



Tudhoe Learning Trust

Early Career Teacher Policy

Approved by: Trust Chief Executive Officer **Date:** September 2021

Last reviewed on: September 2021

**Next review due
by:** September 2022

Introduction

The Early Career Teacher (ECT) induction process at Tudhoe Learning Trust 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.

1. Purpose

Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs.

The purpose of induction includes:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate counselling and support through the role of an ECT Mentor;
- to provide ECTs with varied examples of good practice;
- to help ECTs form good relationships with all members of the school community;
- 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 current Teachers' Standards.

This policy reflects a structured whole Trust 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.

2. Roles and Responsibilities

The Governing Body/Board of Directors

The governing body and the Board of Directors will be fully aware of the contents of the DfE Statutory Guidance on Induction for ECTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs.

Careful consideration is given, prior to any decision to appoint an ECT, whether the Trust school currently has the capacity to fulfil all its obligations. The governing body/Board of Directors will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Head Teacher

The Head Teacher plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an ECT Mentor, the Head Teacher will also observe each ECT as required, but at least once a term.

Statutory responsibilities are:

- Selecting an ECT Mentor and ensuring they are registered with the Department for Education (DfE);
- Registering the ECT with the DfE;

- Ensuring an appropriate induction programme is organised;
- Informing the DfE as to whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Head Teacher may not delegate these responsibilities, many of the associated tasks will be carried out by an ECT Mentor or other suitably experienced colleagues.

In addition to the statutory requirements the Head Teacher will:

- Observe and (if necessary) give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the DfE immediately;
- Keep the governing body informed about ECT induction arrangements and the results of formal assessment meetings.

The ECT Mentor

The principal requirement for the ECT Mentor is to provide regular support. The mentor will match judgements about ECT performance against the Teachers' Standards.

The role also requires the ECT Mentor to keep records of activities and evidence of monitoring the quality assurance of provision.

It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in school, providing support and guidance and enabling the rigorous but fair assessment of ECT performance.

3. Entitlement

The ECT should be proactive in their 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 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 their new role and how they will be supported;
- Help and guidance from an ECT Mentor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the ECT Mentor and other key staff as appropriate;
- Time and regular opportunities to meet with other ECTs and teachers.
- 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;
- Opportunities for further professional development based on agreed targets.

Lesson Observation, Review and Target Setting

These will be followed and completed in accordance with the DfE 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 and support to be provided by the school.

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

At Risk Procedures

If an 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 LA 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 Teacher will support the ECT Mentor and ECT in observations and in 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 DfE contact.