



ECT POLICY

DATE: Autumn 2022

Brierley Primary School



Little Bears @ Brierley

Nurture, Aspire, Believe, Achieve

Intent:

Nurture, Aspire, Believe, Achieve.

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Brierley's ECT induction process ensures that the appropriate guidance, support and training is provided through a carefully structured and detailed programme; one that is rooted in a culture of continuous learning. Our induction programme enables our ECTs to form a secure foundation upon which a successful teaching career can be built.

Nurture: to support our ECTs in developing the skills and experiences they need in order to grow as teachers

Aspire: to develop the foundations and skills necessary in order to become effective teachers and future leaders

Believe: to have confidence in reflecting on their own practise

Achieve: to be supported in achieving the teacher standards as outlined in the Early Career Framework

Our ECT induction programme aims to ensure that our ECTs:

- provide a programme tailored to suit the individual needs of the ECTs and relevant to the needs of our children
- receive the training and experiences necessary in order to become the best teachers they can be
- receive continual support in terms of well-being and professional development from their mentor, induction tutor and colleagues
- receive feedback and targets in a supportive way which help them to develop and improve upon their own practice
- ensure a culture of enquiry and to encourage research-informed practice and reflection
- help ECTs to perform successfully against the Teachers' Standards

Implementation:

The Early Career Framework (Appendix 1) sets out what all early career teachers will learn about and learn how to do as part of their two-year induction. It is based on guidance and research evidence and has been independently reviewed by the Education Endowment Foundation. At Brierley, we refer to the Early Career Framework to create a bespoke programme of training which best supports the needs of our ECTs. We use a combination of teaching materials from Teach First (Appendix 2) alongside our own training.

Our bespoke induction programme ensures that new teachers are provided with the necessary support and monitoring to help them fulfil their professional duties and meet the requirements for successful completion of induction. The programme builds upon their knowledge, skills and achievements in relation to the Teachers' Standards for the award of qualified teacher status (QTS). At Brierley, we expect our ECTs to be proactive in their own

career development and see themselves as continuous learners who are not afraid to make mistakes.

The key aspects of the induction programme for ECTs at Brierley are as follows:

- access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis
- upon appointment, be made aware of who their tutor and mentor will be and of the school procedures and policies, including Fire, Health and Safety and Safeguarding
- help and guidance from a tutor and mentor who are experienced teachers
- regular meetings with the Induction tutor and mentor
- opportunities to observe experienced colleagues teaching
- a reduction of 10% of the average teacher's time-table. This time is used for participating in the CPD identified and agreed with the tutor and is in addition to the statutory 10% PPA time already allocated to teachers
- have teaching observed by the induction tutor (at least half-termly) and by other relevant colleagues (head teacher, mentor, subject leads etc.) on a regular basis
- receive prompt written and oral feedback on the teaching observed against the standards and to receive feedback about strengths and areas for development as appropriate
- reviews of progress meetings to review action plans, record achievements against the standards/raise concerns
- opportunities for further professional development based on agreed objectives

Assessment:

Observations of our ECTs are carried out each half term. Additional learning walks and observations may take place as and when necessary to further support our ECTs. Observations are followed up with verbal and written feedback with areas of strength and areas to develop identified and explained. Areas to develop are clear and relate to the teaching standards which then form the focus of the next observation. ECTs are also provided with a termly progress review. All observations and reviews are followed up with guidance and effective support including coaching and mentoring for the ECT's professional development.

Enrichment & Wider Opportunities

Our ECTs have opportunities to observe other professionals within school and also visit other settings or outside training as and when appropriate.

Appendix

Appendix 1:

Early Career Framework

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Last Reviewed: Autumn 2022