

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date	November 2004	Next scheduled review	February 2025
Governor approved	February 2024	Key person/people	DHT - ECTs
Model Policy		Model localised	Yes (MOPP version 2.1)
Pupil leadership team review		Y / N	N/A

EARLY CAREER TEACHERS, AND INITIAL TEACHER TRAINING

Principles:

The aim of this policy is to promote successful and rewarding teacher training within The Westgate School community and beyond. It applies to all teachers in training or early stages of career, namely: ECT (Early Career Teachers), ITT (Initial Teaching Training) or SD (School Direct) trainees.

The Westgate School Aims:

- To ensure that new colleagues feel welcomed and valued.
- To ensure that colleagues are able to settle into the school quickly, receive support and suitable experiences to teach effectively, meet the Teacher Standards and to further their professional attributes.
- To deliver a professional learning programme using the Early Careers Framework and ITT Core Content Framework.
- To build links with University providers to promote routes into teaching in order to benefit system improvement and teaching capacity.
- To ensure that those in training have the skills and attributes to be able to pursue a career in teaching and to address this if they are not being or unlikely to be met.
- To ensure that colleagues are supported in forming productive relationships with all members of the school community.
- To ensure that all mentors of ECTs and trainee teachers are supported in delivering high quality mentoring and coaching within the agreed frameworks.
- All School colleagues will be informed of the School's Early Careers policy and encouraged to participate and support in its implementation and development.

Practice and Procedures:

University based and Schools Direct entitlement

- The classroom teacher retains responsibility for the safety, wellbeing and learning of their classes at all times.
- Trainees will observe a class before teaching them. In each placement, they may both assist and co - teach. Only when the teacher responsible for the class feels that they are ready to deliver a high standard of learning experience, will they teach whole classes.

- Trainees will participate in all aspects of education and the whole school Professional Learning Programme.
- The trainee is entitled to frequent informal feedback on lessons / part of lessons that they teach as well as their progress towards meeting professional standards.
- Trainees will participate in the bespoke weekly Professional Learning Programme provided by the school. This will include observations of good classroom practice by experienced teachers, and an opportunity to discuss their observations.
- Trainees will be supported in undertaking the role of tutor and deliver aspects of the tutor programme including Personal Development.
- Tutors can expect to be formally observed weekly by their subject mentor or another class teacher and half termly by the professional mentor/ Specialist Team Leader/ Induction Coordinator.
- The DHT responsible will liaise closely with University providers to ensure that the School based Initial Teacher Training programme is adhered to.

Early Careers Teacher entitlement

- ECTs will be registered with the LA for the purposes of induction. This is the appropriate body.
- ECTs will be observed regularly and feedback will be given on both the quality of their teaching and pupils' learning.
- The School will provide high quality mentoring and coaching by a subject specialist mentor who will meet with ECTs weekly.
- Observations will be completed by ECT mentors, Specialist Team Leaders, the Induction Tutor and other members of the Senior Leadership Team.
- There will be regular opportunities to discuss progress with the Induction Tutors/ ECT mentors including reflection on strengths and areas for development identified in their Professional Development plan. From this basis, both formative assessment (targets and an action plan will be produced to consolidate and develop pedagogy) and summative assessments (yearly progress reports) will be used to assess ECT performance.
- Assessment will draw on the views of all colleagues who have apart in the ECTs' development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, pupils' work and the progress they make, relationships with colleagues, pupils, parents, as well as formal observations of teaching.
- The Induction tutor will ensure that assessment procedures are consistently applied and validated by the Headteacher.
- ECTs' performance will be fairly and rigorously assessed against the Teacher Standards for completion of induction. Termly reports will give details of: areas of strength; areas requiring improvement; evidence used to inform judgement; targets for the coming term; support to be provided by the School.
- Copies of any records will be shared with the ECTs concerned.
- ECTs will have access to a bespoke professional learning, which follows the guidance outlined in the Early Careers Framework and will include opportunities to observe good classroom practice by experienced teachers.
- The ECT programme will offer advice and guidance to ECT colleagues on wellbeing and managing workload and also support colleagues as they move into their second year of teaching by providing the foundation for longer term professional learning.
- ECTs in their first year of teaching, will have a reduction of 10% of a teachers' workload in addition to PPA time. This time is to be used to support professional development.

- Mentors will use the School's instructional coaching plan, and materials provided by the Ambition Institute to provide a framework for weekly mentoring sessions as part of core provision.
- ECTs in their second year of teaching, will have a reduction of 5% of a teachers' workload in addition to PPA time. This time is to be used to continue to support professional development.
- The School will act quickly to help ECTs address any areas of concern and respond with timely, honest and professional feedback. A more detailed action plan will be given to ECTs at risk of not achieving QTS.
- ECTs will be supported in meeting the statutory requirements for achieving QTS and, where concerns arise and an ECT is deemed to be "at risk", the School's policies for support will be implemented in partnership with Education Personnel's ECT team. The school will work closely with the ECT Induction Team at HCC and use the manual of practice following procedures for supporting ECTs deemed to be making "Unsatisfactory Progress".

Appendix 1: Roles and Responsibilities

Statutory roles and responsibilities are set out in the Statutory Guidance. The following provides further context and highlights key points but does not replace the provisions in the Statutory Guidance.

Headteacher	<p>The Headteacher has a significant and leading role in the process of inducting new colleagues to the profession. Although responsibility for the implementation of the Induction programme may have been delegated to the school's Induction Co-ordinator, the Headteacher retains overall responsibility for the monitoring, support and assessment of the ECT during induction, in conjunction with the Appropriate Body.</p> <p>Key functions include:</p> <ul style="list-style-type: none"> • Ensuring the ECT is registered with an Appropriate Body before they begin induction at their school. • Ensuring the ECT receives their entitlement to PPA and ECT CPD time, and that their Tutor is appropriately trained and has sufficient time to carry out their role effectively. • Keeping the Governing Body aware and up to date about induction arrangements and ECT progress. • Observing all ECTs at least once during their induction. • As appropriate, formally meeting with and writing to ECTs causing concern. • Make a recommendation to the Appropriate Body on whether the ECT has met the requirements for satisfactory completion of the induction period. • Participating in the Appropriate Body's quality assurance procedures, including procedures for the review of ECTs not meeting the relevant standards. • Retaining all relevant documentation, evidence and forms on file for 6 years.
Induction Tutor	<p>An Induction Tutor is responsible for the implementation of the overall induction programme in school. This includes ensuring that the programme is of a high quality and meets the generic and individual needs of ECTs and is compliant with the Early Careers Framework. This also includes providing support to the mentors and ensuring the quality and consistency amongst the evaluations carried out by the mentors. They are responsible for writing the formative reports at the end of each term and the summative assessment reports at the end of Year 1 and 2.</p> <p>They will need to keep the Appropriate Body apprised as early as possible of the progress of any ECTs who are struggling.</p>
ECT Mentor	<p>The ECT Mentor is a statutory role and each ECT must be appointed a mentor. They must hold QTS and their role is to help the ECT through induction, providing guidance and support. This may also include coaching and mentoring, adapting their approach to the needs of the ECT teacher.</p> <p>Key functions include:</p> <ul style="list-style-type: none"> • Meeting with the ECT regularly to review progress including discussions around strengths, areas requiring development and how the school will support the ECT to do this. • Following the ECT mentoring programme as is set out by Ambition

	<p>Institute, the Early Careers Framework and HCC.</p> <ul style="list-style-type: none"> • Carrying out formal half-termly review meetings. • Observing the ECT and providing feedback, and co-ordinating observations carried out by others as appropriate. • Observing ECT weekly as part of the School's instructional coaching programme. • Raising any concerns with the school's Induction Co-ordinator, Headteacher or the Appropriate Body at the earliest opportunity.
ECTs	<p>The ECT should take a pro-active role in their induction to ensure they make the most of this key time in their career. They should be actively involved in the professional learning required by the ECT programme, including the reading and studying of materials set out by The Ambition Institute. ECTs are responsible for keeping a record of their professional learning and updating their Professional Reflection Framework. They should raise any queries or concerns with their mentor in the first instance.</p>
Appropriate Bodies	<p>The Appropriate Body has the main quality assurance role within the induction process. They should ensure that schools are aware of, and are capable of meeting, their responsibilities during induction.</p> <p>Hampshire County Council (HCC) Appropriate Body carries out moderations to support its quality assurance processes. These are supportive visits, aimed at reviewing the quality and consistency of induction in the schools visited, identifying good practice and providing recommendations for improvements.</p> <p>HCC Appropriate Body will provide advice and guidance to both the school and ECT where there are concerns over the ECT's ability to satisfactorily complete induction. This will include advising the ECT in regard to their options.</p> <p>In the case of an ECT who has not met all the Teachers' Standards by the end of their induction period, HCC Appropriate Body will hold a panel to review the ECT's induction and make a decision on whether the ECT has passed or failed induction, or whether an extension period should be granted, should there be sufficient and appropriate grounds to do so.</p> <p>HCC Appropriate Body will make returns to the Teaching Regulation Agency of those ECTs who have started, completed, left school partway through induction or where an extension has been granted.</p> <p>HCC Appropriate Body provide Tutor Training throughout the year and all new Tutors, Headteachers and Induction Co-ordinators are strongly encouraged to attend. Refresher sessions are also run for those who would like an update but who do not need the full training session.</p>
Governing Body	<p>The Governing Body will be ultimately accountable for the progress of ECTs and should ensure the school is compliant with the Statutory Guidance. Before the school employs an ECT, they should be satisfied that the school has the capacity to support the ECT. The Headteacher should keep the Governing Body aware of the progress of all ECTs employed at the school.</p>
Professional Associations	<p>The Professional Teaching Associations play an important role in ECT induction, particularly where there may be concerns raised by an ECT or by their school about the ECT's progress.</p>

	Hampshire County Council Appropriate Body works closely with the Professional Associations to ensure that ECTs' views and concerns are heard and that all options are explored thoroughly before any final decisions are made on the part of the school or by the ECT.
EPS Caseworker	Education Personnel Services can provide casework support to schools where an ECT where there are performance concerns.