

ECT Induction – Quality Assurance 2022 – 2023

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| School: | The Cardinal Wiseman RC School | Date: | 28 June 2022 |
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Quality Assurance Processes

Interview

1. Claire Murphy (Assistant Head and ECT Induction Lead)
2. ECT reports
3. Fidelity checking

| Outcomes of the QA | |
|---|---|
| School meets all the statutory requirements for the induction of ECTs | ✓ |
| School partially meets the statutory requirements for the induction of ECTs | |
| At the time of the QA process, there was not enough evidence that the school meets the statutory requirements for the induction of ECTs | |

Evidenced in the QA process

The school goes beyond and above the statutory requirements

- A supportive ethos and shared responsibility throughout the school accommodates for a nurturing and developmental environment for the ECTs
- The school continues to maintain high retention figures. Teachers start their career as newly qualified and stay for many years at CWHS
- The school has implemented the new changes for the induction for Early Career Teachers well
- High regard is held to the statutory guidance and school uses the guidance effectively to develop their school’s induction policy. ECT Policy clearly outlines roles and responsibilities, expectations, the support they provide for the ECTs, as well defines clear steps to deal with when things do not go so well.
- Governing Body is kept informed regularly on how ECTs are progressing and the impact they are having on their pupils’ learning and progress

The leadership of the programme is excellent

- The Assistant Head, Claire Murphy (also ECT lead and an Induction Tutor) has a clear vision and strategy of how to develop their teachers and mentors. She is much involved in the programme by providing guidance and leadership, organising and leading training sessions and also utilising the expertise and good practice of other colleagues who are excellent practitioners. ‘ECTs benefit from the experience of most experienced teachers in school’.

- Claire ensures that all deadlines are met and the reports are of very high standard. ECTs are very positive about their programme (as evidenced in the reports).
- When an ECT is in difficulty, Claire ensures to review the support and adapt it to better meet the needs of the ECT. Where needed she also seeks advice from the AB or HR.
- Claire has been identified by the Appropriate Body as a very strong leader and has been invited on several occasions to speak at the mentor events organised in the Local Authority. At these events she has excelled and the feedback from schools has been overwhelmingly positive. Claire is willing to share her good practice at other events in the future.
- The Appropriate Body has also sought Claire's support in helping a school in Kensington and Chelsea in setting up their ECT programme. Indeed, we feel very lucky we have such an excellent leader in Ealing!

ECTs receive all their entitlements

- **A reduced timetable** is in place and noted on ECTs' timetables
- **Mentors** and **induction tutors** are chosen through a very careful selection process which takes in consideration their expertise and skills, as well as personality to ensure they are matched to the right ECTs. The senior leadership team play an important part in developing ECTs, often being mentors themselves.
- The Headteacher and Assistant Headteacher (Claire Murphy) ensure that mentors are provided with sufficient time and training to carry out the role effectively.
- Succession planning strategies are used to identify and develop potential future mentors to use if a replacement is needed (in case a mentor is no longer available). Also, strategies are in place to ensure a smooth transition to the next mentor

The Early Career Framework programme at the CWCS is very strong

Currently, the school uses a core induction programme (Teach First) but they complement with their established excellent practices. The evidence shows that the induction programme is very much an integral part of the whole professional learning and development processes to ensure all teachers succeed in the profession. The school buys in also experts to deliver training for mentors and ECTs.

- **mentoring and coaching components** which are provided by experienced designated mentors and experienced teachers/ teachers in the same year group as the ECT.
- **engagement in systematic and sustained professional development** based on Early Career Framework and latest research, which develop mastery experiences for all ECTs:
 - a range of focused CPD sessions (in-house and external), group discussions, modelling effective teaching, self-study or study groups in which the ECTs collaborate with other teachers, moderation and departmental meetings, professional conversations. Additional CPD aimed at ECTs, pupil progress meetings
 - numerous opportunities for the ECTs to observe experienced teachers or visit where possible other schools
 - engagement in continuous self-reflection and constructive feedback that does not impact negatively on ECTs.
- **support structures** (in addition to the training) which go beyond understanding pupils, pedagogy, and the curriculum.
- strong emphases are given to the well-being and mental health of ECTs and mentors (same for all staff).
- **flexibility** to cater for the needs of ECTs to equip them to meet the ongoing demands / day-to-day

matters that are weighing on them.

Fidelity Checking

School has been involved in two fidelity checking processes so far and the evidence shows that the school provides a very effective programme.

Moving forward

- The school has a lot of good practice which could be shared with other schools at various ECT conferences, school-to-school support, welcome events, etc.
- Please continue to monitor the efficiency of the induction programme (CIP) and share feedback (where possible) with AB.



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