on xx/xx/xxxx at 1000. You are advised to bring an professional representative with you to this meeting.

If you wish to clarify any part of this letter, please arrange an appointment with me or with Rachel Baxter who can be contacted by email r.baxter@gov.je.

Yours sincerely

SLT/Headteacher Induction Mentor