



**Newton British Academy
Barwa City**

WS ECT Policy

Policy Date: June 2022 – June 2025

Reviewed Date: August 2023

**“An international community of learners striving for
excellence and celebrating success”**

Overview:

The ECT school induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. NBA aspires to motivate and encourage Newly Qualified Teachers to be passionate, flexible and outstanding teachers. Newly Qualified Teachers represent an exciting opportunity to bring new ideas and a fresh outlook to the school community. The NQT Induction Programme is planned to enable the ECT's to establish a secure foundation to build a successful teaching career and to assist the ECTs in becoming part of the whole school team as quickly as possible whilst at the same time increasing each individual's personal skills and expertise in teaching and aiding their continued development as professionals.

Introduction:

The aim is to provide programmes appropriate to the individual needs of the ECTs; to provide appropriate mentoring and support through the role of an identified mentor; to provide ECTs with examples of good practice; to help ECTs form good relationships with all members of the school community; 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; to help ECTs to develop an overview of a teacher's roles and responsibilities; to provide a foundation for longer-term professional development; to help ECTs perform satisfactorily against the Teachers' Standards.

Aims:

The school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards in accordance with the requirements for the DfE and to make a valuable contribution to ours and future schools. Specifically, we aim to

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs.

- to provide support to meet the generic needs of all the ECTs and develop plans to meet the specific needs of the ECTs
- to provide individualised support, guidance and advice through the role of an identified mentor
- to provide ECTs with examples of good practice through professional development and peer observation
- to help ECTs form good relationships with all members of the school community and all stakeholder
- to encourage reflection on their own and observed practice
- to provide opportunities to recognise and celebrate good practice
- to identify areas for development and provide support for these

- to help ECTs to develop an overview of a teacher's roles and responsibilities
- to provide a foundation for longer-term professional development
- to help ECTs perform satisfactorily against the Teachers' Standards
- to ensure a smooth transition and progression from teacher training
- to integrate the ECTs into the school and facilitate the development of positive relationships with all stakeholders

THE ECT PROGRAMME

1. Prior to beginning work – Staff induction week as with all new staff

During the week the new member of staff should be made aware of:

- Key personnel and their roles and responsibilities
- School layout – emergency exits, toilets, classrooms etc.
- Term dates, school times, meeting dates and times
- Signing in procedures, fire drill arrangements and other safety and security issues
- Emergency procedures
- Arrangements for first aid
- Accident and incident reporting
- Class list
- Special Needs information
- Pupils' medical information

There should be an opportunity to:

- Complete any additional paperwork relevant to employment
- Meet with senior staff
- Familiarise themselves with their new role
- Check they have all necessary contact numbers

The ECT's entitlement

Each ECT should:

- Receive support and guidance from a year group/department member mentor and a senior mentor
- Be observed twice per term (every half term) by that mentor and be provided with follow up discussions
- Be observed at least once per term with the mentor and the SLT in addition to their normal lesson observation
- Have a termly professional review of progress
- Be given the opportunity to observe experienced teachers
- Be provided with other professional development activities
- Be given support with planning

The Mentor

The mentor is responsible for supporting the ECT through overseeing their induction programme, using modelling, coaching and instruction to enable a smooth induction to the school and enable early difficulties to be addressed successfully.

The Mentor should:

- Have an initial discussion with the NQT to decide priorities for induction following on from the first few weeks in the school
- Form an action plan
- Organise review discussions – every half term
- Collate information to inform the review discussions
- Allocate time for personal and peer observations

Observations

During the first year each ECT should be observed at least once every half term by the mentor and senior mentor. The first observation should take place during the first six weeks. The observations should be followed by professional review discussions at which the ECT and mentor review progress against the ECT's objectives, revising the objectives and action plan if necessary. This observation is in addition to the scheduled lesson observation cycle at the school.

Observations of experienced teachers

It is likely that the majority of observations will take place in school. However, opportunity may also arise for ECTs to observe exemplary practice:

- Across the school
- Across other Newton Schools
- Teaching in neighbouring schools
- Teaching in a school with contrasting catchment

Formal assessment meetings

There should be three formal assessment meetings, one at the end of each term. They should consist of either, the Deputy Principal, Senior Mentor or Mentor, and the ECT. At these meetings the following should be discussed:

- Written reports by the Mentor from at least two observations and two review meetings – the ECT's progress each term
- Assessment records of pupils for whom the ECT has been responsible
- Lesson plans, records and evaluations
- The ECT's self-assessment and record of professional development

Assessment forms and the final assessment

Following the first two formal assessment meetings a form should be completed to indicate whether or not the ECT is making satisfactory progress.

ECTs will be assessed at the end of the induction period against the specific roles of a teacher outlined for Newton International Schools.

It is the responsibility of SMT to notify the ECT as to whether their contract is to be renewed at the end of this process.

Summary of what to expect

Before starting	Every half-term	Termly	At the end of first year
Staff induction week, initial meeting with mentor.	Observations and follow-up discussion with mentor (first observation to be within six weeks of starting), and 2 observations per term.	Termly assessment meetings with form completed and sent to the ECT and SLT.	Final assessment and made against specific roles of a teacher and job description including both academic and professional attitudes.

Timetable for observations and meetings:

The weeks are subject to change to fit in with the school calendar year.

ECT Plan 2023/2024

NQT Wednesday (Bi-weekly) PD Plan in Conference Room:

Attendance for all ECTS NQTs is mandatory. Biweekly, Tuesdays at 2pm.

Date	Workshop	Presenter
Term 1		
17/10/22	Induction/T&L Expectations	JL/LM
07/11/22	T & L Expectations contd.	LM/JL
28/11/22	Lesson Starters	TJ/SMCW
Term 2		
16/01/23	AFL	TJ/SMCW
06/02/23	Data Analysis	KL/SH
27/02/23	Behaviour Management	JH/TH/KD
Term 3		
23/04/23	AESN - WS Monday PD	HO/VB
14/05/23	Differentiation	TJ/SMCW
04/06/23	Pastoral/Safeguarding	JH/TH/KD
11/06/23	Professional Responsibilities/ Reflection & Final Preparation	JL/LM

ESP Online ECT Sessions Term 1 & 2			
TBA	Behaviour for Learning	TBA	Planning and Teaching Well Structured Lessons
	Personal & Professional Conduct	08/02/22	Adaptive Teaching
	Subject & Curriculum Knowledge	14/03/22	Wider Professional Responsibilities
	Accurate Use of Assessment		

ECT Important Dates:

Regular meetings with Mentors to be held (please minute all meetings).

To do:	Date:
Term 1	
ECT Group Induction at NBA	16th October 2023
Initial Mentor Meeting	Before 26th October 2023
1 st Lesson Observation & Feedback	As per school schedule
Action Plan/Goals Development	Before 31st October 2023
2 nd Lesson Observation & Feedback	As per school schedule
EoT Assessment Submission-mentor	Awaiting ESP updates tba
Reviewed and signed by NQT	Awaiting ESP updates tba
Reviewed and signed by SLT	Awaiting ESP updates tba
Term 2	
Action Plan/Goals Update	Before 14th January 2024
1st Lesson Observation & Feedback	Before 31st January 2024
1 piece of evidence per standard uploaded	6th February 2024
2nd Lesson Observation & Feedback	Before 29th February 2024
EoT Assessment Submission-mentor	4th March 2024
Reviewed and signed by NQT	6th March 2024
Reviewed and signed by SLT	7th March 2024
Term 3	
Action Plan/Goals Update	Before 25th March 2024
1st Lesson Observation & Feedback	Before 8th April 2024
1 piece of evidence per standard uploaded	10th April 2024
2nd Lesson Observation & Feedback	Before 9th May 2024
Final Meeting with Mentor	Before 4th June 2024
Final Submission - mentor	9th June 2024
Reviewed and signed by NQT	12th June 2024
Reviewed and signed by SLT	13th June 2024