

St. Peter's C of E Primary & Nursery School



Early Career Teacher (ECT) Policy

Updated Spring 2024
To be reviewed annually

Policy for the Induction of Newly Qualified Teachers (ECTs) at St. Peter's C of E Primary & Nursery School

Rationale

The first year of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital that new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme 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 our ECTs to establish a secure foundation upon which a successful teaching career can be built.

Aims

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 ours and future schools. Specifically, we aim to:

- ~ provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs;
- ~ provide bespoke, individualised support through high quality mentoring;
- ~ provide ECTs with examples of good classroom practice through observations;
- ~ help ECTs form productive relationships with all members of the school community and stakeholders;
- ~ 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;
- ~ ensure a smooth transition from teacher training, to enable ECTs meet all the Teachers' Standards.

The whole staff will be kept informed of the school's ECT Induction Policy and are encouraged to participate, wherever possible, in its implementation and development e.g. by allowing ECTs to observe their lessons and having open dialogue with ECTs about teaching and learning. 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

The governing body are fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECTs, as to whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the headteacher's report and/or direct contact with the ECT coordinator in school.

For the year 2023 – 2024, the school's induction coordinator is Bettina Houghton; although at present, we have no ECTs in school.

The Headteacher

The headteacher at St. Peter's C of E Primary School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to a coordinator, the headteacher will also observe each ECT through learning walks and/or drop-ins at least once each term and receive feedback on the ECT's progress. Statutory responsibilities are:

- ~ ensuring an appropriate induction programme and support are in place;
- ~ recommending to the Appropriate Body (Nottinghamshire Local Authority) whether an ECT has met the requirements for satisfactory completion of the induction period.

In addition to the statutory requirements the headteacher will: observe and give sufficient warning to any ECT at risk of failing to meet the Standards in order to ensure that adequate time is given for the ECT to address any concerns, be responsible for ensuring that appropriate support (including support for well-being) is put in place, and keep the governing body aware and up to date about induction arrangements and NQT progress.

Induction Coordinator

The principal requirement for the ECT coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into St Peter's C of E Primary School's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance. The induction coordinator will make the formal judgments regarding ECT progress.

Tutor (Mentor)

In addition to the coordinator, who has the responsibility for the formal assessment of ECTs, a tutor is appointed to provide support on an informal daily basis and through a formal weekly or fortnightly timetabled slot. At St. Peter's, the ECT co-ordinator is also the tutor due to us being a very small school and only having 2 Key Stage Two classes.

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 understanding in relation to the Teachers' Standards as achieved during training.

The key aspects of the induction programme for ECTs at St. Peter's C of E Primary School are as follows:

- ~ Access to an induction programme that will commence upon appointment and be reviewed after each assessment period;

- ~ Help and guidance from an induction coordinator who is trained and prepared for the role and will coordinate the induction programme;
- ~ Regular meetings with a trained tutor/mentor and, as needed, meetings with phase leaders, subject coordinators, SENCo and other professionals;
- ~ A programme of observations of experienced colleagues' teaching;
- ~ A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the school's Induction programme, other professional development activities (such as observing other experienced practitioners) and meetings with the tutor/mentor;
- ~ Regular observation of ECT's teaching by experienced colleagues (at least once every half term by the induction coordinator);
- ~ Provision of a half-termly review;
Provision of a 6 weekly action/support/teacher improvement plan with identified objectives and clear success criteria and prompts in the form of written as well as verbal feedback on teaching observed, with targets and feedback/advice provided;
- ~ Identifying and providing support for any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner;
- ~ Providing opportunities for further professional development based on agreed targets and identified needs within a reasonable timeframe;
- ~ Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous and objective. The induction coordinator will ensure that all assessments are completed in a timely manner.

Bettina Houghton will use the following guidelines for ECT assessment:

- ~ The criteria used for formal assessments will be shared and agreed in advance;
- ~ Both formative assessment (e.g. lesson observations and target setting, work/marking/book scrutiny feedback) and summative assessment (termly induction 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;
- ~ Assessment will use 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 coordinator will ensure that assessment procedures are consistently applied;
- ~ Copies of any records, including meetings and observations, will be passed to the ECT concerned;
- ~ Termly assessments will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school.

At risk procedures

- ~ If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:
- ~ A meeting to set the expectation is established that the support provided will enable any weaknesses to be addressed;
- ~ Recorded diagnosis of the exact nature of the issues and advice given on how to redress 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/alert of the risk of failure will be given to the ECT and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties, further support, advice, guidance and direction will be given by the Appropriate Body. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. The named contact for the Appropriate Body, Bryony Charnock-Walmsley, 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 NQT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (tutor, coordinator, headteacher) in the first instance.

Where the school does not resolve them the ECT should raise concerns with Bryony Charnock-Walmsley the named person in Nottinghamshire Local Authority acting as the Appropriate Body.

This policy was agreed and adopted in March 2024. It will be reviewed as a part of the school's development cycle by March 2025. Prior to this date should there be any changes to statutory requirements then amendments will be made.