

## **New to teaching? Support for ECTs through the Early Career Framework**

Teaching is an exhilarating and rewarding career. The first five years of your teaching career, however, can often prove to be demanding. Nationally after Year 5 over 30 % of teachers have left the profession.

This is not the picture at Poynton High School. We offer high level support and guidance to those joining the profession to give them the skills and opportunities required for a long and rewarding career in education. We are proud that we retain staff and to achieve this we offer the following support to ECTs.

We follow the Early Career Framework which is delivered by Best Practice Network and the Cheshire Teaching School Hub. There are regular opportunities to work with ECTs in local schools through virtual meetings and face to face sessions.

### **ECTs**

- Full induction prior to starting as an ECT
- A 10% reduction in the normal teaching load in Year 1 and 5% in Year 2
- Support managing workload and behaviour
- Coaching from designated professional and subject mentors
- ECTs will have weekly sessions with the school's ECT mentor. These sessions will be guided by the ECF, but link to teaching and learning experiences in the school
- ECTs will also have a fortnightly session with a subject mentor to discuss the delivery of subject material and subject issues
- Involvement in whole school research-based teaching practice and subsequent reflection on the impact of this upon student learning
- Regular lesson observations with ongoing feedback helping you to continuously develop through subsequent target setting. As we do not grade lessons the focus is always professional support
- Opportunities to observe experienced staff from within, and outside, your subject area
- Observations of experienced teachers' exam preparation and feedback
- Team marking and moderation
- Involvement in department collaborative planning

At Poynton High School we are also keen to continue our support and guidance beyond the ECT years. Professional development and leadership development is at the heart of what we do as a school.

## **What do our recent ECT and NQTs think?**

'I came to Poynton as a trainee and from the first day I felt very welcomed and supported by all staff. I very quickly couldn't imagine working anywhere else and was delighted to be able to start working here as an ECT. I receive great support from my mentors and my wider department and there are plenty of opportunities for additional CPD. This is a place where you are encouraged to be ambitious and the team around you will go the extra mile to help you be successful in all aspects of your teaching career.'

### ***Teacher of Mathematics***

'The ECT programme at Poynton High School has been fantastic. I've really enjoyed the weekly sessions with my fellow ECTs and ECT mentor take time to discuss all things teaching and learning. It's also been really useful having sessions with both an ECT mentor and a subject mentor to give you different perspectives on your teaching practice. I've felt supported by everyone from my first day here and this has allowed me to really develop and improve as a teacher.'

### ***Teacher of MFL***

"I found the ECT programme to be very supportive and it acted as a hybrid between my PGCE year and the two years of the Early Career Framework (ECF). I was relieved to discover the ECF had been extended to two years since my PGCE year was disrupted by the pandemic, and this allowed more guidance as I began life as a fully qualified teacher. The ECF gave me the opportunity to continue my journey in learning about teaching and I felt a bond with the other ECTs as we progressed throughout the two years. It was particularly useful to discuss teaching practices with ECTs from other subjects and to discuss classroom strategies and to share tips on classroom management. The enthusiasm shown by my Induction Tutor and fellow ECTs during the sessions generated many interesting discussions and have helped make me a more reflective practitioner. The ECF provided a framework that systematically focused on each of the eight Teachers' Standards and I am confident I have progressed in each area."

### ***Teacher of English***

As a teacher who has recently completed the new ECT programme at PHS, I have found the support invaluable. Bridging the link between my department and the wider school, the course and support from my tutor, subject mentor and the wider staff has helped me settle in and become part of the wider school staff in a far quicker and stronger manner. Along with my fellow ECTs, we discussed all aspects of teaching, from seating plans, assessment and behaviour management. The opportunities afforded to me by the course have helped me develop and improve my teaching practice, and ensured a solid start to a career as a teacher.

### ***Teacher of Computing***

'At PHS I work amongst consummate professionals. The support I receive from my department, and the senior leadership team if necessary, is outstanding. I truly feel supported at Poynton High School and that I am surrounded by likeminded practitioners who care about creating a

positive learning environment for our students. The Induction Tutor has designed a very broad and engaging programme which has allowed me to focus on improving various aspects of my teaching, such as: Teaching and learning, classroom management, behaviour management and appropriate use of assessment. Whilst never the finished article, I could not be more thankful for the development opportunities I was given in my ECT years by Poynton High School.

***Teacher of Physical Education***

After my first two years, it's hard to imagine wanting to teach anywhere other than Poynton High School. The school has a strong emphasis on professional development and collaboration within departments in order to reduce the workload of staff. It is an absolute pleasure to work in an environment with such constant support from my mentor, department and the whole staff.

***Teacher of Business and Economics***

I moved to PHS after completing my NQT year at a school in London. The RQT programme was invaluable as it introduced me to a community of likeminded practitioners in my new school. We used the programme to reflect on our respective teaching practices through discussion, modelling, sharing examples of good practice and examination of the latest psychology of learning and how we might implement this in practice. I feel the RQT programme has helped my teaching practice continue to grow and develop.

***Teacher of Business and Economics***

The support I have received as an NQT and RQT at Poynton High School has been outstanding. I honestly can't fault the quality of teaching and learning opportunities that have been provided. Fortnightly meetings are scheduled into our timetables to allow recently qualified staff to meet together and receive regular feedback and support from our mentor. Teaching and learning opportunities are developed based on our individual needs. I particularly enjoy being able to take time out of a busy school day midweek, to share our personal experiences and discuss strategies together. I feel that the overall support I have received has had a positive impact on my behaviour management, student relationships and understanding of school policies, as well as my own wellbeing.

***Teacher of Art and Design***

Working at Poynton High School as an NQT and RQT has been fantastic. I was welcomed into the team and settled into my role with the help of the great science department and my mentor. The support provided at PHS has covered different aspects of teaching and has been relevant and useful in my development as a teacher. This was not only provided in my NQT year, but continued into my RQT year, where my mentor was still there to listen to any concerns and support me.

***Teacher of Science***