



Adopted by Full Governors on 6.7.23 Item 10a

Early Careers Teacher (ECT) POLICY & PROCEDURES

This policy applies to ECTs who start their induction on or after 1 September 2021.

1. Scope of the Policy

- 1.1 At Whitley Bay High School, we provide a coherent and structured programme of induction, which along with the Early Careers Framework (ECF), outlines the school's ethos and procedures, provides support to new staff to operate successfully in school, and ensures continued professional development.

All ECTs whilst in post at WBHS will have access to:

- The full ECF programme delivered in conjunction with Ambition Institute and the Three Rivers Teaching School hub.
 - Bespoke training relating to the contextual nature of the school for a minimum of 8 sessions which usually take place on a Thursday after school (in the school calendar).
 - Observation of staff within the department.
 - Observation of experienced staff outside of the department.
 - North Tyneside ECT local authority training.
- 1.2 In addition, where possible we will encourage ECTs to collaborate with other schools in the local authority in various training events.
- 1.3 All ECTs will be assessed by the appropriate body which is North Tyneside Local Authority. Assessment will be conducted against the Teaching Standards.

2. Aims of the Policy

- 2.1
- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2021.
 - Provide ECTs with a supportive environment that enables them to grow personally and professionally, to be effective and successful teachers.
 - Make sure all staff understand their role in the ECT induction programme.
 - Provide effective and continued CPD from targets identified via the Core Content Framework during the Initial Teacher Training year.

3. Legislation and Statutory Guidance

- 3.1 This policy is based on:
- The Department for Education's (DfE's) statutory guidance Induction for Early Career Teachers (England) from 1 September 2021.
 - The Early Career Framework reforms.

- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 The 'relevant standards' referred to below are the Teachers' Standards, available here: [Teachers' standards: overview \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/teachers-standards-overview.pdf)

4. ECT Induction Programme

- 4.1 The ECT induction programme will act as a bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the ECF, with monitoring and an assessment of performance against the Teachers' Standards.
- 4.2 The programme is informed by educational research to bring about lasting change in teachers' understanding and practice. The programme takes a recurring weekly approach to study and coaching, so teachers and the mentors supporting them can be involved in powerful routines for improvement.
- 4.3 Each week involves an hour meeting which is scheduled to include 15 minutes of observation (in person or using video) alongside 45 minutes of instructional coaching and general mentoring. Weekly sessions therefore require the ECT and mentor to engage in:
 - Concise, accessible summaries of the evidence, with optional further reading, so teachers can gain understanding quickly.
 - Short videos of experts talking through the most important insights and showing what they look like in practice.
- 4.4 Induction will provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.
- 4.5 Each ECT will:
 - Have an appointed Induction Coordinator, who will have qualified teacher status (QTS).
 - Be provided with the necessary experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of the induction period.
 - Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.
 - Not have unreasonable demands made upon them.
 - Have a mentor that is experienced and well-prepared for the role. The Induction Coordinator will also support and lead the team of ECT mentors to ensure all ECTs receive support of the highest quality.

- Log their professional development using the online portal Steplab via Ambition.

5. Support for ECTs

5.1 We support ECTs with:

- Their designated Induction Coordinator, mentor and subject leader, who will provide day-to-day monitoring and support.
- The Induction Coordinator will co-ordinate their assessments.
- Their Induction Mentor will provide regular structured mentoring sessions and observations that are followed up with prompt and constructive feedback.
- A programme of additional training which develops an understanding of the context of the school and standard operating procedures.
- The opportunity to learn from expert colleagues in the school through observation.

6. Assessments of ECT performance

- ### **6.1**
- Our ECTs will be judged against the Teacher Standards; engagement with weekly resources and progress in observations.
 - Each ECT will be assessed through Progress Reviews at the end of term 1,2, 4 and 5. With 2 Formal Assessments conducted in term 3 and 6 (end of Year 1 and 2). This will involve a lesson observation and formal meeting with the Induction Coordinator on behalf of the appropriate body at each stage of assessment.
 - ECTs must evidence how they have met the Teachers' standards. Whitley Bay High School encourages trainees to keep online evidence, and submit progress against the Teaching Standards as part of progress review meetings and formal assessments.
 - The final assessment report will be sent to the appropriate body during the penultimate week of each term. This will allow the appropriate body to make the final decision on whether the ECT has passed their induction period.

7. At-risk procedures

- ### **7.1**
- If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:
- Areas in which improvement is needed are identified
 - Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
 - An effective support programme is put in place to help the ECT improve their performance, which will be approved by the Headteacher

- The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review. If there are still concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the Induction Coordinator and/or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

8. Roles and responsibilities

There are 3 main roles that a school is required to have established to deliver the ECF. They include:

- Induction Coordinator who has overall responsibility for the delivery of the ECF in conjunction with Ambition and The Three Rivers Teaching School Hub. The Induction Coordinator also acts as the assessor of an ECT's progress against the Teaching Standards at the school.
- Induction Mentor provides the delivery of the ECF curriculum by meeting the ECT every week in Year 1 and every fortnight in week 2.
- The ECT is the teacher working in school who is in their first or second year of teaching. They follow the ECF curriculum and are assessed against the Teaching Standards.

Additional to these roles, the Subject Leader has responsibility in providing day to day support and subject specific CPD as part of the whole school meeting and training calendar.

8.1 Role of the ECT

8.1.1 The ECT will:

- Meet with their Induction Coordinator and mentor at the start of the programme to discuss and agree priorities, and keep these under review.
- Agree with their Induction Coordinator how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Keep copies of all assessment reports.
- Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and the teaching hub and institution selected to fulfil the ECF requirements.

8.1.2 When the ECT has any concerns, they will:

- Raise these with their Induction Coordinator as soon as they can.
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their Induction Coordinator or within the school.

8.2 **Role of the Induction Coordinator**

8.2.1 The Induction Coordinator will:

- Support mentors and ECTs to engage with the programme.
- Co-ordinate and conduct observations of ECTs around Progress Review and Formal Assessment time.
- To check engagement with the weekly completion of modules on StepLab and the observation feedback
- To ensure that the ECTs are getting the support and challenge they need from their mentor and the wider school community.
- To update the Headteacher on ECT progression.
- To complete progress and formal reports on whether ECTs are making satisfactory progress towards meeting the Teacher Standards or not.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

8.2.2 On behalf of the Headteacher, the Induction Coordinator will also:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the appropriate body.
- Notify the appropriate body when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance.
- Make sure an appropriate ECF-based induction programme is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.
- Make the governing body aware of the support arrangements in place for the ECT.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory.

- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years.

8.3 **Role of the Induction Mentor**

The Induction Mentor will:

- Weekly meetings with the ECT for structured mentor sessions to provide targeted feedback.
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme.
- Participate in all relevant training provided by the school and teaching hub/institution selected to fulfil the ECF criteria.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring.
- Act promptly and appropriately if the ECT appears to be having difficulties.