

Staffordshire University Academy: Early Careers Pledge

Our Pledge

At Staffordshire University Academy, we are committed to providing life chances to our students. To do this to the best of our ability, we ensure that all staff are well-supported, regularly trained in up-to-date research, and provided with opportunities to progress along their career paths.

Our commitment to Early Careers training is firm and robust; we follow the national ECF programme but also offer a wealth of additional support to establish firm foundations within their career. This foundation ensures high retention of ECTs and also allows us to 'grow our own' staff aligned with the SUA vision.

Early Careers Framework

- ECTs follow the DFE full-induction programme for **ECF training** using the provider Teach First and the delivery partner Golden Thread Teaching School Hub. Both of these organisations are committed to supporting the progress of students and academies in the local area.
- SUA supports our ECTs with the provision of a **5% reduced timetable** in-line with the ECF statutory requirements. In the autumn term, our ECTs benefit from additional reduced time to allow for further planning, self-reflection and to support workload as they begin their career journey.
- All key ECF dates are recorded on the whole-academy calendar to support workload and facilitate forward-planning. This also ensures that senior leaders are aware of strategic points when additional support may be welcomed by ECTs.
- The ECF training is complemented by a robust provision of evidence-informed CPD provided within the academy.
- SUA strives to facilitate the necessary cover required for the successful completion of ECF training (such as clinics, boost sessions and conferences).

Mentoring

- All ECTs have a dedicated mentor who is trained in Instructional Coaching. The Induction Lead has developed a system for monitoring these coaching sessions and ensuring ECTs are well-supported.
- All ECTs have regular informal and formal observations by the Induction Lead to monitor their progress. This is in addition to their mentor-based observations.
- Mentors are held to account for the progress of their ECTs via logged minutes, termly meetings with the Induction Lead and mandatory attendance at ECF 'booster' sessions.
- If a mentor needs support, the Induction Lead is proactive in taking on the guidance and development of the ECT.
- An additional timetable of internal academy support is also published in line with the academy calendar. This provides ECTs with the chance to meet together at strategic points throughout the year to discuss new experiences- such as data input or Parents Evenings.

Progression

- ECTs are encouraged to drive their own progress and be an active participant in all areas of their training and academy life.

- ECTs are welcome to apply for internal roles that may be a stepping stone to the next level of their career. Decisions about their readiness is made in conjunction with the Induction Mentor to ensure suitability.
- All ECTs complete an *Evidence-informed Research Project* in line with all academy staff in order to facilitate their pedagogical progression as well as establishing a life-long reflective practice.

Leadership

- The Induction Lead is a member of the Quality of Education team and reviews our ECF provision at regular intervals to ensure that the provider choice is apt and relevant. Concerns and comments are handed to our delivery partner in a timely manner for reflection/ action.
- The Induction Lead has been completed the NPQLT to ensure the successful leadership of the ECF and the development of ECTs and their mentors.
- All necessary paperwork needed to successfully complete the ECT programme, is saved in an online folder accessible to all. This allows autonomy of action, scrutiny of delivery and clear working parameters for both ECTs and their mentors.
- Our Induction Lead works closely with local universities to ensure that the links between PGCE and the ECF are successful and purposeful.

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