



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

Early Career Teachers (ECT), Initial Teacher Training (ITT) & Recently Qualified Teacher (RQT) POLICY

SECTION 1: EARLY CAREER TEACHERS

Rationale:

At Bishop Heber High School, we support induction and continued professional development (CPD) and believe that it is important that new teachers are welcomed into the whole school team as soon as possible after appointment.

The aim of induction is to help new staff establish their role and position within the team and to enable them to grow and develop as individuals as well as team members. We believe that it is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school operates.

Aims and Objectives:

Throughout the Early Career Teacher (ECT) induction process framework, we aim to;

- Make ECTs feel welcome and at ease in their new environment
- Enable ECTs to understand the culture philosophy and ethos of the school
- Recognise that the appointment of an ECT is a serious responsibility and ensure that systems are in place to provide support throughout the ECT induction period and beyond
- Ensure that a full development programme is in place to develop the effectiveness of teaching practice established during initial teacher training which supports the national programme and provides the school specific context and addresses individual need
- Enable ECTs to observe good practice so that it can be reflected in their own work
- Support ECTs to give meaning to school documentation, policies and procedures in order to support efficient work and manage workload
- Provide a systematic and fair assessment process based on the development of the ECTs professional practice
- Ensure that in the case of unsatisfactory progress, sufficient support is given to encourage and achieve the necessary improvements.

Roles:

Headteacher

The Headteacher is responsible for the overall induction and professional development of new teachers.

Assistant Headteacher

The Assistant Headteacher will overview the process, working with the Induction Tutor and have regular meetings fortnightly to discuss the professional progress of the ECTs and advise on any support, including support plans, working with the Induction Mentor and ECF Mentor, quality assure the reports produced and in-house support.

The Induction Tutor

The Induction Tutor will ensure that all ECTs are registered with an Appropriate Body (AB) and the CPD Provider (BPN) and the Department for Education (DfE) prior to the start of induction.



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The ECF Mentor

The ECF Mentor is responsible for the day-to-day supervision of the ECT, ensuring that appropriate support is in place and that reporting, and assessment takes place. Mentors will also be fully prepared for their role as they will attend the training offered by the ECF CPD provider throughout the school year.

The Induction Tutor will;

- Meet the new teacher(s) on either New Staff Induction Day or the first day of term in order to initiate the induction process for the school year
- Assign an ECT mentor, who will provide frequent pastoral and professional support by meeting regularly, both formally and informally, with the ECT, following the ECF Provider's programme
- In consultation with the Assistant Headteacher assign a 'buddy'; a colleague to provide more informal personal support throughout the year. All new colleagues are assigned a buddy
- Will ensure that regular observations are carried out either by the induction tutor, a senior leader or the ECT mentor, which will provide constructive written and verbal feedback, copies of which will be given to the ECT and retained by the Mentor and Induction Tutor
- Be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments as well as summative assessments
- In consultation with senior managers and the Appropriate Body, make arrangements for additional support, experience and professional development from outside the school if required
- Ensure ECTs complete online Cyber Security Training and sign a copy of the ICT Acceptable User Agreement Form, prior to receiving their school laptop.

ECF Mentors will;

- Lead regular Mentor Meetings guided by ECF schedule
- Contribute to ECT assessment at the end of each year
- Attend all ECF training events and undertake self-study as required
- Undertake regular observations of the ECT which will provide constructive written and verbal feedback, copies of which will be given to the ECT and retained by the Mentor and Induction Tutor.

Guidelines for the ECT:

Throughout the ECT induction period, ECTs will;

- Receive 10% non-contact time in the first year and 5% in the second year (in addition to the 10% PPA time) to give him/her time to work on objectives, attend training and visit other schools
- Meet regularly with their ECT Mentor to discuss progress with the objectives and update monitoring using the ECF programme as guidance
- Be given the opportunity to observe experienced teachers at work within the school and in other schools
- Be given support and in-house training in understanding the school policies on major school issues such as SEND, EHCPs, assessment, record keeping, reporting to parents, behaviour management, child protection procedures and reporting racist incidents, organised by the Induction Tutor
- Be given support by the ECT mentor and / or Induction Tutor in the event that a racist incident, child protection issue, health and safety or other major issue arises to ensure that they have all necessary resources to deal with the issue



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- Be given the opportunity to attend suitable training organised by the ECF provider and other bodies
- Receive the relevant information, support and advice from subject leaders to enable them to be fully prepared for their role
- Have a formal assessment at the end of each year, when the ECT Mentor with the Induction Tutor completes an assessment form which is submitted to the Appropriate Body.

All ECTs will be required to complete an induction period of two school years, unless a reduction is agreed in conjunction with the Appropriate Body, in line with their reduction policy. During this time, ECTs are assessed against the Teachers' Standards that the Secretary of State has set out for the satisfactory completion of the induction period.

The Appropriate Body, in conjunction with the Headteacher's recommendation, decides if the ECT has satisfactorily completed the induction period. Should problems arise with the progress of an ECT, which could affect the completion of induction, advice from the Appropriate Body will be sought and followed as soon as possible.

Once the induction is successfully completed the teacher (if remaining on the school staff) will be included in the school's performance appraisal process.

SECTION 2: INITIAL TEACHER TRAINING

Aims:

The school aims to provide high quality initial teacher training (ITT) in order to support a trainee teacher to achieve qualified teacher status (QTS). The broader aims also include facilitating staff development through the role of the subject mentor, encouraging discussion and self-reflection on teaching strategies whilst helping current teaching staff feel valued for their expertise.

The School recognises:

- The benefits of having trainee teachers as colleagues, which encourages the whole staff to reflect on and develop their own practice
- The value ITT can bring to the continuing professional development (CPD) of individual teachers through their taking on the mentoring role
- The enrichment ITT colleagues bring to student learning
- The importance of sharing ideas, resources and best practice
- The benefits of working in partnership with University Training Providers, as well as other secondary schools in ensuring best practice
- The need for ITT provision to be focused on the quality of training and education, not just employment outcomes
- The importance in playing an active role in the training, recruitment and retention of the next generation of teachers, 'Growing Our Own'.

Partnership Providers:

The Partnership Providers are the institutions who offer accreditation of the PGCE / QTS to the Trainee Teachers, and for whom Bishop Heber High School offers teaching placements.



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Bishop Heber High School aims to offer placements for:

- Chester University
- Sandstone Trust (Tarpорley High School) in partnership with Liverpool John Moores University
- Edge Hill University
- The Alliance of Leading Learning (The Marches School)

Bishop Heber High School on occasion will and where appropriate, work with other providers e.g. University of Manchester and MMU. This decision will be made by the Assistant Headteacher and Professional Mentor in conjunction with the relevant Subject Lead and Senior Leadership.

Roles and Responsibilities:

Assistant Headteacher:

The Assistant Headteacher will oversee the ITT provision of the school. The role of the Assistant Headteacher includes:

- Meeting regularly with the Professional Mentor (PM) to discuss the progress of trainee teachers
- Allocating placements with the Professional Mentor in accordance with the required deadlines of each partnership provider
- Considerations for placing a trainee in a particular department will include a discussion with the Senior Leadership Team and Subject Leader where necessary
- Quality assurance of the process including reports and the CPD programme
- Advising on support plans and working with the Professional and Subject Mentors to decide when this is applicable and how it will be implemented.

The Professional Mentor

The Professional Mentor is required to oversee the trainee teacher's training placement(s). The role of the PM includes:

- Reading and understanding the Partnership Provider's Subject Mentor Handbook
- Agreeing and signing the Partnership Provider's Placement Agreement
- Inducting trainee teachers into the school using the Staff Handbook and relevant school policies
- Providing the Personnel Manager with DBS information from the relevant training provider, as well as the trainee teacher's personal information for the Single Central Record
- Providing trainee teachers with a staff lanyard and access to the ICT systems via the ICT department
- Assigning trainee teachers to a tutor group
- Meeting with trainee teachers regularly throughout the placement(s). This meeting will include a discussion of what is going well and any concerns from the trainee teachers, as well as a review of recent formal observations and any observations conducted by the trainee teacher
- Reviewing the trainee teacher's targets in support of the subject mentor
- Conducting at least one formal observation of each trainee teacher in each placement and provide written and/or verbal feedback
- Liaising with subject mentors and subject leaders over the progression of trainee teachers as required
- Reviewing and signing off the end of placement reports where instructed to by the training provider
- Organising a programme of Bishop Heber High School professional studies which supports the University training programme and responds to individual need
- Ensuring subject mentors receive up-to-date training from partnership providers as required.



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Subject Mentor

The Subject Mentor (SM) will be appointed via discussion with the Assistant Headteacher, Professional Mentor and Subject Leader and will be required to complete external training from partnership providers.

The Subject Mentor is required to:

- Read and understand the Partnership Provider's Subject Mentor Handbook
- Create the trainee teacher's timetable in consultation with their department using the Bishop Heber timetable template and send a copy to the PM
- Liaise with department colleagues whose lessons will be taken by the trainee teacher to inform them of how to observe lessons and to monitor trainee teacher progress
- Introduce the trainee teacher to department schemes of work and policies
- Request lesson plans from trainee teachers 48 hours in advance of a lesson in the first placement to facilitate
- Check the lesson plan and a discussion with the trainee over any required amendments
- Have a timetabled weekly meeting with the trainee teacher to set and review weekly targets
- Conduct a regular formal lesson observation, completing the associated lesson observation paper work from the partnership provider and following their guidance in terms of frequency of observations for each placement
- Have follow up discussions about both formal and informal lesson observations
- Complete the end of placement report
- Liaise with Professional Mentor over any areas of concern, reporting any concerns to the PM in the first instance
- Attend required training as directed by the PM and partnership providers.

Trainee Teacher

Trainee Teachers' are required to:

- Behave as if an employed member of staff and follow all the associated staff rules/expectations
- Abide by Bishop Heber High School policies
- Provide the school with a completed copy of photographic identification and their original DBS certificate for photocopying/file
- Submit lessons plans to Subject Mentors at least 48 hours in advance of lessons
- Attend weekly School Based Professional Studies sessions as directed by the Professional Mentor
- Attend regular pre-arranged meetings with both the Subject Mentor and the Professional Mentor
- Inform both the Subject Mentor and the Professional Mentor of any planned or unplanned absences (illness)
- Request permission from the Professional Mentor for all non-course related absences
- The trainee teacher will also be required to follow the instructions of their provider and to meet the expectations placed upon them for completing the course.

Professional Studies Sessions:

The Professional Mentor will organise a School Based Professional Studies programme for all trainee teachers to attend on a regular basis, with each session lasting for approximately 60 minutes. Members of staff with specific responsibilities or interests in key areas of training will be asked to deliver these sessions to trainee teachers.



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Professional Studies sessions will cover topics such as:

- Professionalism
- How to observe lessons
- Lesson planning
- Do Now (Retrieve to Achieve)
- Managing behaviour and classroom management
- Assessment for learning/formative feedback
- Using data to inform lesson plans
- Success at Interview
- SEND and Access Arrangements
- Stretching the most able and talented (MAT learners)
- The role of the Form Tutor
- Pupil Premium & Disadvantaged Students
- Dealing with pastoral issues
- Literacy including oracy, vocabulary development, reading and writing
- The ECT years.

Monitoring and Quality Assurance

The quality of the School's ITT provision can be determined by:

- Regular attendance by the Professional Mentor and Subject Mentors at training session as directed by Partnership Providers
- Moderation of lesson observations by Professional Mentor and Subject Mentors
- Positive feedback from trainees, ECTs and our partnership providers
- A willingness from the Subject Mentors to continue to undertake the role
- Professional and Subject Mentor reports.

SECTION 3: RECENTLY QUALIFIED TEACHERS

AIMS:

At Bishop Heber High School, we want to ensure that teaching staff feel supported throughout their career and we offer a Recently Qualified Teacher (RQT) programme for all teachers after their ECT years.

An RQT is defined at Bishop Heber as any teacher who is in their third or possibly fourth year of teaching and includes new staff and those that in training will have completed their second ECT year.

'It is accepted that one of the best things teachers can do to improve their own teaching is to look outside of their own classrooms.' Gore, 2013.

Observing other colleagues is a key part of development; it improves teachers' own self-awareness of their skills and enables them to become much more effective at identifying areas for further growth. This programme enables our RQTs, in the first instance, to observe teaching that happens beyond the parameters of their own classrooms and their own subject areas to observe different approaches to teaching among our



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own staff within the school. These include the use of new technologies, behaviour strategies, contemporary education ideas and developments, among other things.

This programme aims to provide RQTs with the opportunity to observe great teaching in action, to aid them to make further progress in developing their own teaching methods, approaches, and self-evaluation practices.

The programme is designed with learning and teaching at its focus and is called 'RQT Out of Subject Colleague Observation Programme'. This programme is a form of action research, and involves systematic and careful observation of lessons, focused on student learning and teacher practice. This takes place over one academic year and teachers take part in out of subject observations; Watching Others Work (WOW).

This programme gives teachers the power to change their own practice in a supportive and collaborative way. This programme supports teachers in their first year of performance review and in completing their Professional Learning Project (PLP).

Roles:

Assistant Headteacher:

The Assistant Headteacher will oversee the RQT provision of the school. The role of the Assistant Headteacher includes:

- Meeting regularly with the Training Mentor to discuss the progress of RQTs
- Allocating observations with the Training Mentor in accordance with wider staff expertise
- Monitoring RQT progress with the Training Mentor.

The Training Mentor

The Training Mentor (TM) is required to oversee the RQT observation placements and research informed enquiries. The role of the TM includes:

- Meeting with RQTs throughout the year. This meeting will include a discussion of what is going well and any concerns from the RQT, as well as a review of research informed enquiry
- Organising a programme of Bishop Heber High School based RQT professional studies.

The Training Mentor will;

- meet RQT in their first teaching term at Bishop Heber High School
- review the teacher standards and ECT years with them and arrive at an area for development
- assign an Observation Colleague (OC) with the Assistant Headteacher
- ensure that regular observations are carried out in line with the RQT: Watching Others Work (WOW) Programme
- be responsible for monitoring progress of and providing support to RQTs
- in consultation with senior managers, make arrangements for additional support, experience and professional development from outside the school if required.

Observation Colleague

The Observation Colleague is required to allow RQTs to attend an agreed schedule of lessons for observation. The role of the OC includes:

- Agreeing to allow RQTs to observe their teaching practice



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- This is a positive and transparent process where the RQT will record the positive aspects that they witness within the observation
- Where appropriate meet with RQT to discuss findings from the RQTs observation
- Provide support in explaining teaching practices, share resources and insight with the RQT.

The RQT:

The RQT is required to take part in the Watching Others Work (WOW) Programme established by Bishop Heber High School. The role of the RQT includes:

- This is a transparent process where the RQT will observe and record the positive takeaways from the colleague observation
- Attend the agreed schedule of observations
- Once the observation proforma is completed it should be shared with the observation colleague to support further discussion following the observation
- Uploaded observation proformas to BlueSky (PR) as evidence
- Engage with evidence based research
- Complete their first Professional Development Project (PDP).

Review of the Policy:

Bishop Heber High School will monitor the effectiveness of this policy and the success of each school's ECT induction programme for its teachers.

Policies will normally be reviewed on a 1-year cycle unless otherwise stated. This review may be brought forward as required by the school to reflect changes in supporting advice/guidance.

Mrs S Anderson
(Chair of Governors)

Mr D Curry
(Headteacher)

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The links and legislation noted in this document are correct as at the time of approval.



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LEGISLATIVE POWERS AT THE TIME OF APPROVAL.

- [Equality Act 2010: Guidance](#)
- [DfE Induction for Early Career Teachers](#)
- [ITT Core Context Framework](#)
- [DfE The ITT Behaviour Toolkit: A Summary](#)
- [DfE Guidance for Mentors](#)
- [DfE Induction for Early Career Teachers England](#)
- [DfE Induction Training & Support for Early Career Teachers ECTs](#)
- [DfE Guidance for Early Career Teachers ECF Based Training](#)
- [DfE Guidance for How the Early Career Framework ECF Supports Induction](#)
- [Best Practice Network: ECT Handbook](#)
- [Best Practice Network: ECT Year 2 Practitioner Inquiry Handbook](#)
- [ECF Welcome Pack 2023](#)