

## **Early Careers Teacher (ECT) Policy**

### **Rationale**

Our school recognises that the early years of teaching are both demanding and of considerable significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme aims to ensure a smooth transition from initial teacher training into the teaching profession through appropriate guidance, support, and challenge. Our early career teacher (ECT) induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built. This policy must be read in conjunction with the statutory guidance on Induction for Early Career Teachers, at; <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

Our school may continue to employ Newly Qualified Teachers (NQTs) who are those teachers who started Induction prior to September 2021 when the new ECF-based Induction arrangements were introduced. References to ECTs throughout this Policy should be read as also referring to NQTs.

### **Our Induction Programme**

Our school's ECT induction programme 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.

#### ***Specifically, we will:***

- register with an Appropriate Body (see Appendix 1) in a timely manner and work with them to provide high quality support to our ECTs.
- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- provide individualised support through high quality mentoring and coaching
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- support ECTs to become reflective practitioners
- 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
- ensure a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards; <https://www.gov.uk/government/publications/teachers-standards>

All staff will be kept informed of the school's ECT Induction 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**

Our school carries out its responsibilities in line with the [Statutory Guidance on induction for early career teachers](#) (or Statutory Guidance for newly qualified teachers as applicable).

The key people and organisations involved in ECT Induction at our school are the ECT, Headteacher, Induction Tutor, ECT Mentor, Governing Board and Appropriate Body. *See Roles and Responsibilities at Appendix 1.*

### **Support**

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.

*(Insert if using Stockport Appropriate Body)*

The ECT section of Stockport's Learning Leads portal provides a useful resource for ECTs, Induction Tutors and Mentors, who will be familiar with its contents.

### **Key aspects of the ECT induction programme at our school are as follows:**

- Access to a high quality and personalised induction programme.
- Time planned in for the ECT to meet with the Induction Tutor in the first weeks to discuss professional development needs and ensure appropriate support is in place
- Help and guidance from an Induction Tutor who holds qualified teacher status (QTS), is well prepared for the role and co-ordinates the induction programme. Meetings take place during designated ECT/Tutor time allocated on the timetable.
- As required, meetings and support from subject, phase leads, SENDCO and other key staff.
- A programme of observations of experienced colleagues teaching.
- Regular observations of ECTs teaching by experienced colleagues.
- Prompt written and oral feedback on teaching observed, with targets and feedback/advice provided.
- Any areas of practice or behaviour that may prevent the ECT meeting Teachers' Standards are addressed in a timely, honest, and professional manner.
- Professional development opportunities based on agreed targets and identified needs are built in to the ECTs induction programme.
- ECTs at risk of not meeting the Teachers' Standards are provided with detailed success criteria for identified areas of development.
- ECTs are encouraged to develop and access professional networks to support them, including those available via their professional association.

### ***In addition, ECTs will receive:***

- Support from an ECF Mentor, including regular meetings and guidance through the ECF-based programme. Meeting should take place during designated ECT/Mentor time allocated on the timetable.
- A reduction in workload (in addition to PPA time) of 10% in the first year and 5% in the second year. This CPD time is used for participation in the school's induction programme, other professional development activities and meetings with induction tutor.
- An ECF-based Training Programme
  - **Option 1:** A funded provider led programme accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.
  - **Option 2:** Schools deliver their own training using DfE accredited materials and resources. Schools use freely available DfE accredited materials, which include ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the DfE and quality assured by the Education Endowment Foundation.
  - **Option 3:** Schools design and deliver their own two-year induction programme for ECTs based on the ECF.

### **Assessment and 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, target setting) and summative assessment (professional review and formal assessments) will be used
- Assessments will draw on views from all staff, who have a role in the ECTs development to gain a reliable overall view
- Assessment will draw on evidence from planning, pupils' work, pupil progress, relationships with staff, pupils and parents, and formal observations of teaching
- The Headteacher will ensure that assessment procedures are consistently applied and validated.
- Copies of all records will be passed to the ECT
- Professional review meetings will cover:
  - Areas of strength
  - Areas requiring development
  - Evidence used to inform judgement
  - Targets for the next term
  - Support to be provided by the school

### **At risk procedures**

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

- The Induction Tutor will ensure a formal action plan is put in place and formally write to the ECT to outline the concerns as appropriate.
- An expectation is established that the support provided will enable any weaknesses to be addressed.
- A record of the exact nature of the issues, advice given on how to address the issues and the support to be provided.
- Agreed, attainable targets for action within an agreed timescale, 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 specific areas of teaching through observation
- Early warning of the risk of failure to meet one or more of the Teachers' Standards will be given to the ECT. 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 (Induction Tutor, Mentor, Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact.

ECTs are encouraged to contact their Professional Association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.

# **The Federation of Kintore Way Nursery School & Children's Centre & The Grove Nursery School**

**Policy Name Early Careers Teacher (ECT)**

**Kintore Way Nursery School and Children's Centre Admissions Policy**

**Adopted and signed on behalf of The Federation of Kintore Way Nursery School & Children's Centre & The Grove Nursery School by the Governing Body at the meeting on**

**29<sup>th</sup> March 2022**

**Name of Governing Body Representative**

**Teresa Ali**

**Signature of Governing Body Representative**



**Date signed 29<sup>th</sup> March 2022**

**Date to be reviewed: December 2021**

