



The Duke of York's
Royal Military School

Early Career Teachers (ECT) Policy

**Date of Approval by Chairman
on behalf of the Governing Body:**

25 Sep 21

Signed: Colonel A Thorne

Position: Chairman

Reviewed and agreed by the Chairman on behalf of the Board of Governors on
24 September 2021

Last reviewed:	September 2021
Next review:	September 2022

ETHOS AND BOARDING AIMS

Ethos

Our aim is to provide all-round education with an academic focus. We will promote the full development of students by providing a secure, professional, and caring environment in which each student is encouraged to reach his or her individual potential and is prepared for the opportunities, responsibilities, and experiences of adulthood. These goals will be achieved in the context of a learning, spiritual, moral, and pastoral ethos, which respects values of Christian and other faith communities, and our unique military tradition.

Boarding Aims

- To promote the personal student values of courage, discipline, respect, integrity, loyalty, and commitment within an environment where learning is at its heart.
- To promote a pastoral environment in which **all** students can live, grow and be happy.
- To develop a sense of community and belonging within our 100% co-educational boarding school.
- To develop and foster supportive relationships between students, parents, staff, and other stakeholders.
- To understand and provide for the particular and evolving educational and boarding needs of the military community.
- To promote a respect for the rights of others and their property.
- To promote the “student voice” in the discussion of boarding matters.
- To promote and develop the unique military ethos of the School.
- To provide a boarding environment which develops respect for others and where bullying or other forms of harassment are not tolerated.
- To provide students with a range of activities and experiences which will develop their character, resilience, and leadership skills, allowing students to make a positive contribution to our School community and beyond.
- To provide the highest quality boarding accommodation, pastoral care and medical care that complies with the National Minimum Standards for Boarding Schools and exceed them wherever possible.

Introduction

The first year of teaching is not only very demanding, but also of critical significance in the professional development of the new teacher. It is vital that new teachers get a good start to their teaching careers through appropriate transitional support. The Duke of York's Royal Military School's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support, and challenge. Our ECT induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

Aims

The Duke of York's Royal Military School aims to:

- Run an ECT induction programme that meets all the statutory requirements
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Provide individual support through high-quality mentoring
- Provide ECTs with examples of good classroom practice, across subject disciplines
- Help ECTs form productive relationships with all members of the School community and stakeholders
- Encourage reflection on their own and observed practice
- 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 to prepare to help ECTs meet all the core standards
- Ensure all staff understand their role in the induction programme

This policy reflects a structured, whole school approach to teacher induction and recognises that quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for Newly Qualified Teachers \(England\)](#) and [Induction for Newly Qualified Teachers during the Coronavirus Outbreak](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The relevant standards referred to below are the [Teacher Standards](#).

This policy complies with our funding agreement and articles of association.

The Induction Process

Following the award of QTS, an ECT begins the induction period of six terms. During this period, they will be expected to maintain and further develop the Teachers' Standards already achieved.

In the first year of their induction, an ECT is provided with a reduced timetable (by 10%) to support their developmental needs. Additional non-contact time can be used for a range of activities such as meetings, planning, marking, and observing other members of staff. In the second year, an ECT's timetable reduction will decrease to 5%.

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, whether the School currently has the capacity to fulfil all its obligations. The Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs through the Principal's Report and/or direct contact with the ECT Coordinator in the School.

Induction Tutor - The Vice Principal (Curriculum and Learning)

The Induction Tutor is responsible for initiating ECTs into the teaching professional and into the Duke of York's Royal Military School's systems and structures. The role embraces many important tasks, including the planning, implementing and evaluation of a personalised programme of support and development for each ECT, providing advice, guidance and the rigorous but fair assessment of a ECT's performance. It also entails keeping relevant and accurate records of progress and achievement and the provision of ongoing support on a daily basis.

The Induction Tutor at The Duke of York's Royal Military School plays a significant and leading role in the process of inducting new colleagues to the profession. The Induction Tutor will observe each ECT at least once a term. Their statutory responsibilities are:

- Ensuring appropriate induction programme and support are in place
- Recommending to the appropriate body whether an ECT has met the requirements for satisfactory completion of the induction period

The Induction Tutor will make the final recommendations. In addition to statutory requirements, the Induction Tutor will:

- Observe and give written warnings to any ECT at risk of failing to meet the Teachers' Standards
- Keep the Principal up to date about induction arrangements and ECT progress

Subject Mentor

In addition to the Tutor, who has the responsibility for the formal assessment of ECTs, a Subject Mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The Mentor will contribute to the judgements about the progress against the Teachers' Standards.

ECT

The ECT should:

- Provide evidence that they have QTS and are eligible to start induction

- Meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review
- Agree with their Induction Tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the agreed monitoring and development programme
- Raise any concerns with their Induction Tutor as soon as practicable
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews, and formal assessment meetings
- Agree with their Induction Tutor the start and end dates of the induction period and the dates of any absences from work
- Retain copies of all assessment forms

Entitlement

The induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completing of induction. It builds on their knowledge, skills and, achievements in relation to the Teachers' Standards achieved during training. At The Duke of York's Royal Military School, we expect our ECTs to be proactive in their own career development and see themselves as continuous learners.

The key aspects of the induction programme for ECTs at Duke of York's Royal Military School are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post
- Structured visits to the School prior to taking up the appointment and with time to discuss developments needed and how they will be assisted in making these
- Help and guidance from the Induction Tutor who is adequately prepared for the role and will coordinate the induction programme
- Regular meetings with a Subject Mentor and, as needed, meeting with Subject Coordinators, SENCO etc.
- A programme of observations of experienced colleagues teaching
- A reduction of 10% in year 1 and 5% in year 2 of the average teacher's workload (in addition to PPA time). This time is used for participating in the School's induction programme and/or meetings with the Subject Mentor.
- Regular observations of ECTs teaching by experienced colleagues (at least once every half term)
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary
- Attendance at teaching hub ECT training events, both virtual and face-to-face
- Confronting 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 Standards

This list is provided as a guide and personalised programmes of support will be agreed with the individual ECTs.

Self-Directed Study Materials

Interactive self-study materials that explain the research behind the Early Career Framework and give exemplifications of what this looks like in the classroom. This will be scaffolded through the Education Development Trust Core Induction Programme.

The self-directed study materials are designed to take into consideration ECT's busy professional and personal lives, and so can be accessed online at any time to support flexible learning and professional development.

Weekly Mentor Meetings

Mentors will spend one lesson per week with their ECT. This lesson could include observing, providing feedback and instructional coaching to develop the ECT, or discussing a topic in depth to enhance the ECT's understanding of the topic within the school's context. These meetings reduce to one hour per fortnight in the second year of induction.

Lesson Observations

Lesson observations are planned and conducted half-termly by the Induction Tutor and completed in accordance with the KCC guidelines, which are based on DfE's statutory guidance. Feedback from these lessons form the basis of the half-termly action planning.

Review of Progress

Both the Induction Tutor and the ECT will meet half-termly to review progress against the action plan objectives. These meetings provide an opportunity to engage in professional dialogue, triangulating data from lesson observations, pupil outcomes, and pupil voice to review progress against the Teachers' Standards.

Termly Assessments

Both the Induction Tutor and ECT meet three weeks prior to the submission of the end-of-term reports to the KCC to reflect on progress.

Extending an Induction Period

The induction period will automatically be extended when an ECT's absences exceed 30 days. In these circumstances, the induction period will be extended by the total number of days absent since the ECT started.

Absence related to Coronavirus (including closure of the School, sickness, or self-isolation) taken before 01 September 2021 will not count towards this 30-day limit that would extend the NQT induction.

Extensions to the induction period can be made by the KCC if there is evidence that there are extenuating circumstances as to why the ECT has not made progress. Action to improve performance must not be delayed until a formal assessment meeting takes place and Assessment Reports are submitted.

Extenuating circumstances could include:

- Personal crisis
- Illness
- Issues around the support during induction; or

- Where there is insufficient evidence within the induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory

If an ECT fails induction, or has their induction extended, the KCC will advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulations Agency, which acts on behalf of the Secretary of State.

At Risk Procedures

1. In the event of *initial concerns*, the following procedures will be put into place:
 - The Induction Tutor and ECT identify the area of concern
 - New agreed action plans will be developed with specific support outlined for securing an improvement in practice
 - Early warning of the risk of failure will be given and the School's concerns communicated to KCC without delay
2. *Continued Concern* – The Principal and KCC Manager will support the Induction Tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and to ensure that all steps have been taken to improve the situation
3. *Improvements not achieved* – Despite the additional support, the Principal/Induction Tutor and KCC Manager will meet with the ECT to explain their options and provide advice on the next steps.

The ECT will be made aware of any concerns, at all stages, throughout the induction process.

Raising Concerns

If an ECT has any concerns about the induction, mentoring, and support programme, these should be raised within the School in the first instance. Where the School does not resolve them, the ECT should raise concerns with the KCC's named contact.