

Early Career Teacher (ECT) Policy

To be read in conjunction with:

- Staff Code of Conduct
- Alcohol, Drugs and Gambling at Work Policy
- Teachers' Standards – July 2011
- ACAS Code of Practice
- Teacher Appraisal Policy
- Staff Grievance Procedure
- Safeguarding and Child Protection Policy
- Whistleblowing Procedure
- DfE – Induction for newly qualified teachers (England), Revised April 2018

1. Aims

The school aims to:

- Run an ECT induction programme that meets all the statutory requirements
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme
- Be registered with the Independent School Teacher Induction Panel (ISTip) or equivalent provider and Appropriate Body.

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance *Induction for early career teachers (England)* and [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012.](#)

The 'relevant standards' referred to below are the Teacher's Standards.

3. The Induction Programme

For a full-time ECT, the induction programme will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent.

3.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed mentor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable in the first year and 95% of the second year, of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

3.2 Support for ECTs

The school will support ECTs with:

- Their designated induction tutor, who will provide monitoring and support, and co-ordinate their assessments.
- Their designated mentor, who will provide day-to-day monitoring and support.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place on a monthly basis, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

3.3 Assessments of ECT performance

Formal assessment meetings will take place on a termly basis, carried out by the induction tutor.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the head of school to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The ECT can add their own comments to this final form.

The form will then be sent to the appropriate body being West Sussex County Council and Best Practice (2021) or the Independent School Teacher Induction Panel (ISTip), who will make the final decision on whether the ECT has passed their induction year.

3.4 At-risk procedures

If it becomes clear the ECT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance
- An effective support programme is put in place to help the ECT improve their performance

If there are still concerns about the ECT's progress at their next formal assessment, so long as it is not the final assessment, the head of school will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

4. Roles and Responsibilities

4.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the Independent School Teacher Induction Panel (ISTip) at an early stage if there are difficulties in resolving issues with their tutor or within the school

4.2 Role of the Head of School

The head of school will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction year
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction

- Make sure the ECT's post is suitable according to statutory guidance (see section 3.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to West Sussex County Council and Best Practice (2021) or the Independent School Teacher Induction Panel (ISTip)
- Maintain and keep accurate records of employment that will count towards the induction period
- Make the proprietor aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in WSCC and Best Practice or the ISTip's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the induction tutor

The induction tutor will:

- Assess the ECT's progress against the Teachers' Standards through regular progress reviews, making rigorous and fair judgements
- Recognise when early action needs to be taken when an ECT is having difficulties
- Provide or co-ordinate guidance for the ECT's professional development
- Undertake 2 formal assessments during the induction period
- Make sure the ECT's teaching is observed, and that feedback is provided
- Make sure the ECT knows how to raise concerns about their induction programme or personal progress
- Make sure record keeping and monitoring is done in the least burdensome way

4.4 Role of the mentor

- Regularly meet with the ECT for structured mentoring sessions to provide targeted feedback
- Work with the ECT and colleagues to make sure the ECT receives a high-quality ECF-based induction programme
- Provide, or broker, effective support, including subject- or phase-specific coaching
- Take prompt action if the ECT is having difficulties

4.4 Role of the Proprietor

The proprietor will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT

- Ensure the induction tutor is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- If she wishes, seek guidance from WSCC or Best Practice or the Independent School Teacher Induction Panel (ISTip) on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If she wishes, request general reports on the progress of the ECT

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