

Applying for your first teaching post in Cambridgeshire

Why Cambridgeshire?

- ✓ One of the fastest growing counties in the country with plans for more secondary, primary and special schools to be built to meet population growth.
- ✓ Diverse range of schools in rural and urban settings.
- ✓ Cambridgeshire's unique village colleges provide education for the whole community.
- ✓ The majority of schools rated Good or better by Ofsted.
- ✓ Opportunities to complete accredited professional development and progress in your career through the local Teaching School Hub, Multi-Academy Trusts and the Local Authority.
- ✓ Strong networks and collaboration between schools, Multi-Academy Trusts and the Local Authority.
- ✓ Cambridgeshire is a diverse and varied county with a range of interesting cities, towns and villages offering a wide variation in the cost of living and house prices.
- ✓ The area's rich heritage, beautiful countryside and charming culture combine to make this one of the most desirable places to live and work in the country.
- ✓ Good transport links and easy access to London.

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Where to look for your first teaching post in Cambridgeshire

Cambridgeshire is a large and diverse county with over 300 schools (224 primary, 35 secondary, 26 special, 25 independent and 3 colleges/sixth form colleges). These include small and large schools in urban, rural and market town contexts across Cambridgeshire.

Most schools in Cambridgeshire advertise their vacancies on the websites below.

www.epm.co.uk/school-vacancies/

www.teachincambs.org.uk

www.teaching-vacancies.service.gov.uk

www.tes.com/jobs

Individual schools often advertise vacancies on their school websites and on social media too.

Follow [@TeachinCambs](https://twitter.com/TeachinCambs) on twitter to keep up to date with the latest opportunities.

You can find a list of all the contact details for academy, maintained, special and independent schools in Cambridgeshire here www.cambridgeshire.gov.uk/directory (schools tab).

Some schools in Cambridgeshire are academies and have joined Multi-Academy Trusts. Multi-Academy Trusts often have vacancies listed on their own websites. Please find below a list of MATs with schools in Cambridgeshire and their associated vacancy webpages.

Aces Academies Trust (primary and secondary)	www.acesacademies.co.uk/vacancies
Active Learning Trust (primary, secondary and special)	www.activelearningtrust.org/recruit/vacancies-test
Anglian Learning Trust (primary and secondary)	www.anglianlearning.org/join-anglian-learning/vacancies/
Astrea Academies Trust (secondary)	www.astreaacademytrust.org/join-us/
Diamond Learning Trust (primary and secondary)	www.diamondlearningtrust.com/career-opportunities/
Diocese of Ely MAT (primary)	www.demat.org.uk/recruitment/
Meridian Trust (primary, secondary and special)	www.meridiantrust.co.uk/jobs-and-training/
The Cam Academy Trust (primary and secondary)	www.catrust.co.uk/key-information/vacancies
United Learning (primary and secondary)	www.unitedlearningcareers.org.uk/current-vacancies

All schools in Cambridgeshire should be able to support you to complete induction as an early career teacher as long as the post is suitable for induction. Please read our '**guide to early career teacher induction for beginning teachers**' for information about what to expect from the induction process in Cambridgeshire.

Guide to Early Career Teacher Induction for beginning teachers

All Early Career Teachers employed in a relevant school should have access to a statutory two year induction. Induction is only statutory in maintained schools, but most academies, free schools and independent schools also support ECTs to complete induction.

Additional release time

As well as the 10% planning, preparation and assessment (PPA) time that all teachers are entitled to, as an ECT you are entitled to 10% additional release time in year 1 and 5% additional release time in year 2. The additional release time is provided to enable you to complete professional development activities (such as observing colleagues, self-study/reading, attending training courses) and to meet with your Mentor and Induction Tutor.

In-school support

As an ECT, you can expect to be allocated a **Mentor** and an **Induction Tutor** to support you throughout your induction period.

You will meet with your **Mentor** regularly to discuss activities related to the Early Career Framework professional development programme you are completing and support you with your personal development needs. Your mentor will provide coaching, formative feedback on your teaching and signpost you to relevant research/resources.

You will meet with your **Induction Tutor** on a less regular basis to agree relevant development targets and to discuss your progress against the Teachers' Standards. In some schools, the Mentor and Induction Tutor role may be carried out by the same individual.

Your school should provide a general induction when you start so that you understand the school's ethos, policies and procedures. You are likely to attend regular whole-school/cluster/multi-academy trust training events and you should also have the opportunity to receive professional development relevant to your specific needs. In addition, as an ECT you are entitled to be enrolled on an Early Career Framework professional development programme.

The Early Career Framework professional development programme

Early Career Framework (ECF) programmes are evidence-based professional development programmes developed for ECTs and mentors. Schools can choose how to deliver these professional development programmes. Some schools/trusts deliver them themselves, and other schools/trusts have chosen to enrol on DfE funded programmes delivered by another partner such as a Teaching School Hub.

The ECF professional development programme will build upon your initial teacher training year and help support your developing practice in 5 core areas:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

As an ECT you can expect a structured programme of professional development which may include attending training sessions with other ECTs, webinars, self-study/reading and follow-up activities to complete in school with the support of your mentor.

Progress reviews and formal assessments

A formal assessment report reviewing your progress against the Teachers' Standards will be completed by your Induction Tutor at the end of year 1 and year 2. In terms 1,2,4 and 5 of induction, your Induction Tutor will submit a progress review which is a briefer summary of progress made against the Teachers' Standards that term. These reports will be informed by a wide range of evidence. You are not expected to collate additional evidence for these as you should naturally collate evidence as you progress through induction. However, it is a good idea to keep an electronic copy of anything that might be relevant, particularly if related to your development targets, so that you can easily locate and discuss with your Induction Tutor when you meet with them.

Completing induction on a part-time basis

If you work part-time, your induction is completed on a pro-rata basis. For example, if you work 2.5 days a week, it will take you 4 years to complete induction. Your school will still be asked to complete a progress review each term, however, the end of year formal assessments are not completed until you have completed the equivalent of each year of induction (i.e. after 195 and 390 working days). It is possible for ECTs working part-time to request to complete induction in less than the equivalent pro-rata time (but needs to be at least two academic years) if they are meeting all of the Teachers' Standards consistently. This is a decision that is made by the Appropriate Body (see below) in conjunction with the school and ECT.

Moving schools during induction

It is possible to complete induction in more than one school. If you leave a school midway through induction, each full term is 'banked' so you can pick up induction where you left off. If you move to a new school, your progress reviews and assessments will be forwarded to the school once you are registered as an ECT there.

Suitable posts for induction

To complete statutory induction, the post must be suitable for induction. This means that you should be contracted to work at the school for at least one term, be regularly teaching the same class(es) and be provided with the necessary employment tasks, experience and support to enable you to meet the Teachers' Standards. Short term supply work of less than one term, PPA cover and cover teacher roles are not suitable posts for induction.

External support

All schools providing statutory induction are obliged to register ECTs with an Appropriate Body which has the main quality assurance role for induction. In Cambridgeshire, the ECT Induction Service acts as an Appropriate Body and provides guidance and advice for schools on the induction process, as well as making the final decision on passes and extensions to induction.

All progress reviews and formal assessments are sent to the Appropriate Body via an online system called **ECT Manager**. You will receive a login to this system when you start your induction.

Your school may also be visited by an Appropriate Body representative during your induction as part of our quality assurance procedures.

If you have any queries about ECT induction in Cambridgeshire, please contact the ECT Induction Adviser, Rachel Minett via Rachel.minett@cambridgeshire.gov.uk