

### **New to teaching? Support for ECTs and RQTs 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 and RQTs.

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 teaching load
- 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
- Access to examiner reports
- Involvement in department collaborative planning

At Poynton High School we are also keen to continue our support and guidance beyond the ECT year. Our offer for RQTs working with us consists of the following:

#### **RQTs**

- We have introduced a 5% reduction in teaching load and have timetabled a session once a fortnight where all RQTs meet with the school's professional mentor to continue bespoke CPD sessions
- Continued support from a designated professional mentor
- Full involvement in the school's appraisal system with designated subject appraisers
- Opportunities to participate in external CPD through Teach First and other sources.

### **What do our recent RQTs think?**

'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 year 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 ECT 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 without the scrutiny and extra administration requirements of the ECT year.

#### ***Teacher of Business and Economics***

The support I have received as an ECT 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 ECT 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 ECT year, but has continued into my RQT year, where my mentor is still there to listen to any concerns and support me.

#### ***Teacher of Science***