

## Early Career Teachers

Wellington is used to supporting the needs of Early Career Teachers. Over time, the school has shaped a programme of support which not only meets statutory guidelines but works to meet the common and individual needs of an ECT.

### Prior to starting in September

**All ECTs are invited into school for the last two weeks of term for a paid Induction Fortnight. The two-week placement enables ECTs to:**

- Learn about the School Values, key policies, expectations and routines
- Learn about the structure of the ECF two-year programme
- Collect teaching resources and schemes of work
- Observe colleagues in their department
- Experience some teaching
- Meet with current ECTs
- Meet with their Director of Year
- Meet with their Head of Department and their new departmental colleagues
- Meet with Senior Leaders and other leaders in the school
- Meet the Assistant Headteacher assuming the role of Induction Tutor and Mentor

The School is open during the holidays to help teachers prepare their bases for the new term (all ECTs have their own teaching base)

ECTs have a reduced timetable (90%) and are protected from covering absent colleagues; in Year Two their timetable is reduced to 95% although may be required to cover absent colleagues.

### Department-Specific Support for ECTs

Departmental support for ECTs will complement the wider ECF programme.

- ECTs will have a fortnightly formal meeting with their Head of Department to discuss their progress and teaching.
- ECTs will receive fortnightly leverage observations from their Head of Department or delegated Postholder. Written leverage feedback and instructional coaching follows each observation.
- ECTs will be supported by opportunities for peer observation, departmental and external CPD, and other necessary resources to support their subject knowledge and teaching.

## ECF Programme

The two-year induction period is intended to provide each ECT with a programme of support, guidance and monitoring to successfully make the transition from initial training to full-time teaching. The first year of teaching is vital in establishing the foundations for career-long professional development.

The School recognises the importance and demands of early teaching and supports each ECT in meeting the teaching standards assessed throughout the period.

As of September 2021, the School are affiliated with the Bright Futures Teaching School Hub and deliver the Teach First ECF programme. They form our 'appropriate body'. Year One of the programme will be delivered for the first time this year and is detailed below.

The ECT is supported by an Induction Tutor and a Mentor. Both roles will be assumed by Miss Zoe Hitchens. As part of the 'Golden Package' DfE-accredited programme we follow, the involvement of the ECT's Head of Department (and/or other subject staff) will also be vital in delivering a robust and bespoke package within the School context.

Provision is delivered through mentor meetings, self-directed study and external training sessions.

**Year One of the ECF programme is structured as follows:**

Module	Training session one	Training session one
Module 1: How can you create a powerful learning environment?	Using praise and consequences effectively	Holding high expectations of all pupils
Module 2: How do pupils learn?	Avoiding working memory overload	Using spaced and retrieval practice to build long-term memory
Module 3: What makes classroom practice effective?	Using examples and non-examples	Using questioning to extend and challenge pupils
Module 4: How can you use assessment and feedback to greatest effect?	Structuring questions to anticipate and identify misconceptions	Peer and self-assessment
Module 5: How can you support all pupils to succeed?	Developing pupils' language comprehension and writing in your subject and phase	High quality universal provision and the graduated approach
Module 6: How can you plan a coherent curriculum?	Identifying the right knowledge	Building your pupils' flexible knowledge

**This totals 36 weeks**

## **Year One Time Commitment**

**All the training is flexible to fit around when it best suits the teacher to complete it. In year one, ECTs will:**

- attend a full induction
- spend a total of four and a half hours each half-term learning content online - this online content has been broken down into weekly bitesize chunks to support the teacher to fit their learning into the half term
- attend two live online or in-person training sessions, lasting an hour and a half each, exploring more complex content
- spend an hour each week with their mentor either being observed, receiving feedback or discussing a topic in-depth to enhance their understanding

## **Year Two of the ECF Programme**

Year two content will be phase/subject-specific, building on concepts developed in year one. This is important to the early career teacher's success – recent research has highlighted that phase or subject- specific continuous professional development (CPD) has a greater impact on pupil outcomes (Cordingley et al., 2015). Teachers will deepen their subject - or phase-specific knowledge on our unique programme through:

- phase/subject-specific networks facilitated by regional experts
- access to phase/subject-specific peer networks phase/subject-specific training sessions,
- designed and delivered by subject or phase matter experts
- one-to-one instructional coaching with mentors
- pre- and post-module quizzes, helping early career teachers evaluate their development,
- supporting rapid progress
- prompts for reflection, critical to change teacher action over time and prevent over-reliance on habits (Hobiss et al., 2020)
- additional research and resources to stretch early career teachers, especially in domains where they are already proficient

**This totals 20 weeks**

## **Year Two Time Commitment**

**In year two, early career teachers will:**

- attend a year two induction
- continue to have access to all the online materials from year one, including stretch content to deepen their knowledge
- complete 45 minutes of self-directed study each half-term
- meet their mentor for an hour every two weeks attend a phase/subject-specific seminar every half-term to collaborate on learning and development

In the summer term, early career teachers will have access to four additional modules to help develop their learning. Throughout both years of the programme, we'll provide these four key modules to help early career teachers prepare for their next step in school, helping the transition to new roles but also supporting schools to retain great teachers through the four development modules:

- research in the classroom
- leading careers and employability
- preparing to mentor
- preparing for middle leadership

ECTs will also have access to a well-being course.

## **Assessment**

While there isn't officially a 'Formal Assessment' as such, the ECF programme allows for formal opportunities for assessment to take place after Modules Two and Six in Year One and at the end of Year Two. These will be completed by the Induction Tutor.

These will be informed by time allocated for the Induction Tutor to carry out one Professional Progress Review each half-term. These will be used as an opportunity to gauge the progress of an NQT against the Teachers' Standards.

Where ECTs require additional support, this will be determined by the Induction Tutor accordingly and implemented. This will involve a meeting between the ECT and Induction tutor and a programme of support with a clear timescale put in place. If required, this additional support period may be extended or further support procedures, as per the School's *Teacher Appraisal Policy*, will be followed.