

Medlock Primary School



Early Career Teacher (ECT) Policy

September 2021

Review Date: September 2022

Aims and Expectations.

At Medlock Primary School, we believe that learning is lifelong. All staff are expected to develop their skills and knowledge. Therefore the teachers at the beginning of their careers need quality support and guidance. Our ECT offer reflects this need.

The school has a responsibility to ensure that teachers in the first two years of their career become effective in their role by offering a planned and supportive training programme for this particular stage in a teacher's professional development.

The school complies with the legal framework set out in the DfE 'guidance for schools concerning statutory guidance for appropriate bodies, headteachers, school, staff and governing body'

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

<https://www.gov.uk/government/publications/supporting-early-career-teachers>

Roles and Responsibilities

The Induction Tutors for early career teachers are assigned based on the position in the school the ECT is placed. All Induction Tutors will be members of the school leadership team. Their role is -

- To manage the effective induction of a teacher in the first two years of their career.
- To ensure the early career teacher understands the school/department/year organisation.
- To support the early career teacher in demonstrating the performance against the teaching standards is satisfactory by the end of the early career induction period.
- To meet the early career teacher at frequent intervals for a professional review
- To help the early career teacher to recognize his/her own talents and to use them, so they are equipped to be an efficient and successful teacher
- To encourage realistic self-evaluation and target setting by the early career teacher and to offer support with their on-line training.
- To provide constructive and balanced feedback from observations, which includes identifying developmental needs.
- To help the early career teacher to identify training needs and to provide appropriate support.
- To provide clear, open lines of communication.
- To promote a trusting climate
- To be role models
- To be good listeners.

- To praise and encourage.

Preliminary Visits

Following an appointment, all new staff are welcome to visit the school before actually taking up the post.

Appointees have the opportunity to attend training days and departmental and tutorial meetings if they are able.

The purposes of initial visits are -

- To be introduced to staff and familiarise themselves with the build and grounds
- To be given information on equipment and resources.
- Directed to relevant documents, including all policies.
- To be given information regarding the first day of appointment.

The First Week

The Initial Stage

At the beginning of term, it is the Induction Tutor responsibility to ensure that each early career teacher has been directed to all the essential information required for the first week of term.

The Induction Tutor will arrange a preliminary meeting with all ECTs to determine the purpose and frequency of future meetings and to answer any queries.

The Induction Tutor - Mentor

The mentor will attend all required training. They will provide weekly mentoring to their ETC in Year 1 and fortnightly mentoring in Year 2.

The mentor will ensure that the ETC is directed to all relevant documents and policies as well as providing support in the practical application of said documents.

The mentor will be available to give advice on the methodology appropriate to the departmental aims, classroom management and the resources available.

The mentor will provide help and advice with issues such as subject knowledge, subject-specific pedagogy, classroom management, rewards and sanctions, record keeping, report writing and parents' evenings.

Appraising Teacher Performance

The ECT will have lessons formally observed by experienced colleagues. In Year 1 the Induction Tutor will observe at least one lesson per term and the subject mentor will observe one lesson per half term, where possible. In Year 2, observations will be in line with the school's appraisal policy. The Headteacher also observes every teacher new to the school in the first two months of their contract.

Following a formally observed session, the mentor will provide feedback on the lesson observed, helping the ECT to analyse his/her performance and set targets for improvement.

Professional conversations with other school leaders and teachers will be signposted as part of this process and ECTs are encouraged to ask for such conversations matched to themes and subjects they feel they would want to develop.

At the end of each term, the Induction Tutor will conduct a review with each early career teacher and ask for feedback on the school's support of new members of staff. The reviews will be agreed by all parties.

Each early career teacher, in line with all new teachers, is subject to a sixth month probationary review period which will be implemented by their department's line manager, as laid out in the Probation Policy for new staff.

Problems

Should the early career teacher be experiencing any problems or be deemed a cause for concern, the Induction Tutor will discuss this with the Headteacher and a plan will be put in place to further support the ECT.

In the case of unsatisfactory progress, the procedures outlined in the statutory guidance will be followed.

Training

Arrangements will be made for ECT to observe experienced colleagues. The early career teacher will have an opportunity to observe lessons across the curriculum.

Funding will be made available for the ECT to participate in training which will enhance their professional development.

The ECT will be expected to fully engage with all opportunities to learn and be expected to discuss their practice with a view to identifying development areas and training opportunities.