

Viking Academy Trust



Early Career Teachers Policy

Approved by the Trust: Term 3 2022

Reviewed biennially: Term 3

Last review date: Jan 2024

Signed

A handwritten signature in black ink, appearing to read 'A. Robb', is written over a faint rectangular box.

Chair of Trust

Early Career Teachers Policy

The Viking Academy Trust

Empowering Children Through Education: One Childhood One Chance

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This 'Early Career Teachers Policy' is for all the aforementioned schools

Rationale

The first years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

Purposes

Our school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development



- ensure a smooth transition from teacher training, to help ECTs meet all the teachers' standards,

The whole staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities

The Governing Body

The Governing Body will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil its obligations. The Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the Head Teacher's report and/or direct contact with the ECT Coordinator in school.

For the years 2023-24 and 2024-25 the Induction Coordinators are:

Chilton Primary School - Emily Davey

Upton Junior School - Gemma Scarr

Ramsgate Arts Primary School - Daniel Holliday and Louise Chidwick-Day

The Head Teacher

The Heads of School within Viking Academy Trust play a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to a coordinator, the Heads of School will also observe each ECT, through 'drop-ins,' at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the Appropriate Body (Kent) whether an ECT has met the requirements for satisfactory completion of the induction period.

In reality, many of the tasks associated with the above will be carried out by a coordinator but the Head of School will make the final recommendation to Kent. In addition to the statutory requirements the Head Teacher will:

- observe and give written warnings to any ECT at risk of failing to meet the Standards
- keep the Governing Body aware and up to date about induction arrangements and ECT progress



Induction Coordinator (Induction Tutor)

The principal requirement for the ECT Coordinator is to be responsible for the overall management of initiating ECTs into the teaching profession and into Viking school systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

Mentor

In addition to the Coordinator, who has the responsibility for the formal assessment of ECTs, a Mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The Mentor will contribute to the judgements about the ECT's progress against the Teachers' Standards.

Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for ECTs at Viking Academy Trust are as follows.

- Access to an Induction programme that will commence upon appointment and be reviewed after two years in post.
- Structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an Induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings over 2 years with a mentor who will coach and support the ECT in their professional development and, as needed, meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues' teaching.



- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- A reduction of 10% of the average teacher's workload (in addition to PPA time) in year 1. This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor. In year 2, a reduction of 5% of the average teacher's workload (in addition to PPA time).
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Access to a sequenced two-year programme based on the Early Career Framework providing high quality, ECF curricula and training materials. In this school the ECF will be delivered through a provider led full induction programme/ a core induction programme using DfE approved resources.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.

Assessment & Quality Assurance.

The assessment of ECTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.
- Assessment will draw on views from all teachers who have a part in the ECT's development to gain a reliable overall view.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching.
- The Coordinator will ensure that assessment procedures are consistently applied.

- Copies of any records will be passed to the ECT concerned.
- Termly reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school

At risk procedures

If any ECT encounters difficulties with meeting 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 set for a minimum of 4 weeks, 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 to the ECT and the school's concerns communicated to Kent 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.

The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Mentor, Coordinator, Head of School) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body (AB) contact.

The named AB contact is Grant Reeves, ECT Induction Manager for Kent

