



# CHATHAM & CLARENDON GRAMMAR SCHOOL

## Early Career Framework (ECF) and (ECT) Policy

Agreed by Governors: **November 2023**

### 1. Introduction

The first years of teaching is 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's ECF induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECF Induction programme will enable our early career teachers (ECTs) to establish a secure foundation upon which a successful teaching career can be built.

### 2. Purposes

Chatham & Clarendon Grammar School's ECF induction complements the Early career professional development programme designed by the Education Development Trust and delivered through Thames Gateway Teaching School hub which 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 by providing time and space
- 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 ECF Induction Policy (ECF) 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.

### 3. 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 all of 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 year 2023/2024 the school's Induction Coordinator is Mr Chris Bowman. When Chris Bowman is acting as mentor for the ECT, Mr Clark Goodwin may assist as the Induction tutor, thus keeping the mentor and induction tutor roles separate.

The Head Teacher:

The Head Teacher at Chatham & Clarendon Grammar School plays 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, a member of SLT will also observe each ECT, through 'drop-ins,' at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme and the Early Career Professional Development programme and support are in place;
- recommending to the appropriate body (Thames Gateway Teaching School Hub) 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 Teacher will make the final recommendation to the appropriate body. 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 CCGS's 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 Co-ordinator, 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 (1 hour) timetabled slot over a two-year period. The ECT Mentor role is to develop a constructive developmental relationship with the ECT, using the principles of Instructional coaching. ECT mentors will need to undertake 30 hours of training and support delivered through Thames Gateway Teaching School hub.

#### 4. Entitlement

The ECT 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 ECT will have access to the Early Career Professional Development programme delivered through the Education Development Trust and Thames Gateway teaching school hub. This will consist of 6 blocks per year, with ECTs and mentors working through one block per half term. The Programme lasts for two years.

The key aspects of the Induction programme for ECTs at CCGS are as follows.

- Access to an Induction programme that will commence upon appointment and be reviewed over two years.
- 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 with a mentor and, as needed, meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues' teaching.
- A 10% reduced timetable will be given in year 1 and 5% reduced timetable will be provided in year 2. This time is used for participating in the school's Induction programme and the Early Career Professional Development programme and other professional development activities and meetings with the mentor.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- 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.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.

## 5. Assessment and 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 ECTs development in order 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.
- Reports will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement
  - targets for upcoming terms/blocks
  - support to be provided by the school

## 6. 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 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 AB 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.

## **7. 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 Teacher) 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 Jodie Byham or Catherine Root

[Jodie.byham@tgtsh.org.uk](mailto:Jodie.byham@tgtsh.org.uk)

Catherine.root@tgtsh.org.uk

## **8. Review**

This policy will be reviewed every year or in line with any changes made to statutory guidelines.