



## WEST JESMOND PRIMARY SCHOOL

### Early Career Teacher (ECT) Policy

| Revision Record of Published Versions |               |         |  |
|---------------------------------------|---------------|---------|--|
| Author                                | Creation Date | Version | Status                                     |
| West Jesmond Primary                  | October 2021  | 1.0     | Policy for Staff and governor consultation |

Next Review due by: September 2022

#### Introduction

At West Jesmond we are very proud of the teachers who have joined us at the start of their careers and through support, development and nurturing, have developed into outstanding teachers and, in many cases, as leaders in our school and across our region.

The first years of teaching are not only very demanding but also of critical significance in the professional development of the Early Career Teacher (ECT). It is vital new teachers get a good start to their teaching careers through appropriate transitional support.

Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

The policy should be read in conjunction with the statutory guidance:

[Appropriate bodies guidance: induction and the early career framework \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90421/appropriate-bodies-guidance-induction-and-the-early-career-framework.pdf)

[Early Career Framework \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90421/early-career-framework.pdf)

[Teacher Recruitment and Retention Strategy; Supporting teachers to make a difference \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90421/teacher-recruitment-and-retention-strategy-supporting-teachers-to-make-a-difference.pdf)

#### ECT Requirements

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- For a full-time ECT, the induction programme will typically last for a two academic years. Part-time ECTs will serve a full-time equivalent
- An Appropriate Body has the main quality assurance role within the induction process.
- The Appropriate Body (**Three Rivers Teaching Hub**) is responsible for checking that Headteachers have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.

- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

## Purposes

Our school's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

We aim to:

- provide support to meet the needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of outstanding classroom practice
- help ECTs form productive relationships with all members of the school community
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- provide opportunities to work with ECTs across our Ouseburn Learning Trust
- ensure a smooth transition to prepare to help ECTs meet all the Teachers' Standards

The whole staff will be kept informed of the ECT Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

## Roles and Responsibilities

### The Governing Body will;

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the headteacher is fulfilling their responsibility to meet the requirements of an induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- If required, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- Request general reports on the progress of the ECT(s) in school. (This would usually be the role of the Personnel Committee)

### The Headteacher

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction. The Headteacher and all members of the SLT at West Jesmond play an active part in the development and support of ECTs in our school.

Key Headteacher responsibilities are:

- Ensuring an appropriate induction programme and support are in place
- Ensuring that formal assessments are carried out and reports completed
- Maintain and keep accurate records of employment that will count towards the induction period
- Participating in the appropriate body's quality assurance procedures of the induction programme
- Recommending to the Appropriate Body (TRTH) whether an ECT has met the requirements for satisfactory completion of the induction period.
- To observe and give written warnings to any ECT at risk of failing to meet the Teachers' Standards
- Keep the governing body aware and up to date about induction arrangements and ECT progress

### **The Early Career Teacher Lead**

The SLT ECT lead is essential to the success of the Early Career Framework and inducting ECTs into our school. They have responsibility for ensuring the mentor and ECT have the appropriate timetables and CPD programme to ensure that they can make the most of the programme. They will always be a member of the school Senior Leadership Team.

The ECT lead provides regular monitoring and support for ECTs and mentors and coordinates assessment and moderates judgments across the school

The Lead will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

The ECT lead is a separate role to that of mentor.

### **The Mentor**

The mentor has a key role in supporting the ECT during induction and is separate to the role of the induction tutor. They will work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme. A mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. This role involves providing, or coordinating guidance and effective support including instructional coaching and mentoring for the ECT's professional development.

### **The ECT will:**

- Provide evidence that they have QTS and are eligible to start induction

- Meet with their ECT Mentor at the start of the programme to agree priorities and keep these under review
- Agree with their ECT Mentor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards in an ECT folder
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their ECT Mentor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms

**When the ECT has any concerns,**

They will:

- Raise these with their ECT Mentor and/or the ECT Lead as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their ECT Mentor/ ECT Lead or within the school

**Entitlement**

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENDCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload in the first year and 5% in the second year (in addition to PPA time). This time is used for participating in the school's induction programme.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Standards.

### Assessment & Quality Assurance.

The assessment of ECTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Progress Reviews or Assessment Reports) will be used.
- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view. Copies of any records will be passed to the ECT.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Termly Progress Reviews and Assessment Reports will give details of:
  - o areas of strength and areas requiring development
  - o evidence used to inform judgement
  - o targets for coming term
  - o support to be provided by the school

### Where Support Is Needed

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to address the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

### Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, ECT Lead, headteacher) in the first instance. Where the school does not resolve them, the ECT should raise concerns with the named Appropriate Body contact.

This policy will be reviewed in July 2022 to reflect any Early Career Teachers we have employed for September 2022.