

Wicklewood Primary School and Nursery



Early Career Teacher Policy

Responsible Person

The person for the updating of this policy is: The Headteacher

Review and Monitoring

This policy will be reviewed every two years by the school welfare and performance committee.

Reviewed:

Signed: Richard Everitt (Chair of committee)

Date: Summer 2021

Signed: Julia Brooks (Headteacher)

Date: Summer 2021

Next Review due: Summer 2023

Introduction

The aim of this policy is to outline the key principles of commitment that the school holds towards securing the full entitlement of ECTs to professional induction.

This policy document relates to the induction of all ECTs at Wicklewood Primary School and Nursery.

The implementation of the policy is the responsibility of the head teacher and all staff.

Related documents: Induction for early career teachers (March 2021)

Aims

To ensure ECTs at Wicklewood Primary School and Nursery receive their legal entitlement to a full professional induction, following the statutory guidelines and best practice as outlined in Norfolk LEA induction materials.

To ensure that induction meets the needs of the ECTs and the school.

Philosophy of the Policy

As a school we feel that it is important that *all* staff both teaching and non-teaching are inducted into the whole school team. Such induction must begin as soon as is possible after staff have been appointed so that they become a full part of the school team.

At Wicklewood Primary School and Nursery we encourage the philosophy of a 'whole school approach' to the life and work of the school. All members of the school community are valued and respected as individuals, as well as members of the whole school team. It is vital that new staff are given every assistance in gaining a knowledge and understanding of the philosophy and ethos of the school, the routines and practices which take place and the way in which the whole school 'works'.

This is particularly important for ECTs who are also new to the teaching profession. The ECT Induction Programme is planned so as to assist ECTs in becoming part of the whole school team as quickly as possible whilst at the same time increasing each individual's personal skills and expertise in teaching and aiding their continued development as professionals.

Who Supports the ECT?

At Wicklewood Primary School and Nursery the ECT Induction Programme operates under the direction of the deputy head teacher or another senior teacher who consults regularly with the Headteacher. The person selected will be the most relevant senior colleague for the ECT in question: a teacher with the most appropriate curriculum experience and necessary managerial skills. This teacher acts as Mentor to the ECT.

The Mentor is there to help, guide, reassure, counsel, inform and listen amongst many other things. The Mentor is also responsible for monitoring the progress and development of the ECTs.

The other staff in school both teaching and non-teaching also have a role in induction. They all assist in integrating the ECT into the whole school staff team. They are willing to share experiences and ideas, help in practical ways and offer support and encouragement. ECTs are encouraged to approach any member of staff with any questions or queries they may have. This includes the head teacher.

Others in a Supporting Role

Educator Solutions organise meetings when ECTs will be able to make contact with other newly qualified teachers in the area. Such meetings can include a speaker(s) on a topic of particular interest to ECTs along with an opportunity to meet Advisers, Advisory Teachers and other ECTs on an informal basis.

Teaching Unions or Association representatives may establish contact with the ECT in order to create links with a professional body.

Financing the Induction Programme

The Headteacher and Governors of Wicklewood Primary School and Nursery recognise that the appointment of an ECT will necessitate the inclusion of money in the school budget in order to finance the Induction Programme. Funding from County is devolved to schools and will be spent on the induction programme. The ECT will also be timetabled for additional non-contact time above the normal 10% allocated to fully qualified teachers. This will amount to a total of 20% non-contact time, to be allocated in blocks of not less than 30 minutes (usually including one full afternoon per week for a full time ECT). In the second year they will receive a 5% timetable reduction. Part time ECTs will receive non-contact time on a pro rata basis. The induction monies will be spent on facilitating meetings between the mentor and the ECT, INSET opportunities for the ECT and the additional PPA time allocated.

The Induction Programme

At the Time of Interview

Immediately following a successful interview, the Mentor should be available to welcome the ECT to the school, to answer any questions and reassure the ECT. At this or another appropriate time, relevant documents are given to the ECT:

- School Brochure
- Staff Handbook
- Holiday List (including INSET Days)
- Staff telephone numbers

The ECT will be invited to look around the school if they have not already done so and their classroom will be identified. The Mentor will arrange some suitable dates when the ECT is able to visit the school and begin the Induction Programme before the start of the new school term/year.

Pre-term Visits

The ECT will be encouraged to visit the school on a number of occasions before the new term starts. This may be in term time or in holiday time depending on what is practical. If the ECT is appointed at the start of the new school year there may be an opportunity to use part of an INSET day to continue the Induction Programme.

At this stage the Mentor will explain and give out further documentation including:

- National Curriculum Documents
- School Policy and Statements File (this includes all policy documents and statements agreed by the staff)
- School Record Keeping System information
- Timetables and Rotas
- Year Planner (this includes the dates of all major events in the school year)
- Class lists and Class Records
- Resource lists and resources for the teacher and for the classroom
- Other documents as required.

The Mentor will explain the staffing structure in the school and introduce the ECT to as many staff as possible. A further guided tour of the building will help the ECT identify other classrooms, curriculum cupboards and other facilities.

There will be opportunities for the ECT to spend some time discussing any points or queries with the Mentor and other staff.

Information will be provided in relation to accommodation or transport if required.

Initial Meetings

The Mentor will meet with the ECT early in the term in order to plan the details of the Induction Programme for the school year. This will follow the timetable laid down by Norfolk County Council Procedure (see County Induction Documents).

Regular ECT Support Meetings will be arranged between the ECT and the Mentor.

Visits to Other Schools and INSET opportunities

During the induction year, the ECT may visit another school in the area to observe other teachers and see how other schools work. The ECT will identify with the Mentor certain areas of focus which they wish to look at.

The Local Authority also runs a programme of INSET opportunities of particular interest to ECTs, alongside the regular INSET offered to serving teachers. ECTs at Wicklewood Primary School and Nursery will be offered the opportunity to attend such training events.

Visits to Other Colleagues in School

The ECT will be able to visit one or more colleagues at Wicklewood Primary School and Nursery in order to observe their work or work alongside them to broaden their experience. The ECT may wish to visit another key stage, another year group or to work with a member of a Curriculum Team. These sessions can be timetabled into non-contact time.

Informal and Formal Observations

The ECT Mentor will observe the ECT in the classroom to the schedule prescribed by the Norfolk County Council Induction standards. In the second term the Headteacher will formally observe the ECT in a lesson. These observations are to be seen as developmental, and will identify areas of strength as well as areas for development. Lesson plans should be provided by the ECT to the observer and a full opportunity for discussion and debrief will be arranged. The Headteacher will observe and monitor the work of the ECT throughout their first year in collaboration with the mentor..

Termly Review Meetings

The ECT and the Mentor will have a review meeting as described in the Norfolk induction materials. Various areas will be discussed and minuted, with the focus being upon how the ECT is progressing towards meeting the statutory induction standards. Copies of all paperwork will be given to both the Headteacher and the ECT for reference purposes.

Monitoring and Evaluating the ECT's Work in School

The work of the ECT will be monitored and evaluated in a number of ways. These include informal discussions outside the classroom, informal and formal observations by the Mentor and Headteacher (see Informal and Formal Observations) and the monitoring of the ECT's planning. Initial and Long Term Plans for the term are reviewed and monitored by the Headteacher. The weekly Short Term Plans and daily classroom plans may be looked at by the Headteacher or the Mentor. Other planning will be monitored in line with the head teacher's or any subject leaders' monitoring programmes. In addition, book scrutinies and discussions with children, along with information gained through the school's assessment regime, may be used as evaluation tools.

ECT Support Meetings

The ECT and Mentor decide the day and time of the Support Meetings. Issues discussed will follow the guidelines laid out in the statutory induction programme and will include reference to points identified for development at previous discussions.

Meeting the Induction standards

It is the duty of the mentor to ensure that an ECT knows their strengths and weaknesses and if induction standards are likely to be met. Where there are difficulties, every effort will be made to support the ECT to meet the standards. County will be informed of progress on an ongoing basis in line with national standards.

ECT Diary

It is suggested to each ECT that they keep a diary or file of relevant information during their first year of teaching. It will include a list of important events and the dates they took place, a forward planner of commitments, a record of their personal INSET programme, a record of observations of other teachers, a record of visits to the classrooms of other teachers, their involvement in extra curricular activities and details of when they have been formally observed in the classroom. Guidance on the organisation of this file/diary is provided in County induction materials.

APPENDIX ONE

The Induction Programme should cover where appropriate:

The School

- Map or plan where appropriate
- Environment
- Catchment area
- Organisation
- Basic routines, procedures and documentation (registration; marking policy; assessment, recording and reporting; duties; emergency procedures; Health and Safety, etc)

The Staff

- Staffing structures
- Responsibilities (teaching and non-teaching staff)
- Lines of communication (ie who does the newly qualified teacher turn to for help)

Pastoral Organisation

- Discipline
- Rewards
- Sanctions
- General principles of pupil care and guidance
- Pupil profiling
- Counselling
- Records of Achievement
- Assemblies

Resources

- Within school and available locally
- Location
- Procedures for obtaining
- Ordering
- Stock control
- Strategies for use

Classroom Management

- Organisation
- Display
- Strategies for creating differing teaching and reading environments (individual/small group/large group/whole class work)

Extra Curricular Activities

- Range
- Organisation
- Staff involvement