



DANES HILL SCHOOL

Early Career Teacher (ECT) Policy

This policy applies to all ECT staff in the Prep School and Pre-Prep School

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1. Legal Framework and Other Policies

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) 'Induction for early career teachers (England)'
- DfE (2024) 'Appropriate bodies guidance: induction and the early career framework'
- DfE (2019) 'Early career framework' (ECF)
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended

1.2 This policy operates in conjunction with the following school policies:

- Staff Grievance Policy
- Records Management Policy
- Staff Code of Conduct
- **Disciplinary Policy and Procedure**
- Safeguarding and Child Protection Policy
- Safer Recruitment Policy

2. Introduction

2.1 Danes Hill's induction process aims to ensure appropriate guidance and support is provided by means of a structured yet flexible individual programme. Training includes the development of skills, knowledge and expectations, in addition to supportive lesson observations. This programme will enable an ECT to fulfil their professional duties and secure a foundation for a successful teaching career. Our induction process is designed to make a significant contribution to both the professional and personal development of an ECT.

2.2 The aims of ECT induction include:

- To provide programmes appropriate to the individual needs of the ECT.
- To provide appropriate counselling and support through the role of an identified mentor.
- To provide the ECT with examples of good practice.
- To help the ECT form good relationships with all members of the school community.
- To encourage self-reflection by the ECT of their own and observed practice.
- To provide opportunities to recognise and celebrate good practice.
- To provide opportunities to identify areas for development.
- To help the ECT to develop an overview of teacher's roles and responsibilities.
- To provide a foundation for longer-term professional development.
- To help an ECT meet all induction standards.

2.3 Danes Hill staff will be kept informed of the school ECT Induction policy and encouraged to participate 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. The ECT induction programme is centered on the Teachers' Standards and the development of ECT professionalism throughout. An overview of the Teachers' Standards is available at:

<https://www.gov.uk/government/publications/teachers-standards>

2.4 SAFEGUARDING STATEMENT: “It could happen here”

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued and to always consider the best interests of the child. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We operate within a culture of openness and recognise and accept that abuse can happen in any organisation. Safeguarding training will be provided on a termly basis to the whole staff cohort which must be attended by ECTs at all points during the induction period.

3. Overview of the ECT Induction Programme

YEAR 1		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Pre-induction checklist • Regular mentor meetings • Formal lesson observations • Evidence tracker • ISTip regional meeting • Progress checks • Tutor review • Target setting • ISTIP Webinar attendance 	<ul style="list-style-type: none"> • Regular mentor meetings • Formal lesson observations • Evidence tracker • ISTIP professional development • Progress checks • Tutor review • Target review and setting 	<ul style="list-style-type: none"> • Regular mentor meetings • Formal lesson observations • Evidence tracker • Progress checks • Target review and setting • Formal Assessment • ISTIP Regional Meeting
YEAR 2		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Monthly mentor meetings • Lesson observations • Evidence tracker • ISTip professional development • Progress checks • Tutor review • Target review and setting 	<ul style="list-style-type: none"> • Monthly mentor meetings • Evidence tracker • Istip regional meeting • Progress checks • Tutor review • Target review and setting 	<ul style="list-style-type: none"> • Monthly mentor meetings • Evidence tracker • ISTip professional development • Target review and setting • Formal assessment • End of induction

4. Lesson Observations of an ECT

4.1 Observations of an ECT can be arranged by mutual agreement, and arrangements for feedback must be agreed upon. The Head of Department and cover coordinator must be informed as soon as possible.

4.2 The ECT and observer should agree upon a focus for the observation based on the teaching standards and needs of the ECT. Targets from the ECT's targets should also be considered. Feedback must be recorded on official ISTip observation form available from the Head of Staff Development.

4.3 The ECT is responsible for filing the lesson plan, observation feedback and self-evaluation in the appropriate area on Share Point. Information from the observation should also form part of the ECT evidence tracker.

4.4 The number of required lesson observations suggested by ISTip is a minimum requirement and

coordinators should observe lessons as applicable.

4.5 Lesson observations should be a positive experience; emphasise strengths and focus on learning objectives of the ECT.

5. Lesson Observations by ECT

5.1 The colleague being observed must be given **at least** one weeks' notice.

The ECT must record observations on the official ISTip documentation available from the Head of Staff Development.

5.2 There should be an agreed focus of the lesson observation beforehand.

6. Collation of Evidence

6.1 Evidence collation must follow ISTip guidelines which can be found on the ISTIP website:

<https://istip.co.uk/>

The five main areas of focus are:

- Minutes of meetings
- Observations
- Self-evaluations
- Contact with parents
- Evidence Tracker

6.2 Evidence must be stored in the ECT area on Share Point. The complete document should be filed in the appropriate folder and sections of it should also be transferred to the evidence tracker for the relevant term.

7. Record of Meetings

7.1 All meetings to be minuted by ECT on the official ISTip form available from the Head of Staff Development and all on Sharepoint

8. ISTrip Essential Checklist for Head, Induction Tutors and Mentors

8.1 Provided is a simple checklist to ensure the eligibility of an ECT to commence their induction period. It also gives guidance of the roles and responsibilities for Heads, Induction Tutors, and Mentors. If any responses are 'NO', refer to ISTip for further guidance.

Questions in bold are prerequisites, i.e. if the answer is NO, the ECT cannot start their induction. Therefore, any induction that the ECT undertakes will be invalid and will have to be repeated. All other questions highlight the essential elements of a successful induction support programme.

QUESTION	YES	NO
Does the ECT have QTS and is therefore on the GTCE/W (this includes ECTs who qualified outside England) database?		
<p>If the ECT completed their Initial Teacher Training (ITT) after May 2000, have they passed all the relevant skills tests (not relevant for Wales)?</p> <p>Please refer to skills test checklist to see which skills tests are relevant to them. (see section 4)</p>		
Has ISTip been notified that an ECT is about to start/is continuing their induction at your school? Have you completed an online registration form (or available from the website/via e-mail request for ECTs in Wales) and paid the fee?		
Is the ECT receiving a reduced timetable? (statutory 10% remission year 1, statutory 5% year 2)		
Does the ECT have an induction tutor?		
Does the induction tutor have the appropriate skills and experience to undertake fully their role?		
Has the ECT made their Career Entry (and Development) Profile (CE[D]P) available to their induction tutor?		
Does the ECT have the details for their named contact at the Appropriate Body? (Usually the ISTip panel member for their school's association)		
Does the ECT have an individualised and structured induction support programme?		
Has the induction tutor set up a programme of observations and feedback/progress reviews?		
Have regular meetings with the ECT and the induction tutor been set up?		
Are the Head, the induction tutor and the ECT fully aware of what is required for the ECT to continue to meet the QTS Standards, and to meet all of the relevant Standards by the end of the induction period?		
Are the ECT, the Head and the induction tutor, all fulfilling their roles and responsibilities?		
Is the ECT abiding by the General Teaching Council for England's (GTCE) 'Code of Professional Values and Practice for Teachers' or the General Teaching Council for Wales's 'Statement of Professional Values and Practice'?		

9. Key Tasks at the Start of the Induction

- Ensure ECT has all Schemes of Work, school ECT induction policy and other key policy documents and/or is aware of the location of the documents on Share Point.
- Ensure ECT has a copy of the Teachers' Standards available from <https://www.gov.uk/government/publications/teachers-standards>
- Proof of QTS certificate and/or TDA letters to ECT acknowledging all three skills tests passed.
- Give ECT digital copies of current IStip documentation to be used for the formal elements of the induction process.
- Clarify distinction between induction tutor and mentor.
- Clarify distinction between regular meetings, progress reviews and assessments.
- Clarify distinction between assessment meeting and assessment form.
- Identify regular meeting time with ECT and use minutes form to help focus and record meetings.
- Draw up first Action/Development Plan for term one.
- Provide index of evidence (standards checklist) for ECT to annotate as induction progresses and evidence accumulates.
- Discuss what constitutes evidence, and the expectations about collating and recording.
- Emphasise importance of countersigning (initials and date) the pre-induction checklist, and the planned and secured record of induction.
- ECT to enter commentary in every box on all documentation, including lesson observation, regular meeting minutes and assessment forms.
- Countersigned copy of all essential elements sent to induction tutor once completed and filed electronically on the IStip platform.

10. ECT at Risk of Failure

10.1 Unsatisfactory progress of ECTs is covered in the DCSF Guidance (DCSF 00364/2008) which came into effect in September 2008. Heads and Induction Tutors are asked to take note of the following:

- The vast majority of ECTs will complete the induction period satisfactorily. Nevertheless, some ECTs will, at some stage of their induction programme, feel that they are not making satisfactory progress, and some will be judged by others to be in this situation. If this occurs, **early action** should be taken in order to support and advise the ECT to make any necessary improvements.
- If it becomes apparent that the ECT is not making satisfactory progress, this should result in an immediate increase of support systems provided. Concerns should be communicated quickly to all those with responsibilities in the induction process, including the ECT and the Appropriate Body. Action should not be delayed until a formal assessment has taken place.

10.2 The outcome for ECTs who fail the statutory induction period is significant. Whilst QTS cannot be removed, ECTs who have failed are, by law, not allowed to be employed in maintained schools. Whilst no such regulation applies in the independent sector, very few Heads of independent schools would wish to employ an ECT who has failed their induction period. The form for the initial assessment periods require schools to indicate whether the ECT in question is expected to meet the standards required to pass the induction period. Schools are asked to complete this section with care and to ensure that the appropriate box is ticked.

- It is essential for IStip to be forewarned of potential problems at a very early stage. **Simply because the “fail box” has been ticked once or even twice does not commit a school to failing an ECT at the end of the year.** Some ECTs have ‘failed’ initial assessments, only to pass the final assessment and then proceed satisfactorily to the next stage of their career. Even when clear targets have been set and justifiable criticism made, ECTs have been known to misinterpret the fact that the “pass box” was ticked. In their eyes, the “pass box” can mean that all is well.
- Because a school has ticked the “pass box” on the initial assessment forms, it does not automatically follow that a ECT has to pass. It must be stressed, however, that IStip would expect the reasons for failure in such cases to be exceptional. In the interests of fairness and because ECTs have the right to appeal, IStip’s own procedures have to be set in motion and time, **at least half a term**, must be allowed for this to happen.
- After a school has notified IStip of potential problems, a visit from one of the Panel’s Quality Assurance Officers will be arranged in order to offer advice and to ensure that the statutory requirements have been met. **If there are shortcomings in the school’s procedures, the school is advised that the Panel will view a “fail” judgement as unsafe.**
- If after the Quality Assurance visit failure is still considered the likely outcome, arrangements will be made by IStip for a second visit to provide a further objective assessment of the school’s judgements against the Standards. However, it must always be stressed that it is the school’s responsibility to make the final judgement. The visits are designed to ensure that the system is fair and transparent.
- Reasons for failure may be varied but they must be linked to the Standards and they must be seen to be objective. Schools must be specific as to which Standard(s) is/are under question. There is no minimum number of Standards involved.
- In areas where ECTs are at risk of failing, schools are expected to provide a programme of additional support. It is good practice to set specific targets to help ECTs to overcome weaknesses and for these to be monitored on a regular basis. It is not acceptable for ECTs to be failed in areas where they have received no training or support. The IStip ‘Action Plan for an ECT at risk’ can be used to both diagnose weaknesses, and to put in place support to address them.
- Whilst extensions to the Induction period are possible, as set out in paragraphs 3.7-3.14 of DCSF 00364/2008, only in “exceptional circumstances” will IStip grant an extension on grounds other than illness or maternity. Extension can only be considered at the end of the entire period as a planned option once the options of success and failure have been discounted.

10.3 Assessment must focus on the statutory Standards. These must not be confused with any employment requirements that a school may have, such as boarding or

emphasis on extra-curricular involvement. Schools are not automatically committed to re-engaging a ECT once the induction period has been passed.

- In all cases of concern, schools should contact Tamazin Steele (ISTip Induction Manager) by telephone (02073199192) or email: Tamazin.steele@istip.co.uk