

# Westhead Lathom St James' CE Primary School



## Early Career Teacher Policy

**Last reviewed: Summer 2024**

**Next review: Summer 2025**

Issue	Date	Author/Editor	Revision Notes
2	Summer 2021	Helen Clark	Early Career Framework reforms added.
3	Summer 2023	Helen Clark	No changes required
4	Summer 2024	Helen Clark	No changes required

**Vision Statement: Our Vision for the Future**

***'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'***

***'With God's power working in us, God can do much, much more than anything we can ask or imagine.'*** Ephesians 3:20 New Century Version (NCV)

From September 2021 the induction period for newly qualified teachers changes from one year to two. This new induction period is known as the Early Career Framework and teachers at this stage known as Early Career Teachers. A summary of the changes can be seen in the table below.

	<b>Current Arrangement</b>	<b>from September 2021</b>
<b>Length of support</b>	One year	Two years
<b>Timetable reduction</b>	10% reduced timetable for one year	10% reduced timetable in Year One 5% reduced timetable in Year Two.
<b>Content</b>	No defined content	Induction should be based on the Early Career Framework
<b>Role of the mentor</b>	Role of the mentor not defined as separate from the induction tutor.	Access to two years of support from a designated mentor separate from the induction tutor
<b>Assessment</b>	Marked against Teacher Standards Three formal assessment points	Marked against Teacher Standards Two formal assessments – supported by regular progress reviews Early Career Framework is not an assessment tool
<b>Funding</b>	Funding for induction included as part of core school budget	Schools will receive additional funding to deliver ECF based induction to fund the additional activity in the second year.
<b>ECT Pay</b>	Following first year, teachers can progress up the pay scale	Still be able to progress on the pay scale as current arrangements allow, both during and after induction
<b>Role of the Appropriate Body</b>	Checking new teachers receive statutory entitlements and are fairly and consistently assessed	Checking new teachers receive statutory entitlements, are fairly and consistently assessed, and receive a programme of support and training based on the ECF

## **ECT Policy Aims:**

Our ECT induction process will:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective teamwork at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- build co-operation between all staff in our school;
- ensure that all staff are valued and recognised as the school's most important asset.

## **Guidelines:**

All of our induction activities are planned in the context of the school's vision, goals, values and guiding principles, and the core standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction. Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors. Resources will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school which are in line with the DfE Teachers' Standards.

## **Management and Organisation of Induction**

The Headteacher, is responsible for the overall management and organisation of Induction of Early Career Teachers across the whole school. This includes a whole school planning and quality assurance role. For Early Career Teachers the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at an individual ECT level. Each Early Career Teacher is provided with an Induction Tutor who will be a named senior, experienced or competent member of staff.

## **What you can expect from school:**

- Access to an approved training provider (Embrace Teaching Hub) for the period of the two year induction. The SHARES schools have agreed to use the same training provider for all ECF teachers to ensure that there is consistency across the cluster as well peer support.
- Access to an Induction Tutor who is able to offer professional support, to monitor progress and provide well founded feedback
- Observation of your work and provision of feedback; this should be co-ordinated by your Induction Tutor and be well targeted. The choice of focus of the observations should be informed by the objectives in your Career Entry and Development Profile and the Early Career Framework

- Opportunities for the observation of experienced teachers in order to gather evidence to support the development of good practice in specific areas of teaching; this could be in your own school or in another school
- A professional review of progress in discussion between you and the Induction Tutor, at least each half term
- Review discussions should result in the recording of progress towards your objectives and, where necessary, the setting of new ones, as well as identification of the steps to be taken to support you in meeting these. Copies of records made should be passed onto you
- Professional development during the induction period. This should be based on the strengths and areas for professional development identified at the close of your Teacher Training Programme, as well as the Teachers' Standards and any new or revised objectives that are agreed at review meetings

**Opportunities will be provided for ECTs to:**

- Participate in the school's general induction arrangements for new staff
- Have access to any additional training provided for the staff at the school and contribute with other teachers to specific school improvement activities within the school
- Spend time with the school SENCO in order to address specific and general SEN issues
- Make links with EC teachers in the local cluster of schools
- Receive, where appropriate, training and advice from professionals from outside the school, attend external training events which are relevant to identified needs and, where appropriate, join any networks for ECTs established by groups of schools or by the Local Authority

**The induction tutor provides the ECT with day-to-day monitoring and support and must:**

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- carry out twelve reviews of progress during the induction period ;
- undertake two formal assessments during the total induction period co-ordinating input from other colleagues as appropriate;
- ensure that at least twelve observations of the ECT's teaching take place and that the ECT is provided with copies of written feedback records;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt and appropriate action where an ECT appears to be experiencing difficulties.

**Induction tutors will be supported in their role by:**

- being provided with information from the Council, approved training body, and school, relevant to the induction process;
- being offered training provided by the Council or approved training body on the Role of the Induction Tutor;
- having meetings with the member of staff responsible for the overall induction programme in the school;

- the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme;
- asking for feedback from the school, the Council and the , approved training body on the quality of their work.

## **Expectations of ECTs**

### **As an ECT you are expected to:**

- Register your presence with the Local Authority via the on-line registration form
- Make your strengths and areas for professional development available to the school at a very early stage and work with your Induction Tutor to use this, the Early Career Framework, and the Teachers' Standards as a basis for setting objectives for professional development and for devising an action plan;
- Take part in planning your induction programme, including the identification and reviewing of objectives
- Engage fully in the programme of monitoring, support and assessment that is agreed with your Induction Tutor, taking increasing responsibility for your professional development as the induction period progresses
- Be familiar with the Teacher' Standards, monitor your own work in relation to them and contribute to the collection of evidence towards their final assessment
- Read and sign the assessment forms that go to the Local Authority and approved Training Body; we encourage you to comment in the space provided
- Raise any concerns you have about the content and/or delivery of your induction programme. In doing so, you should make use of the school's internal procedures for raising professional concerns in the first instance (see the section, "What to do if difficulties arise")
- Show commitment to:
  - The aims/ mission of the school
  - The effective teaching and learning of your pupils
  - Planning and marking pupils' work
  - The general welfare of the pupils in your care
  - Supporting and implementing the school's policies and practices
  - Maintaining positive standards of behaviour
  - Contribute to the community life of the school
  - High standards of conduct, attendance and punctuality
- Display loyalty, integrity and confidentiality
  - Towards the school and its reputation
  - Towards your colleagues
  - In your dealings with your pupils, and their parents

## **School Induction programme for Early Career Teachers**

The induction programme for staff new to teaching is designed to induct them into the profession and into the school. At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards. Within the resources available in the school all new

teachers are offered a mentor who will be a named member of staff. All new teachers are invited to visit the school before they take up post.

All new teachers are met on their first day by their mentor and headteacher. All new teachers are provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them.

ECTs will receive feedback on their strengths and areas for development. Induction Tutors are responsible for the day-to-day management of their ECT's induction, and will meet with their ECT regularly. The Induction Tutor reviews progress, sets targets, and identifies support strategies with the ECT. All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate.

Three statutory assessment forms will be completed during the ECT induction period. These will be documented on the ECT Manager Website and submitted to the Local Authority and must be virtually signed by the ECT, Induction Tutor and Headteacher.

In Year 1 of the ECF, each ECT has 10% professional development time during their statutory induction period plus an extra 10% planning, preparation and assessment time. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school. Each ECT has an individualised planned programme to ensure that the 10% professional development is used to the maximum effect. In Year 2 of the ECF each ECT has 5% professional development time plus the standard 10% planning, preparation and assessment time.

Each ECT develops with their Induction Tutor their own induction and support plan. Each ECT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

The Induction Tutor and school maintains a documented record of the ECTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken. Early Career Teachers who are not meeting the core standards or making satisfactory progress towards them will develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate, the Council and Training Provider will be involved to ensure the action plan is successfully implemented.