



RICARDS LODGE HIGH SCHOOL

Early Career Framework Policy

(PUBLISHED)

2020/2021

Ricards Lodge High School	
Date written/last review	September 2020
Approval level	Governing Body
Date of next review	September 2021
Add to website Y/N	Yes

Contents

Contents	1
Aim	2
Rationale	2
Purposes	2
Roles and Responsibilities	3
The Governing Body	3
Senior Leadership Responsibility	3
ITT Entitlements	4
NQT Entitlements	5
NQT +1 Entitlement (only if funded)	5
Process of Support	5
Bibliography and References	6
Links to other policies	7

Throughout this report will be using the following acronyms;

- RLHS - Ricards Lodge High School
- SLT - Senior Leadership Team
- PGCE - Post Graduate Certification of Education SD Schools Direct
- NQT - Newly Qualified Teacher
- NQT+1 - Second Year Teacher
- ECF - Early Career Framework
- ITT - Initial Teacher Training
- TS - Teachers' Standard
- CCF - Core Content Framework
- QTS - Qualified Teacher Status

Aim

RLHS aims to support all ITT , NQT and NQT +1 colleagues with a planned CPD programme, a wide and varied teaching experience with a designated subject and professionally trained colleague.

Rationale

Statutory NQT induction is the bridge between ITT and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards. Our school's induction programme at all levels, provides appropriate guidance, support, training and expectations are provided through a structured but flexible individual programme. Our induction programme will enable all ITT students to develop their skills outlined in the CCF and TS. The NQT and NQT+1 programme has been designed to support colleagues to progress and meet the TS. Personalised targets will be set in line with their PGCE/NQT profiles as agreed by mentors.

The TS have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The TS clearly set out the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress all colleagues will be expected to extend the depth and breadth of the knowledge, skills and understanding that they demonstrate in meeting these standards.

Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ITT and NQT and NQTs +1. The purposes of induction include:

- to provide programmes of support and training to the individual needs
- to provide appropriate guidance and support from an identified trained colleague
- to provide ITT, NQT and NQT +1 with examples of good practice
- to help ITT, NQTs and NQT +1 form good relationships with all members of the school community and stakeholders
- 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 in their own practice
- to support ITT, NQTs and NQT +1 to develop an overview of a teacher's roles and responsibilities
- to provide a foundation for longer-term professional development
- to help ITT, NQTs and NQT +1 meet TS and CCF

RLHS follows the guidance as set out in **ITT Core Content Framework** and **Induction for newly qualified teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies Revised April 2018'**. These documents clearly set out expectations for career entry.

Roles and Responsibilities

The Governing Body

The Governing Body will be fully aware of the contents of the DfE's statutory guidance on induction for ITT, NQTs and NQT + 1 which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ITT, NQT and NQT +1. The governing body will be kept up to date by the Deputy Headteacher about induction arrangements and the results of formal assessments at the calendared Quality of Education Governors Committee.

Senior Leadership Responsibility

The SLT at RLHS has a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction process has been delegated to the Deputy Head and Assistant Head the Headteacher will assess the quality of this support and will ensure that all end of term assessments are monitored and signed off. The statutory responsibilities of the Headteacher are to ensure that ITT/NQT and NQT+1 have:

- an appropriate induction and CPD programme has been planned and shared
- a designated subject and professionally trained colleague
- opportunities for observation, lesson feedback inline with the individuals career stage
- professional colleagues complete relevant profiles and meet the deadlines set by the LA/University

The Headteacher and designated SLT team must ensure that RLHS

- uphold the criteria laid out in the university partnership agreement

- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

	Role and Responsibility
Deputy Head	Oversee the CPD programme for ITT/NQT/NQT+1 and supporting colleagues NQT programme
Assistant Head	Teach Wimbledon SD NQT + 1
Professional Co-ordinator Mentor	University Link Coordinator of PGCE training Ensuring PGCE students and mentors are supported
Mentor	Subject Specialist Support for PGCE and NQT
Coach	Expert colleague to support and coach NQT +1

ITT Entitlements

- Assigned and trained mentor
- Weekly timetabled mentor meetings
- Assigned and trained PCM
- Timetable in line with university expectations
- Professional induction to each school
- Professional studies programme
- Access to schemes of work
- Release day to go to university
- Observation in line with university policy
- Opportunity to develop to achieve all TS
- Timetabled observation to learn from train practitioners
- Assigned a tutor
- Opportunity to attend all staff meetings

NQT Entitlements

The key aspects of the induction process for NQTs at RLHS are as follows:

- access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis
- allocated trained mentor
- regular timetabled meeting with a mentor
- opportunities to observe experienced colleagues teaching
- a reduction of 10% of the average teacher's time-table. This time is used for participating in the Professional Development identified and agreed with the tutor and is in addition to the statutory 10% PPA time already allocated to teachers
- formal lesson observations of teaching by the mentor every half-term
- a member of the SLT to observe in the second phase
- prompt written as well as oral feedback on the teaching observed against the TS and to receive feedback about strengths and areas for development as appropriate
- termly review of progress meetings to review action plans, record achievements against the standards and raise concerns
- professional development programme set out by RLHS

NQT +1 Entitlement (only if funded)

- Assigned a trained coach for half termly meetings to support completing NQT+1 action research project based on their targets from their report
- Release time to two other TW schools to observe
- Half termly CPD sessions

Process of Support

If an NQT has any concerns about the induction, mentoring and support process, these should be raised at school in the first instance.

Where the school does not resolve them the NQT should raise concerns with the Appropriate Body.

	RLHS Staff	Practitioner
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ITT	Meeting with the PCM Follow the partnership agreement	Meeting with the PCM Follow the partnership agreement
NQT	See below	
NQT=1	Meet with the NQT +1 LM Follow the steps in the Appraisal Policy	Meet with your LM Follow the steps in the Appraisal Policy

Each term the school will review individual NQT progress through the phase reporting document. Any concerns regarding NQTs RLHS will follow its Appraisal Policy.

This policy was agreed and adopted in June 2020 It will be reviewed June 2021 part of the school's development cycle. The policy will be updated prior to this date should there be any changes to statutory requirements.

This policy is based on and follows the guidance and statutory requirements set out in <http://www.education.gov.uk/b0066959/nqt-induction> - 'Statutory guidance on induction for newly qualified teachers (England)'.

Bibliography and References

Department of Education Core Content Framework 2019

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf

National Framework for Mentoring and Coaching

- <http://www.curee.co.uk/resources/publications/national-framework-mentoring-and-coaching>

Early Career Framework - Roll Out Case Studies

- <https://www.gov.uk/government/publications/supporting-early-career-teachers/rollout-of-early-career-framework-support-package>

Early Career Framework 2019

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf

ITT Core Content Framework

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf

The Beginning Teacher's Behaviour Toolkit

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/844181/Tom_Bennett_summary.pdf

Teachers' Standards

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

Induction for Newly Qualified Teachers

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851336/Statutory_Induction_Guidance_2019.pdf

The Perfect Teacher Coach, Jackie Beere and Terri Broughtton 2013

Links to other policies

1. Appraisal Policy
2. Pay Policy
3. Well being Policy
4. Teaching and Learning Policy
5. Behaviour for Learning Policy
6. Teach Wimbledon - Handbook