



Mayfield Primary School

7. ECT



Our Vision. Our intention. Always start with why!

Valuing



# Every Achievement

**Social - Academic - Moral - Personal**

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

**we know our children must be the busiest people in any room.** Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

**We are proud to accept and respect everyone.**

Enabling

# Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*\*\* Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. \*\**



## ECT POLICY

# Mayfield Primary School

The newly qualified teacher (ECT) induction process at Mayfield Primary School ensures that the appropriate guidance, support and training includes the development of skills, knowledge, expectations, lesson observations and learning environment walks are provided through a structured, but flexible personalised programme with the individual teacher. Alongside this, there is additional guidance, support and training provided through the Early Career Teacher (ECT) framework. These programmes will enable an ECT's to form a secure foundation upon which a successful teaching career, fulfilling their professional and statutory duties, can be built.

### Aims and Purposes

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

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate counselling and support through the role of an ECF Mentor;
- to provide ECTs with varied examples of good practice;
- to help ECTs form good relationships with all members of the school community;
- 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 NQT/ECTs to develop an overview of a teacher's roles and responsibilities;
- to help ECTs perform satisfactorily against the current Teachers' Standards.

This policy reflects a structured whole school approach to an ECT 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 Headteacher is expected to:

- ensure that the ECT's post is suitable for induction
- undertake pre-employment checks with TRA that the ECT holds QTS
- register the ECT with an Appropriate Body in advance of the ECT taking up post
- ensure that the ECT has a reduced timetable
- to ensure that ECTs receive a programme of training underpinned by the ECF
- identify a person to act as the ECT's **induction tutor** to provide regular monitoring and support, and coordination of assessment
- identify a person to act as the ECT's **mentor**, to provide regular mentoring.
- ensure that the **induction tutor** and **mentor** is given adequate time to carry out the role effectively and meet the needs of the ECT
- ensure that progress reviews and assessments are carried out and reports completed and sent to the appropriate body
- make a recommendation to the Appropriate Body as to whether the ECT has successfully completed induction after the final assessment
- ensure that interim assessments are completed for any ECT leaving a post after one term or more but before the next formal assessment would take place
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction
- retain all relevant documentation/evidence/forms on file for six years



### **The induction tutor is expected to:**

- provide, or coordinate, guidance for the ECT's professional development (with the appropriate body where necessary)
- carry out regular progress reviews throughout the induction period in terms where a formal assessment does not occur
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff)
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher 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 that the ECT's teaching is observed, and written feedback provided
- 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, appropriate action if an ECT appears to be having difficulties

### **The mentor is expected to:**

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school 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 an ECT appears to be having difficulties

### **The ECT is expected to:**

- provide evidence that they have QTS and are eligible to start induction
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- provide evidence of their progress against the Teachers' Standards
- participate fully in the agreed monitoring and development programme
- 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 institution
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period
- retain copies of all assessment reports

### **The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:**

- headteachers/principals (and governing bodies where appropriate) are aware of, and are capable of, meeting their responsibilities for monitoring support and assessment. This includes checking that an ECT receives an ECF-based induction programme, a designated induction tutor and mentor, and the reduced timetable
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

### **The appropriate body is expected to take steps to ensure that:**

- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns
- induction tutors have the ability and sufficient time to carry out their role effectively
- mentors have the ability and sufficient time to carry out their role effectively
- the headteacher/principal has verified that the award of QTS has been made
- the school is providing a reduced timetable in addition to PPA time
- the ECT is provided with a named contact within the appropriate body with whom to raise concerns. This is Delyth Mathieson [delyth.mathieson@lancashire.gov.uk](mailto:delyth.mathieson@lancashire.gov.uk)



- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified.

**The appropriate body should also (as local capacity, resources and agreements allow):**

- respond to requests from schools and colleges for guidance, support and assistance with ECTs' induction programmes
- provide information to the headteacher on the types of induction available
- respond to requests for assistance and advice with training for induction tutors and mentors.

**The governing body is expected to:**

- ensure compliance with the requirement to have regard to [statutory induction for ECTs](#)
- be satisfied that the institution has the capacity to support the ECT
- ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction
- investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures
- seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process

The governing body can request general reports on the progress of an ECT

**Entitlement**

The ECT should be proactive in his/her 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 NQTs are as follows:

Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis;

- Structured visits or virtual tours will be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported;
- Help and guidance from an ECF Mentor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the ECF Mentor and other key staff as appropriate;
- Time and regular opportunities to meet with other ECTs and teachers;
- Observe experienced colleagues teaching;
- Whole staff CPD, twilights and training will be recorded to refer to at a later date, if necessary;
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction and ECF programme and is in addition to the statutory 10% non-contact time already allocated to teachers;
- Have teaching observed by experience 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;
- Opportunities for further professional development based on agreed targets.

**Early Career Framework (ECF)**

The Early Career Framework (ECF) underpins an entitlement to additional support and continued professional development for ECT's in the first two years of their career.



## **The Five Core Areas**

The content of the ECF has been designed to build upon, and complement, early career teachers' initial teacher education. It is intended to support them to develop in five core areas:

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional behaviours

## **How Does it Link to the Teachers' Standards?**

In order to align these core areas to the existing Teachers' Standards, the content of the ECF is presented in eight sections:

- High Expectations (Standard 1 - Set high expectations)
- How Pupils Learn (Standard 2 – Promote good progress)
- Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)
- Classroom Practice (Standard 4 - Plan and teach well-structured lessons)
- Adaptive Teaching (Standard 5 – Adapt teaching)
- Assessment (Standard 6 – Make accurate and productive use of assessment)
- Managing Behaviour (Standard 7- Manage behaviour effectively)
- Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

## **Lesson Observation, Learning Environment Walks, Self-Review and Target Setting**

These will be followed and completed in accordance with the DfE guidelines on ECF induction that supplements this.

## **Assessment & 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;
- 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 induction tutor will ensure that assessment procedures are consistently applied;
- Copies of any records will be passed to the ECT concerned;
- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.

(All of the above will be clearly referenced to the Teachers' Standards 2012)



## **At Risk Procedures**

If an 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 observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to Lancashire LEA 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 Headteacher/Lancashire LEA Adviser will support the ECF Mentor and ECT in observations and in planning an appropriate programme to ensure satisfactory completion of the ECT year 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 a named Lancashire LEA contact.

## **Links with Other Policies**

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

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

<https://www.gov.uk/government/publications/teachers-standards>