

JENNETT'S PARK C of E PRIMARY SCHOOL



Policy on Early Career Teachers, as part of the Early Career Framework.

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JENNETT'S PARK CE PRIMARY SCHOOL**Policy for Early Career Teachers****Aim**

We aim, here at Jennett's Park, to ensure we live out our vision:

Empowering our children to flourish and achieve under God's love. This comes from the passage in the bible where Jesus says: I have come to let you live life in all its fullness (John 10:10)

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah, that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community, we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community but, as a church school, we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we must seek strength within ourselves and from God to achieve.

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as the heart of our local community.

We promise as a staff and community to try to serve the common good with our work as part of the Church of England.

Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children, who are equipped with the skills , knowledge and tenacity to empower themselves and their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures that the appropriate guidance, support and training is available to enable our new colleagues to flourish and achieve. We offer the development of skills, knowledge and expectations through the DfE structured online approach but we also go above and beyond to include a flexible individual programme.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career can be built.

Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECT's. 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 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 effectively 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.

Roles and Responsibilities**The Local Governing Board**

The LGB will be fully aware of the contents of the DfE's Statutory guidance on induction for Early Career Teachers (ECTs) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. 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 Induction Tutor is our headteacher and our ECT mentors are the deputy heads and assistant head.

The Headteacher

The Headteacher at Jennett's Park CE Primary School plays a significant and leading role in the process of inducting new colleagues to the profession. 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

In addition to the statutory requirements the head teacher 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

Induction Tutor

The principal requirement for the ECT induction tutor 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 a central induction programme, opportunities to participate in additional support, e.g., Professional Study Groups, providing support and guidance and the rigorous but fair assessment of ECT performance.

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the ECT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the performance against the Teachers' Standards. These are either our Assistant Head, or Deputy Heads.

Entitlement

An Early Career Teacher should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with support and mentoring to help them fulfil their professional duties and meet the requirements to effectively complete their two-year induction. An ECT's targets will build 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 Jennett's Park CE Primary are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme
- Regular meetings with mentor, 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 their first year of teaching. 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. In their second year, this reduction in teaching time will decrease to 5%, in addition to the statutory non-contact time already allocated
- 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 as appropriate
- Opportunities for further professional development based on agreed targets

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction.

Assessment & Quality Assurance

The assessment of ECTs will be collaborative and supportive:

- 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
- 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). These will be carried out by a member of SLT, alongside the mentor.
- Feedback 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 (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 observation
- 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 Head/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 year and that all steps have been taken to improve the situation. The ECT will 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. Details are included in Induction Package from Bracknell.

This policy is based on and follows the guidance and statutory requirements set out in <http://www.education.gov.uk/b0066959/ECT-induction> - 'Statutory guidance on induction for newly qualified teachers (England)'.

Appendix 1 EARLY CAREER TEACHERS: INFORMATION FOR INDUCTION TUTORS AND MENTORS

MAIN AREAS IN THE TIMELINE

FIRST YEAR

	FOCUS AND ARRANGED MEETINGS	PAPERWORK NEEDED	COMMENTS
JUNE/ JULY - ECT inducted into school.	<p>Induction on the first week</p> <p>All ECTs with Induction Tutor- on first day (sept if unable to come in June)</p> <p>ECTs work within year group they will be teaching in</p> <p>Meet with phase lead- attend phase meetings-</p> <p>meeting with phase lead- 1 hour</p> <p>attending phase meeting- 1 hour</p> <p>with induction tutor to discuss housekeeping and general expectations in assisting CT - 1 hour</p> <p>Meeting with Mentor – 1 hour</p>	<ul style="list-style-type: none"> • ‘Welcome’ information sheet • Year Group details • Induction sheet • ECT Induction sheet: ref: areas to read in Staff Handbook before the children in e.g., Fire Drill; Lock down, Behaviour; What to find where. • ECT timeline so they know what to expect 	<ul style="list-style-type: none"> • ECT meeting with the Induction Tutor in the main agenda for the day. • Have paperwork ready • Have spare Staff Handbook • Set date /venue for the first meeting with Induction Tutor. ECT to bring Career Entry Profile. • ECT working with small groups and shadowing year group class teacher to learn where resources are etc
	<p>Visit on ‘Moving Up Day’ in July</p> <p>All ECTs with a Senior Leader or Induction Tutor- 30 Mins recap and to discuss further questions</p> <p>Meet English Lead to discuss teaching of reading – 1 hour</p> <p>SENDCO- 1 hour</p> <p>Discussion with CT about class</p> <p>Catch up meeting with Mentor- 1 hour</p>	<ul style="list-style-type: none"> • ‘Read Essential Checklists • Bracknell Handbook for ECT – electronic • Bracknell Handbook for mentor – electronic • Get first batch of ECT courses booked 	<ul style="list-style-type: none"> • REMEMBER TO SET DATES re: display, reading, planning, assessments, Child Protection Induction • Watching subject leads teaching lessons- at least 2 x observations week (Writing, Reading, Maths, Science alongside good practise of teaching foundation subjects). • Show feedback sheets from lessons, and how this is completed- what do we need to know?
JULY	<p>During term working here prior to taking over class in September:</p> <p>Meet English Lead to discuss teaching of writing and planning this – 1 hour</p> <p>Maths Lead to explain planning of maths- 1 hour</p> <p>Use of manipulatives within Maths – 1 hour</p> <p>Second ECT meeting with Induction Tutor – 30 Minutes</p>	<ul style="list-style-type: none"> • Year Group long plan & Scope and Sequence • ‘Other’ induction information eg- Literacy texts; Term 1 focus etc • Health and Safety Induction • Role defined: Induction tutor • YG & Teacher daily plan samples (system) – weekly plans to be annotated. • ECT to bring Career Entry Profile (CEP) <p>INDUCTION TUTOR NEEDS:</p> <ul style="list-style-type: none"> • Spare Handbook • Meeting notes with areas for agenda: <ol style="list-style-type: none"> 1. Following initial induction, any questions? 2. Health and Safety paper handed in completed/signed 3. Timeline(to ‘unpick’) <ul style="list-style-type: none"> • Spare copy of timeline • Copy of the Teachers’ Standards for the ECT Year 	<ul style="list-style-type: none"> • Mentors explain to ECT, LEA courses and in-house training; display, reading, RE, + observation of other teachers ‘as and when’ • Book time in diary for ECT to have opportunity to complete SIMS training and follow up meeting with Assistant Heads • ECT starting to teach a lessons, using school planning/ teaching schemes

TERM 1 – AS CLASS TEACHER			
SEPTEMBER-	<p>Mentor Meeting- The Mentor supervises the Action Plan with the ECT, sets time frame and follow up meeting date agreed and put into the diary- 30 -45 mins</p> <p>Third ECT meeting with Induction Tutor – 30 Minutes</p>	<p><u>Trainee-</u> Set up file as per suggestions; discuss evidence against the Teachers' Standards, record of activities, calendar planner</p> <p><u>Mentor</u> set up file for meeting notes, dates, action plans, mentor handbook</p>	<ul style="list-style-type: none"> • Ask re Fire Drill • Set dates and observers for two observations for Term 1 (firm up on dates for in-house training) • Refer to pass/fail ECT year. We want it to be a 'pass'; think now how you might take criticism; it will be constructive; we will use action plans 'as and when'. • Take notes as ECT presents strengths and weaknesses from CEP • ECT and Mentor devise an Action Plan for addressing areas to develop from CEP. (S.M.A.R.T.) • Courses for ECT training booked for this year
	<ul style="list-style-type: none"> • Ongoing Weekly meetings 	<ul style="list-style-type: none"> • Meeting notes with areas for agenda. • Copies filed each week • Mentor to review ECT handbook • Organise time for observations of other staff and meetings with key staff e.g. SENDCO, EMA Lead, Assessment lead, DSL, English and Maths Leads 	<ul style="list-style-type: none"> • Regular meeting slot identified and put into diary • With mentor/ phase lead- guide on how to assess and moderate writing and review how planning is catering to this
	<ul style="list-style-type: none"> • Term 1: Two formal full 1 hour observations plus feedback from observer. Action Plan made for any areas to be developed. • Possible 'other' related meetings with ECT, Induction Tutor re Action Plan 	<ul style="list-style-type: none"> • Observation forms – see handbook • Action Plan 	Identified needs following an observation may mean that the ECT could be co-mentored by another SMT member e.g. managing SEND/more able pupils may need input from the SEND Leader
	<p>Second half Term 1: second formal meeting with Induction tutor or Mentor</p> <p>20 minutes meeting each</p>	<ul style="list-style-type: none"> • Each ECT with the Induction Tutor to follow up/review Action Plan from Career Entry Profile • Additional Action Plan (if applicable) 	<ul style="list-style-type: none"> • Devise agenda for what is needed • Include an overview of the 'Four Week Focus' so ECT can come up with a proposal written in Action Plan format for early in Term2. • Mentor/Induction Tutor prepare the Term 1 Assessment for the Head teacher. (see dates) • Train ECT on data input on SIMS for end of terms data drops • Review and revise: how to assess writing against writing standards • Review assessing work against N.C framework •
	Term 1 assessment meeting with the Headteacher <u>a week before due date – see handbook</u>	<ul style="list-style-type: none"> • Completed Term 1 assessment sheet (online) 	<ul style="list-style-type: none"> • Work- life balance check in
TERM 2	<ul style="list-style-type: none"> • two formal observations term • two formal meetings (these can be linked to observations) as well as the head's assessments. • Weekly meetings with Mentor • January meeting include review of the ECTs Action Plan for 4-week focus (refine to limit focus). Plan a realistic date for feedback (hopefully to include other ECTs from other schools!) 	<ul style="list-style-type: none"> • Observation forms – see handbook • Action Plan • Meeting notes with areas for agenda. • Copies filed each week • Complete term 2 assessment 	<ul style="list-style-type: none"> • Encourage to use additional time to observe other teachers and to consider differentiation and provision for SEN • Review planning and how this is meeting school standards • If possible, to be observed by a subject specialist or SENCO this term • Potential opportunities to view teaching of specialists at other schools additionally
TERM 3	<ul style="list-style-type: none"> • two formal observations term • two formal meetings (these can be linked to observations) as well as the head's assessments. • Weekly meetings with Mentor • Meet with Phase mentor to discuss expectations with transition - 1 hour 	<ul style="list-style-type: none"> • Observation forms – see handbook • Action Plan • Meeting notes with areas for agenda. • Copies filed each week • Complete term 3 assessment 	<ul style="list-style-type: none"> • Encourage to use additional time to observe other teachers and to consider differentiation and provision for SEN • Review planning and how this is meeting school standards • If possible, to be observed by a subject specialist or SENCO this term

SECOND YEAR

	FOCUS AND ARRANGED MEETINGS	PAPERWORK NEEDED	COMMENTS
TERM 1- SEPTEMBER	Meeting with mentor and induction tutor to discuss and reflect on first year- adapting to the reduction in timetable.	<ul style="list-style-type: none"> ECT timeline so they know what to expect Read Essential Checklists Bracknell Handbook for ECT – electronic Bracknell Handbook for mentor – electronic Book next batch of ECT courses for this year 	<ul style="list-style-type: none"> Discuss what focus will be during ECT additional time- what research? And who do they want to observe REMEMBER TO SET DATES Discuss subject that they will be leading and guidance for this (if they are leading subject or assisting)
	Two formal full 1-hour observations plus feedback from observer. Action Plan made for any areas to be developed.		<ul style="list-style-type: none">
	<p>Second half Term 1: second formal meeting with Induction tutor or Mentor</p> <p>20 minutes meeting each</p> <p>The Mentor supervises the Action Plan with the ECT, sets time frame and follow up meeting date agreed and put into the diary.</p>	<ul style="list-style-type: none"> Each ECT with the Induction Tutor to follow up/review Action Plan from Career Entry Profile Additional Action Plan (if applicable) Complete year 2 term 1 assessment sheet (if required) 	<ul style="list-style-type: none"> Include an overview of the 'Four Week Focus' so ECT can come up with a proposal written in Action Plan format for early in Term2. Mentor/Induction Tutor prepare the assessment for the Head teacher, if necessary (see dates) Reflection of planning and book scrutiny with mentor- discussion of journey of learning and progress
TERM 2	<ul style="list-style-type: none"> January meeting include review of the ECTs Action Plan for 4-week focus (refine to limit focus). Plan a realistic date for feedback (hopefully to include other ECTs from other schools!) two formal observations term two formal meetings (these can be linked to observations) as well as the head's assessments. Weekly meetings with Mentor 	<ul style="list-style-type: none"> Observation forms – see handbook Action Plan Meeting notes with areas for agenda. Copies filed each week Complete year 2 term 2 assessment sheet (if required) 	<ul style="list-style-type: none"> Encourage to use additional time to observe other teachers and to consider differentiation and provision for SEN Review planning and how this is meeting school standards If possible, to be observed by a subject specialist or SENCO this term Potential opportunities to view teaching of specialists at other schools additionally
	<ul style="list-style-type: none"> Ongoing Weekly meetings 	<ul style="list-style-type: none"> Meeting notes with areas for agenda. Copies filed each week Mentor to review ECT handbook 	<ul style="list-style-type: none"> Regular meeting slot identified and put into diary With mentor/ phase lead- guide on how to assess and moderate writing and review how planning is catering to this Should still be observing staff
	Assessment meeting with the Headteacher a week before due date – see handbook	<ul style="list-style-type: none"> Completed online assessment sheet (online) 	<ul style="list-style-type: none"> Work- life balance check in
TERM 3	<ul style="list-style-type: none"> two formal observations term two formal meetings (these can be linked to observations) as well as the head's assessments. Weekly meetings with Mentor and attendance at Phase Lead meetings January meeting include review of the ECTs Action Plan for 4-week focus (refine to limit focus). Plan a realistic date for feedback (hopefully to include other ECTs from other schools!) 	<ul style="list-style-type: none"> Observation forms – see handbook Action Plan Meeting notes with areas for agenda. Copies filed each week Complete year 2 term 3 assessment sheet (if required) 	<ul style="list-style-type: none"> Encourage to use additional time to observe other teachers and to consider differentiation and provision for SEN Review planning and how this is meeting school standards If possible, to be observed by a subject specialist or SENCO this term