

Moorside Primary School



Early Career Teacher Policy (ECT)

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in belonging to a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens.
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever changing world.
We want all of our children to effectively engage with each other and with our community.

Our Values**We all believe...**

Our local community deserves a school they can be proud of.
We are a caring community where everyone is welcome.
We all value, respect and support each other.
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.
Everyone will demonstrate good manners at all times.
Everyone will respect each other and show consideration.
Everyone will respect and care for our environment and resources.
Everyone will celebrate each other's successes and achievements.

Rationale

Early Career Teachers represent an exciting opportunity to bring new ideas and a fresh outlook to our school. However, they require a careful induction programme if the initial years are to be successful ones. All staff in school have a role to play in supporting the teacher new to the profession. Subject leaders and members of the senior leadership team have a significant part in the process of ensuring that expertise and advice is available as necessary. This policy aims to clarify some of the roles and requirements necessary following the appointment of an Early Career Teacher (ECT).

Aims and Purposes

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

We aim to:

- Ensure there is access to a well-structured training and induction programme underpinned by the ECF.
- Provide regular support through the allocation of a well-trained mentor and induction tutor.
- Give access to examples of good practice linked to teaching, learning and assessment.
- Celebrate successes, identify areas for further development and provide support where needed.
- Support the ECT to develop positive relationships with all members of the school community.
- Help the ECT to understand the roles and responsibilities of a teacher. □ Provide a firm foundation for longer-term professional development.
- Support the ECT the best we can to perform satisfactorily towards the Teachers' Standards.

School Arrangements

Appropriate meeting dates will be agreed between the ECT and their mentor/induction tutor. One or more meetings may take place before they take up their post where possible. During the meetings, the new member of staff will be made aware of:

- Key school personnel, their roles and responsibilities □ School layout – emergency exits, toilets, classrooms etc.
- Term dates, school times, meeting dates and times
- Signing in procedures, fire drill arrangements and other safety and security issues
- Emergency procedures
- Arrangements for first aid
- Accident and incident reporting
- School Security Policy
- School Critical Incident Handbook
- Class Information
- Curriculum information
- Special Needs information
- All necessary contact numbers

They should be given to read:

- Keeping Children Safe in Education
- All policies related to Safeguarding
- Teaching, Learning and Assessment Policy
- Early Years Foundation Stage Policy
- Behaviour Policy

- Calculation Policy
- Marking and Feedback Policy
- Reading Policy alongside Intent, Implementation and Impact information
- The Health and Safety Policy including the school Fire Plan

Timetable Reduction

In the first and second years of induction, the ECT is entitled to a reduced timetable.

In the first year, arrangements will be made to enable 10% of the timetable (as well as 10% for PPA time) to be kept for professional development. This means that the ECT teaches for no more than 90% of the time that another teacher would be expected to teach. This release time is protected and allocated at appropriate intervals. In our school, this is organised by the Senior Leadership Team, which in-cooperates bespoke timetables alongside coverage from the PPA team. In the second year, the ECT is entitled to a 5% reduction in timetable.

Roles and Responsibilities

The Governing Body

The governing body are fully aware of the contents of the DfE's Statutory Guidance on Induction for Early Career Teachers which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given by our school, prior to any decision to appoint an ECT, whether we currently have the capacity to fulfil all obligations. The governing body will be kept aware and up to date by the Head teacher about induction arrangements and will receive general reports on the progress of the ECT.

Head teacher

The Head teacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction. The Head teacher will check that the ECT has been awarded QTS prior to taking up post.

The Head teacher will determine the Appropriate Body and register the ECT prior to them taking up post.

The Statutory Induction Guidance will be checked to ensure that all other responsibilities are fulfilled.

Induction Tutor

The induction tutor will:

- provide or coordinate guidance for the ECT's professional development
- ensure that the ECT's teaching is observed and feedback provided
- carry out regular progress reviews throughout the induction period
- undertake two formal assessment meetings and will consult with other colleagues as appropriate
- ensure the ECT is clear about their progress towards the Teacher's Standards
- share progress review records and formal assessment records with the ECT, head teacher and appropriate body
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments

- ensure the ECT is aware of how they can raise any concerns about their induction programme or their personal progress
- take prompt, appropriate action if the ECT appears to be having difficulties
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way

Mentor

The mentor will:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback and support
- work collaboratively with the ECT and other colleagues involved in the ECT's induction to help ensure the ECT receives a high-quality ECF-based induction programme
- provide, or broker, effective support, including phase or subject specific mentoring and coaching
- take prompt, appropriate action if the ECT appears to be having difficulties

ECT

The ECT at **our** school should be proactive in their own career development. They will be expected to engage with:

- an induction programme that will commence upon appointment
- their mentor/induction tutor, senior leaders, subject coordinators and other key staff where appropriate
- experienced colleagues when observing their teaching
- experienced colleagues whilst their teaching is observed and monitored
- advice and guidance following any monitoring activities
- opportunities for further professional development based on agreed targets

They will also be expected to:

- agree with their induction tutor how best to use their reduced timetable allowance
- provide evidence of their progress against the Teachers' Standards
- raise any concerns with their induction tutor as soon as practicable
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the school
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- retain copies of all assessment reports and progress reviews

Reviewing Performance

During the induction period, each ECT will be observed regularly by the induction tutor and/or by others as appropriate. The first observation should take place during the first four weeks.

Other forms of performance review, such as learning walks, pupil voice, pupil progress meetings, work scrutiny, should also be carried out. These will be in accordance with the school monitoring schedule.

Performance will also be reviewed in line with the DFE's guidelines on ECT induction.

Assessments and Progress Reviews

Progress Reviews

Progress reviews will take place in each term where a formal assessment is not scheduled. Progress reviews are not formal assessments and there is no requirement for the ECT to create evidence specifically to inform a progress review. ECTs are expected to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review will be retained and given to the ECT after each meeting. The record will clearly state whether the ECT is on track to successfully complete induction. Evidence will be briefly summarised by the induction tutor and the agreed development targets noted.

Objectives will be reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Formal Assessments

ECTs will receive a formal assessment in the final term of the first year (term three) and in the final term of the second year of induction (term six).

The formal 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, pupil progress, pupil voice, learning walks and drop ins), summative assessment at assessment points 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.
- The induction tutor will ensure that assessment procedures are consistently applied.
- The school and the original (given to the ECT) will retain copies of assessments.
- Formal assessment reports will give details of; areas of strength, areas requiring development, evidence used to inform judgements and targets for the next formal assessment period.

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

The final assessment meeting is at the end of the induction period, and will form the basis of the Head teacher recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Interim Assessments

When the ECT leaves after completing one term or more but before the next formal assessment would take place, the induction tutor or Head teacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves to ensure that the ECT's progress and performance since the last assessment are captured.

Unsatisfactory Progress

If there are any concerns regarding unsatisfactory progress towards the Teacher's Standards, the following will be put into place:

- An expectation that the support provided will enable any issues to be addressed.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Support will be clearly outlined and matched closely to the targets identified.
- Where appropriate, experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching, learning and assessment.
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body immediately.

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 induction 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.

The Head teacher will seek advice from HR should concerns remain.

Addressing NQT 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. In Gateshead this is Melanie Maitland melaniemaitland@gateshead.gov.uk (0191) 4338622.

Links with other Policies

The Early Career Framework and Statutory Guidance for ECT Induction should be read in conjunction with this policy.

[Early career framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) Revised March 2021.

[Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[The Early Career Framework: Useful links, resources and guidance • Chartered College of Teaching](#)

Date to be implemented:	April 2023
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Date for review:	April 2024
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