



**DARWEN
VALE**

An Aldridge Community Academy 

Early Careers Teachers (ECT) Policy

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**Policy for the professional development and
Induction of Early Career Teachers (ECTs)
at
Darwen Vale High School**

Rationale

The first two years of teaching after gaining qualified teacher status are not only very demanding but also of considerable significance in the professional development, and long-term success, of the new teacher. Our school's training and induction process ensures that the appropriate guidance, support, knowledge, expectations and observations are provided through a structured but flexible individual programme.

Our induction is designed to be the bridge between initial teacher training and a successful career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and an assessment of performance against the Teachers' Standards.

This programme will enable an Early Career Teacher (ECT, formerly known as a Newly Qualified Teacher or NQT) to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built. It will also support them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the two-year induction period.

The induction offered by our school fulfils all requirements of The Early Career Framework. We have signed up for the full induction with Teach First as our Lead Provider and Aldridge Education as our main point of delivery.

Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of The Early Career Framework and induction include:

- to provide programmes appropriate to the individual needs of the ECTs
- to provide appropriate guided reflection and support through the role of an identified mentor;
- to provide ECTs with examples of good practice
- to help ECTs form good relationships with all members of the school community and stakeholders;
- 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 Teachers' Standards

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school 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.

Roles and Responsibilities

The Governing Body

The governing body will be fully aware of the contents of the DfE's Statutory guidance on induction for Early Career Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs, grounded in the Early Career Framework. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The school's Early Career Framework/ Induction Lead (ECF Lead) is Victoria Sterland.

The Governor with responsibility for ECTs is Martin Keene.

The Principal

The Principal at Darwen Vale High School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme and the Early Career Framework has been delegated to the school's ECF/ Induction Lead, the Principal will also ensure they have the appropriate knowledge of how ECTs are performing in relation to the Teachers' Standards. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up
- recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction

While the Principal may not delegate these responsibilities, many of the associated tasks will be carried out by the ECF Lead, an Induction Tutor or other suitably experienced colleagues. In addition to the statutory requirements the Principal will:

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings

Early Career Framework/ Induction Lead

The main requirement for the ECF/ Induction Lead is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising the ECT's access to the activities available through the Early Career Framework, enhancing this with any school level training, and providing support and guidance to ensure the rigorous but fair assessment of ECT performance.

ECT Induction Tutor

The principal will identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. The induction tutor will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will ensure they recognise when early action is needed in the case of an ECT who is experiencing difficulties. The induction tutor is a separate role to that of mentor. There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.

ECT Mentor

The principal will identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentors will meet with their ECT once a week and regularly observe them, offering structured feedback in the form of instructional coaching. They will also attend developmental training in order to enhance their skills in this role.

Entitlement

The Early Career Teacher 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 at [Dawern Vale High School](#) are as follows:

- Access to the Aldridge Education Early Career Framework offer, including:

Year 1

- a 6-hour face-to-face launch conference
- two 90-minute group seminars a half term
- access to 4.5 hours worth of high-quality asynchronous materials a half term, hosted on Teach First's online platform BrightSpace. These are interactive, practical and form the basis of weekly mentor sessions

Year 2

- a 3-hour face-to-face launch conference
 - one 90-minute subject-specific group seminars a half term
 - access to 45 minutes worth of high-quality asynchronous materials a half term, hosted on Teach First's online platform BrightSpace. These are interactive, practical and form the basis of fortnightly mentor sessions
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss the Early Career Framework, developments needed and how they will be assisted in making these
 - Support from an ECF/ Induction Lead in school responsible for overall coordination of the ECT's experience in their two-year induction period
 - Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the formal assessments against the Teacher Standards
 - Weekly meetings and access to instructional coaching provided by the ECT mentor
 - Regular meetings with senior managers, subject coordinators and other key staff where appropriate
 - Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme
 - Observe experienced colleagues teaching
 - A reduction of 10% of the average teacher's workload in Year 1 and 5% in Year 2. 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 experienced 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 as appropriate
- Opportunities for further professional development based on agreed targets

ECT mentors are also entitled to development to ensure their support for their ECTs is high-quality.

- Access to the Aldridge Education Early Career Framework offer for ECT mentors, including:

Year 1

- a 6-hour face-to-face launch conference
- one 60-minute group seminar a half term
- access to 1.5 hours' worth of high-quality asynchronous materials a half term, hosted on Teach First's online platform BrightSpace

Year 2

- a 3-hour face-to-face launch conference
- one 60-minute group seminar a half term
- access to 30-45 minutes worth of high-quality asynchronous materials a half term, hosted on Teach First's online platform BrightSpace

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction. An ECT's teaching will be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Formal observations of the ECT will be undertaken by the induction tutor or another suitable person from inside or outside the institution. Regular drop-ins, to inform coaching feedback, will be conducted by the ECT mentor.

Assessment and 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 as directed by Teach First, Aldridge Education and our designated Appropriate Body
- 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 ECF/ Induction Lead will ensure that assessment procedures are consistently applied by the Induction Tutors
- Copies of any records will be passed to the ECT concerned

- Assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

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

At risk procedures

If any 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 observatio
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body 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 Principal/Appropriate Body's adviser will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT two-year 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.

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 Appropriate Body contact

This policy was agreed and adopted in September 2022. It will be reviewed

- as part of the school's development cycle by September 2023 prior to this date should there be any changes to statutory requirements

This policy is based on and follows the guidance and statutory requirements set out in <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england> - 'Induction for Early Career Teachers (England)'.