



Dunottar School

ECT Policy

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Aims

At Dunottar we want to provide our Early Careers Teachers (ECTs) with the best start possible and to aid them in settling into the school with confidence.

To support their continued development, we will provide opportunities for our ECTs to reflect critically on their own, and others', practice and to give opportunities for them to observe, teach and plan a range of lessons both alone and with colleagues. They will take part in the school's programme of INSET and CPD and follow the Induction programme for new members of staff if new to the school.

Programme

At Dunottar School all ECTs are registered with United Teaching using the Swindon and Wiltshire Teaching Hub as our Appropriate Body. The base programme our ECTs follow is Ambition's Core Induction Programme with adaptations on timing discussed and agreed by Roisin Watters (Guildford High School) and the Appropriate body (June 2022). The school undertakes statutory induction in accordance with the current regulations and guidance (Induction for early careers teachers (England)', revised April 2021).

The Induction Tutor (NAW) oversees the programme for ECTs and ensures that mentors are supported and informed of their responsibilities. The Induction Tutor is also responsible for completing the required assessments for the Appropriate Body and to inform them of how the ECTs are progressing.

ECT's have a 10% reduction of a normal teaching timetable during their first Induction year and a 5% reduction in their second year. This time should be used specifically for classroom observation, completion of the self-study units (Behaviour, Instruction and Subject), discussion, progress reviews and formal meetings. A timetabled meeting between the ECT and the Mentor will take place weekly in the first year and fortnightly (unless a weekly need has been identified) in the second year. Following this the relevant form will be completed and uploaded into the ECT's folder. The Induction Tutor (NAW) will assess this folder, along with her lesson observations (one per half term in the first year and one per term in the second year unless a cause for more frequent observations has been identified) to evidence whether Teacher's Standards have been met.

The role of the Mentor is primarily as a professional development coach and pedagogical support. Mentors are chosen for their experience and outstanding professional knowledge. It will not always be the Head of Department, although the Head of Department will also be involved in supporting the ECT, especially when considering the Subject Strand. Mentors will discuss Teaching and Learning based on evidenced research. ECTs will use a Tracking Document and their Mentor meeting minutes to build up a bank of evidence to help the Induction Tutor to assess that the Teaching Standards have been met. ECTs have two formal assessments – one at the end of Term 3 and one in Term 6. There are also Progress reviews at the end of Terms 1, 2, 4 and 5. All these are completed by the Induction Tutor and uploaded to the ECT manager website for the Appropriate Body.

ECTs are expected to attend the programme for new staff, if they are new to the school, as well as the scheduled ECT conferences and clinics, INSET and CPD. They will have formal feedback meetings after each of the observations carried out by the Induction Tutor.

ECT meetings

There are a number of scheduled Conferences during the programme, as well as clinics being run both in Dunottar and via Hub schools.

The current programme for these has been agreed by the Appropriate body.

The Mentor

The Mentor will be selected from the pool of experienced staff identified and trained for this role. Quite often this will not be the Head of Department. The Head of Department is fully involved in the progress of the ECT and will carry out observations and provide support and knowledge as part of the overall programme. The mentor is expected to encourage, guide and advise the ECT. They should be able to demonstrate good practice, suggest discussions with and observations of expert colleagues, provide information and instruction, and help the ECT to reflect on good practice. The Mentor has day-to-day contact with the ECT.

The Mentor and ECT should meet weekly (fortnightly in the second year when deemed appropriate). The Mentor is responsible for:

- Attending workshops on Mentoring and Coaching to aid ECTs.
- Meeting with the ECT at the agreed intervals.
- Monitoring the ECTs work in and outside of the classroom and ensuring continual professional development throughout the year.
- Prompting pedagogical discussion with the ECT.
- Keeping the ECT informed of general day-to-day matters.
- Liaising with the relevant Head of Department to monitor and support ECT progress.
- Involving the Induction Mentor, when relevant, for support.
- Observing a minimum of 10-15 minutes of live lesson each week.
- Discussing and aiding the setting of Action point/s for the week as part of the Mentor meeting.
- Aiding the completion of relevant paperwork.

The Induction Tutor

The Induction Tutor is responsible for the professional development of ECTs and manages their programme.

Responsibilities include:

- Overseeing the induction programme – including explaining school procedures and ensuring safeguarding training has taken place.
- Assigning mentors.
- Providing support and guidance for Mentors through half termly meetings and day-to-day discussion.

- Identifying training needs for Mentors.
- Coordinating and providing support and training, where required, for the subject specialist support (normally the appropriate Head of Department).
- Carrying out the Formal Observations (Terms 3 and 6) and completing the Progress Reviews
- Where a need is identified, completing an Initial Support Package, and coordinating provision for this.
- Awareness of any changes in the Statutory and/or Appropriate Body requirements and adapting the programme, if necessary, to meet these.
- Coordinating evaluation of the ECT package, including quality assurance of our provision.
- Reporting to the Head and Deputy Head (Teaching and Learning) regarding progress of mentors, ECTs and the assessments being followed as well as the overall ECT provision in the school.
- Liaising with our Appropriate Body and Roisin Watters (Guildford High School) regarding provision.
- Development of the ECT programme and monitoring of Mentors.

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