



Danesfield School Early Careers Teacher (ECT) Policy

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Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide ECTs with examples of good practice;
- to help ECT form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help ECTs perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the school 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

The Governing Body

The governing body will be fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, 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 results of formal assessment meetings.

The school's Induction Tutor is Rebecca Scrace

The Governor with responsibility for ECTs is Sean Collins

The Headteacher

The Headteacher at Danesfield 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 an induction tutor, the head teacher will also observe each ECT at least once each term if necessary. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Head may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleagues. In addition to the statutory requirements the head teacher will:

- observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

The principal requirement for the ECT induction tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into our school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of ECT performance.

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the performance against the Teachers' Standards.

Entitlement

The ECT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with 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 standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs at Danesfield are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss the Career Entry and Development Profile, 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 mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.

- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Termly assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

(All of the above will be clearly referenced to the Teachers' Standards)

At risk procedures

If any ECT encounters difficulties in their performance against 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 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 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.

Where necessary, the Head/Appropriate Body's adviser will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact. Details are included in The Essential Guide to Induction.