



Fulston Manor School

Early Career Teacher Entitlement (ECTE) Policy

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Preamble

The aim of this policy is to outline the rationale behind Fulston Manor's involvement in supporting Early Career Teacher Entitlement (ECTE), its impact upon the quality of teaching and learning within the school and how it is integral to whole-school improvement. The policy will be reviewed annually by the ECTE Co-ordinator, in consultation with the Assistant Headteacher in charge of ECTE, and the Headteacher.

Currently Fulston Manor is involved in supporting ECTs, all aimed at completing the statutory induction period of two years. Our main Partnership Provider is with Thames Gateway Teaching School Hub via the Education Development Trust. The links between Fulston Manor and Thames Gateway Teaching School Hub were established in September 2021.

Rationale

The first two years: Induction period is not only very demanding, but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our Trust's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECTE programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

Fulston Manor's Commitment to ECTE support

Our school's ECTE programme has been designed by Thames Gateway Teaching School Hub 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 and make a valuable contribution to our school. Specifically, the aim is to:

- Provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- Provide high quality training resources based on educational think pieces
- Provide individualised support through high quality mentoring
- Provide ECTs with examples of good classroom practice
- 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 from teacher training, to help ECTs meet all the Teachers' Standards,

The whole staff will be kept informed of the school's ECTE Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Our policy revolves around these basic principles:

- We have a responsibility to share with Thames Gateway Teaching School Hub the development of properly educated teachers to ensure that the reputation and quality of the profession is maintained and improved
- We have expertise that can and will be shared, but we are learners too
- We are committed to improving the quality of teaching and learning, so we therefore need to support ECTs within their induction period.
- We can benefit personally and professionally through involvement with ECTs. It will make us far more aware of our own practice and help us to continue to reflect upon our own teaching.
- We can all learn from each other and contribute to the learning of others.
- We have a responsibility to our ECTs to act as role models, as well as to regularly give feedback, advice, encouragement and support.
- We will ensure that Mentors are properly trained and have the necessary skills in order to fulfil their role, with both in house support and the training given by Thames Gateway Teaching School Hub

We have a responsibility to Thames Gateway Teaching School Hub, as part of our partnership, to complete paperwork, attend relevant meetings and INSET and to give 'value for money'.

We have a responsibility to our pupils, their parents, our colleagues and the profession to deal with issues concerning the suitability or the professionalism of the ECT.

This commitment is embedded in the school's guiding principles that Fulston Manor:

Is a community which cares and values all its members

Recognises and seeks to promote the highest standards in all things

Believes in the importance of partnerships and co-operation

Benefits of the ECTE Programme

Improvement in teaching and learning:

Those involved will be kept abreast of current initiatives in teaching and made aware of the standards required to achieve qualified teacher status (QTS).

Teaching will improve through teachers being observed and having the opportunity to observe ECTs. This makes teachers far more conscious of their own practice.

ECTs can make a positive contribution to teachers, pupils and departments in terms of contributing innovative teaching, different resources and the expertise they bring with them.

Staff Development:

Mentoring can be personally rewarding. The ECT is dependent upon the mentor and other members of staff for guidance. This is very motivating. Those involved will see the development of an ECT over time and know that they have been largely responsible for that development

On a pragmatic level, Mentoring suggests that those involved are a role model and have the skills needed to fulfil the responsibility. This could be highlighted in CVs

Involvement in Mentoring may be considered as part of the appraisal process, demonstrating where staff have a wider impact than just their classes

Mentors should be able to show progression of their ECT and aim to support them to be successful in their induction year

For the school in general:

All the above has a positive impact on school improvement

Strong partnership links enable the school to have a say in the development of ECT Induction programmes and can be an agent of change

Accountabilities and the Key Players who manage ECTs in School:

The Headteacher and Leadership Group (LG), who are accountable to parents, governors and Thames Gateway Teaching School Hub. The ECTE administrator is responsible for the administration of ECTs within the school, The ITT/ECTE Co-ordinator is responsible for overseeing the progress of ECTs and quality assurance observations and will feedback to the Assistant Headteacher responsible during bi-weekly Line Manager meetings, who will then feedback to LG during weekly leadership meetings where needed.

The ECTE administrator, who is accountable to the ITT/ECTE Co-ordinator.

The Subject Mentor, who is accountable to the ECTE Co-ordinator. Subject Mentors vary depending on subject area, but all departments have a key member of staff with Mentoring experience. All mentors will be enrolled on a two-year online mentor training programme, for which the school will timetable extra capacity for. All mentors will also receive in house mentor training.

The Trust HR and Business Director will work in consultation with Head of ECTE with regards to ECTs where necessary. This will take the form of absence monitoring and any disciplinary proceedings that may arise.

Other members of staff also play a part in the development of ECTs. These are subject teachers, teaching assistants, form tutors and other teachers who are asked to deliver additional CPD opportunities for ECTs, to name but a few.

Entitlement

Our ECTE programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

The key aspects of the ECTE programme for ECTs at Fulston Manor School are as follows:

Access to an Induction programme that will commence upon appointment and be reviewed after one year in post going into Year 2

Structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these

Help and guidance from an Induction tutor who holds Qualified Teacher Status, is adequately prepared for the role and will coordinate the induction programme in partnership with Thames Gateway Teaching School Hub

Regular timetabled meetings with a mentor and, as needed, meetings 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, other professional development activities and meetings with the Mentor

Regular observation of ECT's teaching by experienced colleagues (at least once every term)

Prompt written, as well as oral feedback, on teaching observed, with targets and feedback/advice provided

Confronting of 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 Teachers' Standards

Roles and responsibilities

The next section outlines the roles and responsibilities of the three key players within the school.

These processes are constantly reviewed.

The Roles and Responsibilities of the Headteacher and LG

The Headteacher and LG have overall responsibility for overseeing and supporting ECTs in the school.

Specific responsibilities:

Demonstrate a commitment to ECTs and to staff development

Have a clear ECTE policy

Decide and put into practice the school's policy on allocating sufficient time for mentors to meet with their trainees

Appoint the ECTE Co-ordinator

Deal with issues relating to professional misconduct

Delegate the management of ECTs to the ECTE Co-ordinator

Monitor and evaluate ECT progress in the school and training delivered by Thames Gateway Teaching School Hub

Assess the impact of ECTs on staff development and teaching and learning

The Roles and Responsibilities of ECTE Co-ordinator

The ECTE Co-ordinator is an experienced member of staff appointed by the Headteacher to co-ordinate the ECTE programme within school. They will maintain close links with the Thames Gateway Teaching School Hub, liaise with and support Subject Mentors in carrying out their role, monitor the quality of Mentoring, deal with areas of concern and be instrumental in developing a school policy for ECTs.

The ECTE Co-ordinator is responsible for the overall management of initiating ECTs into the teaching profession and into Fulston Manor School systems and structures. It entails not only a coordination role but

also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

Specific responsibilities:

Liaison with outside partners

Receive and distribute communications between the relevant parties

Liaise with HR regarding attendance concerns

Plan a detailed professional studies program based on the Early Career Teacher Entitlement programme in partnership with Thames Gateway Teaching School

Share a copy of the programme with the trainees.

Update TGTSH with any queries or concerns around ECT progress.

Communicate and work effectively with Thames Gateway Teaching School Hub to improve the outcomes of ECTs

Specific responsibilities:

Within school

Run an ECTE programme in school in partnership with Thames Gateway Teaching School Hub

Provide a Subject Mentor who is an experienced teacher.

Provide a Subject Mentor who has the commitment, qualities and training in order to fulfil the role.

Hold an initial meeting with mentors and then maintain regular contact over the ECTE year.

Provide regular written feedback on progress from the mentor.

Provide copies of all reports to trainees.

Regularly meet with the ECTs to discuss progress against their targets and to identify further areas of development.

Provide opportunities to observe high quality teaching across the curriculum and in their own subject lessons.

The Roles and Responsibilities of the ECTE Mentor

The ECTE mentor is the central figure in the individual ECTs development and must be committed to that responsibility. He or she will be an expert in that subject, be a good teaching role model and have strong inter-personal skills. It is important that the Mentor is fully aware of his/her responsibilities and fully engages in the Mentor training that is a compulsory part of the ECTE programme that is delivered by Thames Gateway Teaching School Hub.

Specific Responsibilities:

Complete the relevant documentation and meet ALL deadlines.

Prepare the ECT to become a successful and effective member of the teaching profession and to develop the ECT to become a strong member of staff in the school

Support and encourage the ECT through their ECTE period

Provide a role model in the classroom and for the wider perspective of the teaching profession

Provide information and guidance about specific expectations of the department in terms of planning, syllabi, schemes of work, marking and recording

Provide access to departmental culture, activities, whole school policy documents and resources

Give them the opportunity to observe you and others teach. For instance; demonstrate a range of teaching strategies, show models of classroom organisation, use instructing, explaining and questioning techniques, demonstrate good relationships with pupils

Encourage them to discuss strategies and delivery

Formally observe the ECT once per term (6 observations in total) in partnership with the ECTE co-ordinator

Be familiar with the teaching standards and able to evaluate progress in relation to these standards. Also see how this fit in relation to observation policy within the school, as well as in line with gradings on Thames Gateway Teaching School Hub documentation.

Help and guide the ECT to balance time spent on tasks and to keep to deadlines.

Identify targets for development with the reference to the weekly mentor meeting

Meet with them each week to review their progress and record this in the documentation from Thames

Gateway Teaching School Hub

To liaise with the ECTE co-ordinator and discuss any concerns with the ECTs progress

Expectations of the ECT

To be open and willing to ask for help

Willing to dialogue and work with a wide range of other professionals

Willing to learn professional practice – operating within the school tradition

Willing to get involved in the school beyond the classroom

To fully engage with compulsory training as delivered by Thames Gateway Teaching School Hub

To be considerate and demonstrate professional values and practice by:

Showing exemplary time management at all times

Being a good role model

Being professional in relationships with other staff, pupils and parents

Being professional in time keeping, attendance, and adhering to the staff dress code. Notify the school before school starts if you are going to be absent, with an outline of the work you had planned for the day.

Preparing and executing lessons through careful planning, marking and delivery

Ensuring that documentation is available for the Mentor at all times

Recognising that Mentors are busy and do not make unlimited demands upon their time

Keeping discussions to the professional and respect confidentiality

Being considerate in the staff room

Attending scheduled meetings unless agreed by the ECTE Co-ordinator

Writing reports if applicable

Using correct channels of communication. If there are problems, then the subject mentor should be the first contact. If this is a problem, then the ECTE Co-ordinator should be informed

Identifying emerging training needs and consulting the ECTE Co-ordinator as soon as possible.

To use correct channels of communication.

To be reflective by:

Reflecting on your own practice and altering it where necessary

Being able to set SMART targets