

St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY
CO-ED SIXTH FORM



EARLY CAREER TEACHER (ECT) POLICY

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Early Career Teacher Policy

Approved: June 2022

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At St Martin's we are a family community built from Christian values. We believe, most importantly, that we belong to something much greater than ourselves – Christ is at the centre of our Church of England school community. In all that we do, we seek to show God's care for our students. We live, love and learn together. Students of all faiths and none are welcomed into our school family. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit, alive in every person.

Our vision

A high achieving Christian Girls' School with a thriving mixed Sixth Form where excellence is exemplified and encouraged, ensuring an enriching educational experience where our students appreciate that learning is not a matter for school but for life and productive citizenship.

Our Mission

Inspired by our motto "Caritate et Disciplina" Our mission is to create a safe, caring, happy and inclusive community underpinned by our Christian values. We want our students to shine and grow together in faith and knowledge, developing their unique gifts and talents both in the classroom and in the wider life of the school and beyond.

We believe that reverence for God, respect for self, others and the environment is essential in today's society and we therefore dedicate our effort towards fostering these virtues. During their time at St Martin's, they will be empowered to fulfil their learning potential because they are **Hopeful, Enquiring, Respectful, Organised, Independent and Collaborative**. Our students will fulfil their academic potential, but more than this, they will develop the skills, competencies and personal qualities and characteristics that will help them to be successful in the future in whatever route they choose to take.

'Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech.' Titus 2: 7-8

St Martin's School Prayer

Dear God,

We thank you for your love and your promise to be with us. At school or work, at rest or play, help us to feel near to you and hear your voice. Inspired by St. Martin's example, may we always show respect, encourage one another and serve our community. Help us to be aware of our talents, be enquiring and independent. May your gifts of faith, hope and love shine in us today.

Amen

Inspired by St Martin's School Prayer

We nurture. We develop. We educate. We are St Martin's.

1. Introduction

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that enables them to grow personally and professionally, to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme
- Newly qualified teacher (ECT) induction transitional arrangements This policy applies to ECTs who start their induction on or after 1 September 2021

Transitional arrangements

ECTs who have started but not completed their induction before 1 September 2021 will continue to follow our previous ECT induction programme. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous ECT induction guidance. If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2- year ECT induction period.

2. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for Newly Qualified Teachers (England), and Induction for newly qualified teachers during the coronavirus outbreak
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 The 'relevant standards' referred to below are the Teachers' Standards

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3. The ECT induction programme

The ECT induction programme will act as a bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

We will be working with the Ambition Institute's Early Career Teachers programme. The programme has been designed to bring about lasting change in teachers' understanding and practice. The

programme takes a recurring weekly approach to study and coaching, so teachers and the mentors supporting them can get into powerful routines for improvement.

Induction will provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

3.1 Posts for induction

Each ECT will:

- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Be provided with the necessary experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Not have unreasonable demands made upon them
- Have a mentor that is experienced and well-prepared for the role. We have chosen mentors carefully, choosing staff who have recently received mentoring or coaching qualifications. The induction tutor will support and lead the team of ECT mentors to ensure all ECTs receive support of the highest quality.
- ECTs will log their professional development using the online portal via Ambition Institute and will also be assessed at two points throughout the year, 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.

3.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place every two weeks in line with the development plan, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

3.3 Assessments of ECT performance

- Our ECTs will be Judged against the Teacher Standards, engagement with weekly resources and progress in observations.
- A progress review will take place per half term, except when a formal assessment is due.

- There will be two formal assessments per year: by February half term (Spring 1) and by the end of the academic year (Summer 2)
- ECTs must evidence how they have met the Teachers' standards
- Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's Induction Tutor and agreed and checked by the Headteacher.
- After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.
- The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period

3.4 At-risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance
- An effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

4. Roles and responsibilities

4.1 Role of the ECT

When the ECT has any concerns, they will:

- Meet with their induction tutor at the start of the programme to discuss and agree priorities, 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
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Keep copies of all assessment reports
- Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and the teaching hub and institution selected to fulfil the ECF requirements
- When the ECT has any concerns, they will:
- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

4.2 Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 3.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body Maintain and keep accurate records of employment that will count towards the induction period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the ECT's induction)
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the induction tutor

The induction tutor will:

- Support mentors and ECTs to engage with the programme
- Observe ECTs twice in the year (around formal assessment time)
- To check engagement with the weekly completion of modules on StepLab and the observation feedback
- To ensure that the ECTs are getting the support and challenge they need from their mentor and the wider school community
- To update the Headteacher on ECT progression To complete progress and formal reports on whether ECTs are making satisfactory progress towards meeting the Teacher Standards or not
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

4.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Participate in all relevant training provided by the school and teaching hub/institution selected to fulfil the ECF criteria
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

4.5 Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT

5. Monitoring arrangements

This policy will be reviewed annually by the Headteacher at every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

Appraisal

Grievance Pay & Remuneration

Code of Conduct