

## The Dingle Primary School Induction Policy for ECT's

This policy seeks to offer structured professional support to all Early Career Teachers (ECTs) so that they develop and enhance the skills and qualities we expect of effective teachers and are able to make a full and distinctive contribution to The Dingle Primary School. The Dingle Primary School aims to run an ECT induction programme that meets all the statutory requirements underpinned by the Early Career Framework (ECF) from September 2021. This support is in place for the first 2 years of their career. This policy statement embodies the provisions of the DCSF's statutory arrangements for the induction of newly qualified teachers in their first year of employment.

Induction involves the provision of a structured, yet flexible and individualised programme of support, experience and on-the-job training for student teachers and ECTs that encompasses the development of skills, knowledge, expectations and observation. This will help them effectively fulfil their professional duties as beginning teachers and act as a starting point for subsequent training and development. It also involves the assessment of their performance.

### **1. Roles and Responsibilities**

Organising and co-ordinating the induction and mentoring of ECTs is wide ranging.

#### ***Senior Leadership Role***

At The Dingle Primary School, the Induction Co-ordinator is the Headteacher or the Deputy Headteacher. The Co-ordinator is responsible for the overall management of initiating ECTs into the teaching profession and into our school's organisation. The Co-ordinator manages the induction programme, provides support and guidance and ensures the rigorous but fair assessment of performance of ECTs. Additionally, s/he keeps records of activities whilst reporting on and monitoring the quality assurance of the provision.

The SLT is responsible for:

- Ensuring an appropriate induction programme is set up
- Recommending to the LA whether ECTs have met the requirements for satisfactory completion of the induction period
- Observing and giving written warnings to any ECTs at risk of failing
- Keeping governors informed of induction arrangements and assessment meetings

#### ***ECT Lead Mentor***

The ECT Lead Mentor inducts ECTs into the school. S/he is responsible for developing specialist knowledge, skills and application, providing effective support and making judgements. Since there is a strong emphasis on developing classroom confidence, s/he is mainly responsible for carrying out reviews and target setting. ECT mentors have close and regular contact with ECTs on a day-to-day basis and with weekly meetings in year 1 and bi-weekly in year 2. They must possess the skills and experience to provide professional support, monitor progress and provide well-founded feedback. It is also important for the whole key stage to be positively involved in supporting new teachers.

## ***A Statement of Entitlement***

Our Statement of Entitlement sets out the school's aims with regard to ECTs, the commitments we offer and our reciprocal expectations. We aim to provide all ECTs with the opportunity to:

- Gain experience of working with pupils in both the classroom and wider school setting
- Gain experience of school organisation
- Observe experienced teachers at work
- Gain experience in the teaching of individual pupils, groups and classes
- Develop essential confidence and the capacity to establish a learning environment
- Develop skill and understanding in the area of classroom management
- Demonstrate the ability to work harmoniously with pupils and colleagues
- Gain experience in the planning, execution and evaluation of individual lessons and schemes of work
- Develop sound and competent teaching strategies
- Provide a commitment to teaching as a career choice

We offer ECTs the following commitments:

- The provision of a teaching load lighter than that of a MPG teacher i.e. 10% non-contact time for their professional development in Year 1 and 5% in Year 2
- Formal lesson observations by the SLT at least once every term, with a written appraisal and prompt follow up discussion
- Formal lesson observations and meetings with the SLT once every two terms to discuss their development and set future targets, to formulate their own perspectives on teaching and learning, and to develop an extended professional view of educational issues
- To enable ECTs to observe teaching by more experienced colleagues
- To offer a professional development continuum into the second year of teaching and beyond
- Sign up to an accredited CT provider
- Training Access

In reciprocation, we hold the following expectations of ECTs:

- To take the initiative in seeking advice and help from the ECT Leader or other member of staff and Headteacher with any matters related to their personal and professional welfare
- To fully engage with all training provided, including by the ECT training provider
- To be well prepared for teaching lessons and have lesson plans readily available
- To act upon the constructive comments of staff who observe lessons
- To observe more experienced teachers within the school and on visits to other schools, in order to learn from their good practice
- To engage in reflective self-analyses of their professional practice and the underlying assumptions on which they are based
- To play an active part in the everyday life of the school by fulfilling administrative and pastoral responsibilities and school duties

- To maintain the school's professional ethos

## **2. Development Profile and Action Plans**

An initial meeting is held with each ECT and their ECT Leader in early September, to establish professional skills, identify areas of development and progression and agree on strategies of support and targets. Consultation then takes place with the ECT Leader and SMART (specific, measurable, achievable, realistic and time-bonded) targets are agreed. This involves setting short and long term objectives, which are reviewed and amended, termly.

## **3. In Service Training**

Training can cover a range of professional issues, relating to classroom and pupil management, curriculum, learning and school organisation. The Headteacher and other staff, with strengths in specific areas, lead the sessions. The intention is to draw upon identified good practice and offer support so ECTs are well equipped to reflect on wider issues relating to teaching and learning. ECTs are encouraged to suggest agenda items most relevant to them. ECT's will engage in training modules that have been set by their ECT induction training provider.

## **4. Lesson Observation, Reviewing and Target Setting**

Observation of classroom practice is an essential part of induction. ECTs have lesson observations at least every term. The observations may have a specific focus and will always reflect the developmental process of induction.

The lesson observations will be carried out by the Headteacher or the ECT Induction Co-ordinator. The observer agrees with the ECT beforehand whether the observation will be formal or will involve participation in the lesson to gain insight into the pupils' work and progress. Feedback is given as quickly as possible. Although it may not be possible to review immediately, it is important to give a supportive comment on leaving to ensure the ECT does not feel unduly anxious immediately after the lesson. The review meeting is conducted in a supportive, open and professional atmosphere with the following three phases:

- Teaching strengths observed during the lesson
- Possibilities and improvements
- Targets for future action

Support is also based on informal monitoring of lessons and discussions with ECTs as well as formal observation. The ECT Mentor meets regularly with the ECTs and holds half termly progress review meetings. Mentors also monitor ECTs' lesson planning.

The ECT Mentor also meets termly with the ECT to review progress against targets, set future targets, to formalise their own perspectives on teaching and learning, and to develop a professional view of educational issues. The ECT Mentor also organises practical activities that encourage reflective practice.

## 5. 'At Risk' Procedure

If an ECT encounters difficulties, the first route is through the ECT Induction Co-ordinator to diagnose the exact nature of the problem. The ECT Induction Co-ordinator offers support and sets agreed attainable targets for action, with specific and practical steps outlined for improved practice. Progress is recorded amid an atmosphere of sensitivity and encouragement. The Induction Co-ordinator maintains a record of any difficulties, with details of how they are being addressed and what support and counselling is being provided. ECTs who make unsatisfactory progress are given early warnings and the school's concerns are communicated to the LA.

Reports every term give details of:

- Identified weaknesses, backed by evidence
- Agreed objectives and planned support

The head teacher must observe an ECT at risk and give written warnings about failure. The LA must ensure assessments are accurate and remedial steps have been taken to support an ECT towards improvement.

The DFE induction arrangements require there to be 'a clean and clear judgement' on why an ECT has failed to meet statutory requirements and is no longer eligible to be employed as a teacher.

Therefore, induction extensions are permitted only in exceptional circumstances. ECTs who appeal against failure must be dismissed or employed only on restricted duties (they cannot teach a class or subject in their own right).

Signed.....

Dated.....

Headteacher

## Reviewing the Policy

This policy will be reviewed annually by the Headteacher and monitored by the Link Governor to ensure that the Policy is relevant and up to date.