

Rushbrook Primary Academy

Policy name: Early Career Teacher



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EARLY CAREER TEACHER POLICY (formerly the NQT policy)

PRINCIPLES

The Early Career Teacher Policy is committed to and guided by the BFET vision

This policy is consistent with the BFET 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-Early-Career-Teacher-s>

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

<https://www.gov.uk/government/publications/supporting-early-career-teachers>

PURPOSE

The aims of this Early Career Teacher Policy are:

The Induction Tutor for all Early Career Teachers is Miss Wilkinson. In addition the Phase Lead or a delegated member of the phase will have a special role in the induction process.

Role of the Induction Team

- To manage the effective induction of an Early Career Teacher
- To ensure the Early Career Teacher understands the school/department/year organization
- To provide clear, open lines of communication
- To promote a trusting climate
- To be a role model
- To help the Early Career Teacher to recognize his/her own talents and to use them
- To encourage realistic self-evaluation and target setting by the Early Career Teacher
- To provide constructive and balanced feedback
- To be a good listener
- 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 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:

- To be introduced to the mentor(s) and other staff, including non teaching staff
- To be shown around 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 a Start of Year Pack
- To be provided with curriculum documents, including statutory documents relating to the National Curriculum, relevant to the subjects he/she will teach
- To be given an outline of the school safeguarding system
- To discuss timetable issues
- To be given information on the first day of appointment

2. The Initial Stage

2.1 At the beginning of term it is the Induction tutor's responsibility to ensure that each Early Career Teacher has a Start of Year Pack so that he/she has the essential information required for the first week of term.

- The training day on the first day of term allows the Early Career Teacher to take part in department and safeguarding training sessions.
- The Induction Tutor will arrange a preliminary meeting with all Early Career Teachers to determine the purpose and frequency of future meetings and to answer any queries.

3. The Subject Mentor (usually the Phase Lead)

3.1 The subject 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.

3.2 The subject 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.

3.3 The subject mentor will help and advice with issues of classroom management, rewards and sanctions, different teaching styles, record keeping, report writing and parents' evenings.

4. Phase Lead

4.1 The Phase Lead will help and advise the Early Career Teacher with pastoral matters, including

- Registration
- Assemblies
- PSE
- Administrative duties
- RoA
- Rewards and sanctions
- Reporting arrangements
- The tutor's role at parents' evenings

5. Appraising Teacher Performance

5.1 Early Career Teachers will have lessons formally observed by the Teaching and Learning Lead. The Induction Tutor will observe at least one lesson per term and the subject mentor will observe one lesson per half term.

- 5.2 As well as formal observations, it may be possible for the Early Career Teacher to work in a team teaching situation.
- 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
- 5.4 The feedback should take place in private and not in the staffroom
- 5.5 The Phase Lead will also spend time with the Early Career Teacher and will offer advice and guidance on pastoral management and will formally observe pastoral or PSHE work
- 5.6 At the end of each term, the Teaching and Learning Lead will conduct a review with each Early Career Teacher and ask for feedback on the school's support of new members of staff
- 5.7 The reviews will be agreed by all parties

6. Problems

- 6.1 Should the Early Career Teacher be experiencing any problems or be deemed a cause for concern, the Phase Lead should refer the matter to the Head of Teaching and Learning.
- 6.2 In the case of unsatisfactory progress, the procedures outlined in the DfEE Framework will be followed.

7. Training

- 7.1 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.

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 Teachers to assist with trips, visits and residential courses.

9. Conclusion

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