

Name:	Early Career Teacher Policy (formerly the NQT policy)
Approved by:	Governing Body
Policy created:	November 2020
Policy Reviewed:	September 2023
Next Policy Review:	September 2026
Update approved:	21 st September 2023 LGB
<i>All policies are available to stakeholders either on the school website or upon request from the school office.</i>	

PRINCIPLES

The Early Career Teacher Policy is committed to and guided by the Bright Futures Educational Trust vision

This policy is consistent with the Bright Futures Educational Trust vision: the best *for* everyone and the best *from* everyone.

Early Career Teachers joining the staff are valuable assets, bringing up to date knowledge, enthusiasm and a new perspective to the school. In the first two years of teaching, however, there is a great deal of information to be acquired very quickly in terms of subject knowledge and pedagogy, procedure, tutorial responsibilities and relationships with staff and students.

The school has a responsibility to ensure that teachers in the first two years of their career become effective in their role by offering a planned and supportive training programme for this particular stage in a teacher's professional development.

The school complies with the legal framework set out in the DfE 'guidance for schools concerning statutory guidance for appropriate bodies, headteachers, school, staff and governing body' <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>
<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>
<https://www.gov.uk/government/publications/supporting-early-career-teachers>

ROLES

Role of the Induction Team

The Induction Tutors for early career teachers or Early Career Lead (ECL) are the Assistant Principals (with linked Phase responsibility) In addition, the Phase Leader or a delegated member of the department will have a special role in the induction process, as will the senior tutor.

Role of the induction team:

- To manage the effective induction of a teacher in the first two years of their career



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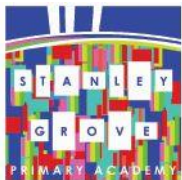
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www.stanleygrove.manchester.sch.uk

Head of School: Mrs Amy Footman **Executive Principal:** Mr Gary Handforth

Registered Office: Bright Futures Educational Trust, Lodge House, Cavendish Road, Bowdon, Altrincham, WA14 2NJ

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- To ensure the early career teacher understands the school/department/year organisation
- To support the early career teacher in demonstrating the performance against the teaching standards is satisfactory by the end of the early career induction period.
- To meet the early career teacher at frequent intervals for a professional review
- To help the early career teacher to recognize his/her own talents and to use them, so they are equipped to be an efficient and successful teacher
- To encourage realistic self-evaluation and target setting by the early career teacher and to offer support with their on-line training.
- To provide constructive and balanced feedback from observations, which includes identifying developmental needs
- To help the early career teacher to identify training needs and to provide appropriate support
- To provide clear, open lines of communication
- To promote a trusting climate
- To be role models
- To be good listeners
- To praise and encourage.

POLICY

1.	Preliminary Visits
1.1	Following an appointment, all new staff are welcome to visit the school before actually taking up the post.
1.2	Appointees have the opportunity to attend training days and departmental and tutorial meetings if they are able.
1.3	The purposes of initial visits are <ul style="list-style-type: none"> ▪ To be introduced to the departmental mentor(s) and other staff, including associate staff ▪ To be given appropriate assistance in finding accommodation and arranging transport if required ▪ To be shown around the school and to identify teaching rooms ▪ To be given information on/shown equipment and resources available for use, including information technology ▪ To be provided with curriculum documents relevant to the subjects he/she will teach ▪ To be given an outline of the school pastoral system ▪ To discuss timetable issues ▪ To be given information regarding the first day of appointment.
2.	The Initial Stage
2.1	At the beginning of term, it is the Induction Tutor/ECL's responsibility to ensure that each early career teacher has a staff handbook so that he/she has the essential information required for the first week of term.
2.2	



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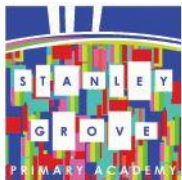
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2.3	The training day on the first day of term allows the early career teacher to take part in department and pastoral meetings and training sessions.
2.4	The Induction Tutor/ECL will arrange a preliminary meeting with all early career teachers to determine the purpose and frequency of future meetings and to answer any queries.
2.5	A social function may be arranged within the first few weeks of the first term, to welcome new members of staff to the school. If possible, in the first weeks of term the early career's teacher will not be used to cover for absent colleagues

3.	The Mentor
3.1	The mentor will attend all required training. They will provide weekly mentoring to their early career teacher in Year 1 and fortnightly mentoring in Year 2.
3.2	The mentor will ensure that the early career teacher receives appropriate schemes of work and written statements of the department's policy on record keeping, health and safety and other administrative procedures.
3.3	The mentor will be available to give advice on the methodology appropriate to the departmental aims, classroom management and the resources available within the department and school. Normally this information will be contained in a departmental handbook.
3.4	The mentor will provide help and advice with issues such as subject knowledge, subject-specific pedagogy, classroom management, rewards and sanctions, different teaching styles, record keeping, report writing and parents' evenings.

4.	The Phase Leader
4.1	The Phase Leader will help and advise the early career teacher with pastoral matters, including <ul style="list-style-type: none"> Registration Assemblies Administrative duties Rewards and sanctions Reporting arrangements

5.	Appraising Teacher Performance
5.1	The early career teacher will have lessons formally observed by experienced colleagues. In Year 1 the Induction Tutor/ECL will observe at least one lesson per term and the subject mentor will observe one lesson per half term, where possible. In Year 2, observations will be in line with the school's appraisal policy. The Principal also observes every teacher new to the school in the first two months of their contract.
5.2	As well as formal observations, it may be possible for the early career teacher to work in a team-teaching situation.



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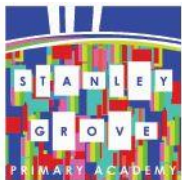
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5.3	Following a formally observed session, the mentor will provide feedback on the lesson observed, helping the early career teacher to analyse his/her performance and set targets for improvement. The feedback should take place in private and not in the staffroom.
5.4	The Phase Leader will also spend time with the early career teacher and will offer advice and guidance on pastoral management.
5.5	At the end of each term, the Induction Tutor/ECL will conduct a review with each early career teacher and ask for feedback on the school's support of new members of staff. The reviews will be agreed by all parties.
5.6	Each early career teacher, in line with all new teachers, is subject to a sixth month probationary review period which will be implemented by their department's line manager, as laid out in the Probation Policy for new staff.

6.	Problems
6.1	Should the early career teacher be experiencing any problems or be deemed a cause for concern, the subject mentor and/or the senior tutor should refer the matter to the Induction Tutor/ECL.
6.2	In the case of unsatisfactory progress, the procedures outlined in the statutory guidance will be followed.

7.	Training
7.1	A newly employed early career teacher will be expected to attend school induction sessions alongside all new staff.
7.2	Arrangements will be made within departments for early career teachers to observe experienced colleagues teaching. The early career teacher will have an opportunity to observe lessons in other subject areas. Funding will be made available for the early career teacher to participate in training which will enhance their professional development. This will include attendance at the early career teacher conference and all necessary webinars, and engaging with on-line materials.
7.3	

8.	Extra-Curricular Activities
	The early career teacher will be expected to contribute to the extra-curricular life of the school. Opportunities will be made available for early career teacher to assist with trips, visits and residential courses.

9.	Conclusion
	As a school we accept and welcome the responsibility of assisting Early Career Teacher, to achieve a smooth transition into the school environment and to embark upon a successful teaching career.



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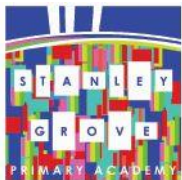
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Responsibility

Responsible Staff	Amy Footman (Principal) and Assistant Principals (Alison Bolton, Tracey Ward and Hew Ting Yuen)
Approving body	<p>Governing Body-SGPA</p>  <p>Rachel Wise Chair of Governors</p>



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