



**Ambition
Institute**

ECT Non-Standard Programme Policy



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Policy Owner	Director of ECF, Programmes
Version	1
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Approved by	ECT Programme Board
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Applies to	Participants on the Early Career Teacher Programme
Exceptions	N/A
Audience	ECT Participants, Internal Staff, Delivery Partners

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Section 1: Overview

1.1 Purpose

- 1.1.1 Ambition Institute is committed to providing for participants who may require a non-standard programme and ensuring all teachers new to the profession access a high-quality, evidence-based training programme, regardless of their circumstances.
- 1.1.2 This policy outlines how participants who may have a non-standard programme experience engage with Ambition Institute's ECF Programme. Whilst this policy aims to be as comprehensive as possible, Ambition Institute will continue to review and update the participants that fall under its scope.
- 1.1.3 Ambition Institute is required to ensure that programme design and content is accessible for early career teachers and mentors who may require an extended period of induction, including breaks in induction such as maternity leave, paternity leave, adoption leave, shared parental leave, parental bereavement leave, extended sickness absence or jury service and for those who move schools during induction.
- 1.1.4 At Ambition Institute we recognize that participants who have a non-standard experience, for any reason, are potentially vulnerable. Therefore, Ambition is committed to ensuring that non-standard programme participants have an excellent experience.
- 1.1.5 ECT participants should contact their Delivery Partner directly regarding any changes to their programme.
- 1.1.6 For further information, please refer to the statutory guidance provided by the DfE which provides information for appropriate bodies, headteachers, school staff and governing bodies.

1.2 Scope

- 1.2.1 This policy applies to participants who may have a non-standard programme for the following reasons:
 - > ECTs undergoing an extended or reduced term of induction.
 - > ECTs undertaking the programme part-time.
 - > ECTs requesting a break in their programme.
 - > ECTs transferring schools during their ECF training.
 - > ECTs starting at non-standard points throughout the academic year.
 - > Any ECT or mentor who has a non-standard experience which is not defined above.

Section 2: Policy and Procedure

2.1 Statutory Induction and the Ambition ECT Programme

- 2.1.1 All ECTs are registered with their local Appropriate Body (AB) when they commence an inductable contract of employment.
- 2.1.2 All ECTs must complete a two-year statutory induction period.
- 2.1.3 Only Appropriate Bodies can grant a break, reduce, lengthen, or pause an ECT's induction period. Appropriate guidance is provided within the statutory guidance on Induction for early career teachers.
- 2.1.4 Ambition Institute operates under the principle that the programme length will mirror the length of the statutory induction granted by the Appropriate Body. Where there are ECTs whose programme and induction are not mirrored, this is a local decision and outside of the jurisdiction of Ambition Institute.

2.2 Part-time participants

- 2.2.1 Participants who work part-time in a school, can opt to lengthen their time on the programme to align with their lengthened induction. The Appropriate Body, in conjunction with the Headteacher and Delivery Partner, decides the length of induction.
- 2.2.2 It is the responsibility of the Delivery Partner to inform Ambition of the lengthened programmes needed for part-time participants.
- 2.2.3 As a guide, Ambition would expect the full-time equivalent (FTE) of the part-time role to be used to calculate the programme length:

FTE	Entitlement period
1	2 years
0.8	2.5 years
0.5	4 years
0.2	10 years

- 2.2.4 Ambition Institute will ensure that part-time participants and their mentors have access to Steplab for the duration of their lengthened programme.
- 2.2.5 Part-time participant's access to events during their lengthened induction is a local decision.
- 2.2.6 Delivery Partners are expected to follow these principles regarding part-time ECT's access to events:
- > Part-time participants should attend an event in a live, face-to-face format where possible.

- > Delivery Partners should avoid allowing any part-time participants to access all their events in an asynchronous version.
- > Where a part-time participant is unable to attend a scheduled live event, asynchronous versions of live sessions will be made available for participants to access once the live delivery window ends.
- > Delivery Partners should work closely with the participant, School Induction Tutor and Headteacher to decide which events the participant should attend, and when.

2.2.7 Ambition expects ECTs to engage in their events in the recommended sequence. Exceptions to this recommendation will be discussed and agreed in partnership with the Delivery Partner and Ambition Institute.

2.2.8 ECTs and Mentors, including part-time and self-study participants, must meet the engagement metric for payment during the first three years of the programme.

2.2.9 Part-time participants are expected to attend all 9 events (3 conferences, 6 clinics) within the first three years of the programme.

2.2.10 Part-time participants are expected to access Instructional Coaching with their mentor, and the associated self-study modules, once a fortnight from the outset.

2.2.11 The same principles apply to mentors who are accessing the mentor training programme on a part-time basis.

2.3 Part-time participants following a standard programme pathway.

2.3.1 Part-time ECTs may decide to follow a standard two-year programme pathway. This is a local decision, and Delivery Partners are responsible for informing Ambition Institute.

2.3.2 In these instances, only the induction start date set by the Appropriate Body and the programme start date will align; end dates will differ.

2.3.3 If a part-time ECT opts to complete their statutory induction during the standard two-year period, they are classed as participants on a reduced programme. This is a decision made by the Appropriate Body.

2.4 Part-time participants following a standard programme pathway.

2.4.1 In line with statutory guidance, Appropriate Bodies may grant a reduced induction in circumstances where an ECT has significant prior experience or has completed the assessment-only route into teaching. This decision sits solely with the AB.

2.4.2 A reduction is granted by an Appropriate Body if the evidence suggests that the teacher already meets some or most of the Teacher Standards, and therefore does not need the full two years of induction time.

- 2.4.3 It is the responsibility of the Delivery Partner to ensure they are aware of which of their participants are on a reduced programme and ensure it is communicated with Ambition Institute.
- 2.4.4 Ambition Institute will offer participants a reduced programme, where they are made aware that the participant is on a reduced induction. It is not the responsibility of Ambition Institute to collate this information.
- 2.4.5 It is the responsibility of the Delivery Partner, SIT, Headteacher and Mentor to agree on a schedule of delivery that is appropriate for the needs of the ECT, on an individual basis.
- 2.4.6 Participants on a reduced programme are still required to meet the engagement metric for payment according to a standard schedule. For example:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Standard programme	5	5	5	3	3	3
Reduced programme (example 1)	5	5	5	3		
Reduced programme (example 2)	5	5				

Number represents minimum target of self-study modules to complete in a term (which is 50% of those available)

2.5 Participants who have a break in their programme

- 2.5.1 ECTs who have had more than 30 ad hoc days' absence over the course of their two-year (or lengthened) statutory induction are entitled to an extension of commensurate length.
- 2.5.2 This entitlement can be granted by the Appropriate Body at the end of the induction period.
- 2.5.3 It is the responsibility of the Delivery Partner to ensure that this is communicated with and update their programme end date accordingly.
- 2.5.4 ECTs who have a break of more than 30 consecutive days, for example for maternity leave, paternity leave, adoption leave, shared parental leave, parental bereavement leave, extended sickness absence or jury service, will have their programme paused. Where this occurs, the programme end date will be adjusted and participant engagement during the extended period will attract funding.
- 2.5.5 It is the responsibility of the Delivery Partner to ensure Ambition Institute is informed if a Participant is taking a break of this kind.

- 2.5.6 ECTs who require a break from the programme for personal reasons, but do not wish to make any adjustment to their statutory induction length, can make this request via their SIT and Delivery Partner.
- 2.5.7 In all instances, the Delivery Partner should discuss any breaks with Ambition Institute directly to ensure the most appropriate solution is found.

2.6 Participants who require an extension

- 2.6.1 ECTs who do not successfully pass their induction due to not fully meeting the Teacher Standards may be granted an extension. This decision sits solely with the Appropriate Body.
- 2.6.2 Where there is insufficient evidence on which a decision about passing the Teacher Standards can be made, or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons, the AB may grant an extension.

2.7 Participants who transfer.

- 2.7.1 The ECT and mentor programmes are required, by contract, to be fully portable. Ambition Institute's programme curricula were designed with portability in mind.
- 2.7.2 Ambition Institute will support ECTs and mentors who 'transfer in' to pick up our programme at an appropriate point based on their prior learning.
- 2.7.3 Ambition Institute will support ECTs and mentors to 'transfer out' with a full understanding of their learning so far.
- 2.7.4 Ambition Institute will support ECTs and mentors to 'transfer within' and move between schools/Delivery Partners with an uninterrupted experience.

2.8 Participants who take a non-standard route through the self-study modules

- 2.8.1 The recommended order of self-study modules in Year 1, for standard and non-standard participants is: **Behaviour 1-7 > Behaviour 8-12 > Instruction 1-7 > Instruction 8-12 > Subject 1-7 > Subject 8-12**
- 2.8.2 If Delivery Partners or schools wish for their ECTs to progress through modules in an alternate order, we offer a second route: **Behaviour 1-7 > Instruction 1-7 > Subject 1-7 > Behaviour 8-12 > Instruction 8-12 > Subject 8-12**
- 2.8.3 It is the responsibility of the Delivery Partner to inform Ambition Institute of any schools and participants requiring the alternative route.

2.9 Participants who begin their programme in January or April

2.9.1 Ambition Institute provides three entry points for the ECT and mentor programmes: September, January, and April. Ambition Institute considers standard entry to be September.

2.9.2 Delivery Partners are expected to run events, as normal, for January and April starters.

2.10 Participants who begin their programme mid-term

2.10.1 Ambition Institute will ensure, in line with statutory guidance, that ECTs who start mid-term will have instant access to materials to support them in starting.

2.10.2 Where participants start their employment at a school mid-term, their programme will begin in the following September, January, or April – and in the interim, participants will be given access to the following:

- > Asynchronous induction modules.
- > Orientation materials.
- > Induction tutor and mentor guidance: to address the early career teacher's needs upon transfer, including how to use our sequencing and training.

Section 3: Version Control

Version	Issue/release date	Summary of changes	Approver
1	February 2024		Director of ECF