



Mayfield Primary School

7. NQT/ECT



Our Vision. Our intention. Always start with why!

Valuing



Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***



NQT/ECT POLICY

Mayfield Primary School

Mayfield Primary School has an existing teacher who is currently mid-way through the old NQT year, hence this policy reflects the previous and new systems for teacher's early career induction and training. Mayfield currently has no teachers on the ECT system.

The newly qualified teacher (NQT) induction process at Mayfield Primary School ensures that the appropriate guidance, support and training includes the development of skills, knowledge, expectations, lesson observations and learning environment walks are provided through a structured, but flexible personalised programme with the individual teacher. Alongside this, there is additional guidance, support and training provided through the Early Career Teacher (ECT) framework. These programmes will enable an NQT/ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional and statutory duties, can be built.

Aims and Purposes

Our induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the NQT/ECTs;
- to provide appropriate counselling and support through the role of an NQT/ECF Mentor;
- to provide NQT/ECTs with varied examples of good practice;
- to help NQT/ECTs form good relationships with all members of the school community;
- to help NQT/ECTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help NQT/ECTs to develop an overview of a teacher's roles and responsibilities;
- to help NQT/ECTs perform satisfactorily against the current Teachers' Standards.

This policy reflects a structured whole school approach to NQT and ECT 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 contents of the DfE Statutory Guidance on Induction for NQTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs. In addition, the additional support and professional development provided by the ECF. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all of its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities – The Headteacher

The Headteacher plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an NQT/ECF Mentor, the Headteacher will also observe each NQT/ECT as required, but at least once a term.

Statutory responsibilities are:

- Selecting an NQT/ECF mentor and ensuring they are registered with Lancashire local education authority (LEA);
- Registering the NQT/ECT with Lancashire LEA;
- Ensuring an appropriate induction programme is organised via the Lancashire NQT induction programme;



- Informing Lancashire LEA as to whether or not an NQT/ECT has performed satisfactorily against the Teachers' Standards for the completion of induction;

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an NQT/ECF Mentor or other suitably experienced colleagues and subject or curriculum leads.

In addition to the statutory requirements, the Headteacher will:

- Observe and (if necessary) give written warnings to an NQT/ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing Lancashire LEA;
- Keep the governing body informed about NQT/ECT induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities – The NQT/ECT Mentor

The principal requirement for the NQT/ECF Mentor is to provide regular support. The mentor will match judgements about NQT/ECT performance against the Teachers' Standards. The role also requires the NQT/ECF Mentor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in the school, providing support and guidance and enabling the rigorous, but fair assessment of NQT/ECT performance.

Entitlement

The NQT/ECT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with 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 standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for NQTs are as follows:

Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis;

- Structured visits or virtual tours will be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported;
- Help and guidance from an NQT/ECF Mentor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the NQT/ECF Mentor and other key staff as appropriate;
- Time and regular opportunities to meet with other NQT/ECTs and teachers;
- Observe experienced colleagues teaching;
- Whole staff CPD, twilights and training will be recorded to refer to at a later date, if necessary;
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction and ECF programme and is in addition to the statutory 10% non-contact time already allocated to teachers;
- Have teaching observed by experience colleagues on a regular basis;
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting;
- Opportunities for further professional development based on agreed targets.

Early Career Framework (ECF)

The Early Career Framework (ECF) underpins an entitlement to additional support and continued professional development for NQTs in the first two years of their career.



The Five Core Areas

The content of the ECF has been designed to build upon, and complement, early career teachers' initial teacher education. It is intended to support them to develop in five core areas:

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional behaviours

How Does it Link to the Teachers' Standards?

In order to align these core areas to the existing Teachers' Standards, the content of the ECF is presented in eight sections:

- High Expectations (Standard 1 - Set high expectations)
- How Pupils Learn (Standard 2 – Promote good progress)
- Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)
- Classroom Practice (Standard 4 - Plan and teach well-structured lessons)
- Adaptive Teaching (Standard 5 – Adapt teaching)
- Assessment (Standard 6 – Make accurate and productive use of assessment)
- Managing Behaviour (Standard 7- Manage behaviour effectively)
- Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

Lesson Observation, Learning Environment Walks, Review and Target Setting

These will be followed and completed in accordance with the DfE guidelines on NQT induction and ECF induction that supplements this.

Assessment & Quality Assurance

The assessment of NQT/ECTs will be rigorous, but also objective:

- The criteria used for formal assessments will be shared and agreed in advance;
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used;
- Responsibility for assessment will involve all teachers who have a part in the NQT/ECT's development in order to gain a reliable overall view;
- Opportunities will be created for NQT/ECTs to gain experience and expertise in self-evaluation;
- The induction tutor will ensure that assessment procedures are consistently applied;
- Copies of any records will be passed to the NQT/ECT concerned;
- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.

(All of the above will be clearly referenced to the Teachers' Standards 2012)



At Risk Procedures

If an NQT/ECT encounters difficulties in their performance against 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 with specific and practical steps outlined for securing an improvement in practice;
- Experienced colleagues will model aspects of good practice so that the NQT/ECT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to Lancashire LEA without delay

Where an NQT/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.

Where necessary, the Headteacher/Lancashire LEA Adviser will support the NQT/ECT Mentor and NQT/ECT in observations and in planning an appropriate programme to ensure satisfactory completion of the NQT/ECT year and that all steps have been taken to improve the situation. The NQT/ECT must be made aware of any concerns, at all stages, throughout the induction process.

Addressing NQT/ECT Concerns

If an NQT/ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with a named Lancashire LEA contact.

Links with Other Policies

<https://www.gov.uk/government/publications/early-career-framework>

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

<https://www.gov.uk/government/publications/teachers-standards>