

Newly Qualified Teacher (NQT) and Early Career Teacher (ECT) Induction Policy



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“We know that high-quality teaching is the thing that makes the biggest difference to young people’s academic successes,” Education Endowment Foundation.

Rationale

The newly qualified teacher (NQT) induction process at Disley 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 NQT/ECT 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 NQTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the NQT/ECTs;
- to provide appropriate counselling and support through the role of an NQT/ECT Mentor;
- to provide NQT/ECTs with varied examples of good practice;
- to help NQT/ECTs form good relationships with all members of the school community;
- to help NQT/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 provide a foundation for longer-term professional development;
- to provide NQT/ECTs with structured catch-up in light of Covid19 and lost learning during their training year;
- to help NQT/ECTs perform satisfactorily against the current Teachers' Standards.

This policy reflects a structured whole school approach to NQT and 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 Governing Body

The governing body will be fully aware of the contents of the DfE Statutory Guidance on Induction for NQTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs; as well as, the additional support

and professional development provided by the ECF. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all of its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities – The Headteacher

The Headteacher plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an NQT/ECF Mentor, the Headteacher will also observe each NQT/ECT as required, but at least once a term.

Statutory responsibilities are:

- Selecting an NQT mentor and ensuring they are registered with the Cheshire East authority (LA);
- Using the same mentor as the ECF lead and ensuring they are registered on the appropriate training;
- Registering the NQT with Cheshire East LA;
- Ensuring an appropriate induction programme is organised via the Cheshire East NQT induction programme;
- Registering the ECT with Best Practice Network;
- Ensuring an appropriate induction programme from Best Practice Network runs parallel with their NQT induction programme with the Cheshire East LA;
- Registering the NQT and ECT with the Disley Primary School's training programme ensuring their training within the Trust corresponds with the NQT and ECT programme of personalised support;
- Informing Cheshire East LA as to whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction;
- Informing Best Practice Network as to whether or not the ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an NQT/ECF Mentor or other suitably experienced colleagues and subject or curriculum leads.

In addition to the statutory requirements the Headteacher will:

- Observe and (if necessary) give written warnings to an NQT/ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing Cheshire East LA and Best Practice Network immediately;
- Keep the governing body informed about NQT/ECT induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities – The NQT/ECT Mentor

The principal requirement for the NQT/ECT Mentor is to provide regular support. The mentor will match judgements about NQT/ECT performance against the Teachers' Standards. The role also requires the NQT/ECT Mentor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in the academy, providing support and guidance and enabling the rigorous, but fair assessment of NQT/ECT performance.

Entitlement

The NQT/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 NQT/ECT Mentor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the NQT/ECT Mentor and other key staff as appropriate;
- Time and regular opportunities to meet with other NQT/ECTs and teachers;
- Observe experienced colleagues teaching;
- Observe experienced colleagues teaching through the True Learning Partnership Trust;
- Whole staff CPD, twilights and training will be recorded to refer to at a later date, if necessary;
- The use of 200+ online videos and CPD through their Best Practice Network;
- 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 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;
- 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 NQTs 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 divided into 9 modules and mapped to the Teachers' standards:

- **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)

How is the Early Career Framework Broken Down?

As you access this online professional development tool, you will notice that each standard is broken down into two types of content, 'Learn that...' and 'Learn how to...'

The 'Learn that...' statements are key statements that have been drawn from current high-quality evidence from the UK and overseas around ECT knowledge. The 'Learn how to....' statements give practical guidance on the skills that the ECTs should be supported to develop.







How is the Early Career Development Programme Structured?

The Early Career Development Programme uses a blended delivery model that takes advantage of a range of channels to deliver learning including:

- Online conferences at the start of each year to engage with early career teachers, outline expectations and facilitate the development of peer networks. With keynotes and workshops from leading practitioners
- Face-to-face training hosted by local delivery partners with local expert facilitators

- Online facilitated workshops with expert facilitators
- School visits to be agreed with ECT and Mentor
- Self-directed study allows for candidates to delve into ECF content most relevant to themselves when convenient
- Mentor sessions with structured content and a safe space to reflect on progress

Early Career Teacher Learning Hours:

ENGAGEMENT	YEAR 1	YEAR 2	HOURS
 Online conferences Induction and learning for regional groups of ECTs	3 hours	3 hours	6
 Face-to-face training Facilitated training sessions hosted by local delivery partners	6 two-hour events	4 two-hour events	20
 Online facilitated workshops Facilitated online learning hosted by local delivery partners	6 one-hour events		6
 School visits Focussed school visits agreed with ECT and Mentor		2 two-hour visits	4
 Self-directed study Guided self-directed learning materials	22 one-hour sessions	5 one-hour sessions	27
 Mentor sessions Structured mentoring meetings providing support and challenge	1 hour weekly	1 hour fortnightly	59
			Total: 122

How Does the ECF Align with the Best Practice Early Career Framework Programme?

The DfE-funded Early Career Development Programme from Best Practice Network & Outstanding Leaders Partnership delivers the ECF reforms through a combination of facilitated face-to-face training, online workshops and self-directed study. It logically follows on from initial teacher training to further develop key teaching practices.

Furthermore, the programme provides for the training of in-school mentors who will meet with early career teachers on a weekly basis to share their experience and support teachers at this vital stage of their career. Mentoring is a meaningful commitment to both the mentor's and the early career teachers' professional development.

The programme is delivered locally and in collaboration with schools whilst the programme content, divided into 9 modules and mapped to the Teachers' standards, draw from a range of subjects, phases and contexts ensuring relevancy and maximising participation.

Lesson Observation, Learning Environment Walks, Review and Target Setting

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

Assessment & Quality Assurance

The assessment of NQT/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 NQT/ECT's development in order to gain a reliable overall view;
- Opportunities will be created for NQT/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 NQT/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 NQT/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 NQT/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 will be communicated to Cheshire East LA without delay.

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Where an NQT/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/Cheshire East LA Adviser will support the NQT/ECT Mentor and NQT/ECT in observations and in planning an appropriate programme to ensure satisfactory completion of the NQT/ECT year and that all steps have been taken to improve the situation. The NQT/ECT must be made aware of any concerns, at all stages, throughout the induction process.

Addressing NQT/ECT Concerns

If an NQT/ECT has any concerns about the induction, mentoring and support programme, these should be raised within the academy in the first instance. Where the school does not resolve them the NQT should raise concerns with a named Cheshire East LA contact.

Useful Links:

<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>

<https://www.early-career-framework.education.gov.uk/teachfirst/teach-first/self-directed-study-material/>