

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 Capita (with Birmingham University) and the delivery partner Entrust. Entrust is a local partner who is familiar with the county and the academy and is therefore able to provide tailored support for our early careers staff.
- SUA supports our ECTs with the provision of a **10% reduced timetable** in line with the ECF statutory requirements. In the autumn term, ECTs benefit from additional reduced time to allow for further planning, self-reflection and to support workload as they begin on 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 facilitates all 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 via the delivery partner, Entrust. 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.

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 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 enrolled in the NPQLTD to support the successful leadership of the ECF and the development of ECTs and their mentors.
- All necessary paperwork needed to complete the ECT programme successfully, 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.

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