DANES HILL SCHOOL

Early Career Teacher (ECT) Policy

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

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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 (2024) Initial Teacher Training and Early Careers Framework (ITTECF)
- DfE (2011) (latest terminology update December 2021) 'Teachers' Standards'
- Education Act 2002
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 as amended
- Induction for early career teachers (England) 2026

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

- Staff Grievance Policy
- Information and Records Management Policy
- Staff Code of Conduct
- Disciplinary Policy and Procedure
- Safeguarding and Child Protection Policy and procedures
- Staff Recruitment Policy
- New Staff Induction Policy

2. Introduction

2.1 Danes Hill's induction process aims to ensure appropriate guidance and support isprovided 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 develop an overview of the teacher's roles and responsibilities.
- To provide a foundation for longer-term professional development.
- To help an ECT meet all induction standards and ensure they are aware of the ITTECF

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 thepeople who supervise the induction is a crucial factor in its continued success. The ECT induction programme is centered on the Teachers' Standards, the ITTECF and the development of ECT professionalism throughout. An overview of the Teachers' Standards is available at: https://www.gov.uk/government/publications/teachers-standards and https://istip.co.uk/wp-content/uploads/2025/05/Statutory-guidance-from-April-2025.pdfhttps://istip.co.uk/wp-content/uploads/2025/05/Statutory-guidance-from-April-2025.pdf

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 children. We are alert to the signs of abuse and neglect and follow our procedures to ensure that childrenreceive 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
• Pre-induction checklist • Regular mentor meetings • Formal lesson observations • Evidence tracker • ISTIPI regional meeting • Progress checks • Tutor review • Target setting • ISTIP Webinar attendance	• Regular mentor meetings • Formal lesson observations • Evidence tracker • ISTIP professional development • Progress checks • Tutor review • Target review and setting	• 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
• Monthly mentor meetings • Lesson observations • Evidence tracker • ISTIP professional development • Progress checks • Tutor review • Target review and setting	• Monthly mentor meetings • Evidence tracker • ISTIP regional meeting • Progress checks • Tutor review • Target review and setting	• Monthly mentor meetings • Evidence tracker • ISTIP professional development • Target review and setting • Formal assessment • End of induction

The School uses ISTIP as an ECT training provider and we are a recognised regional hub. The format of observations, meetings, evidence gatherings, webinars and progress reviews follow the guidance from ISTIP. All mentors and lead mentors are aware of the procedure and attend training from ISTIP. This ensures full coverage for the induction process and aligns with the ITTECF and Teaching Standards. A Danes Hill member of staff is allocated the Regional Co-Ordinator for ISTIP who is responsible for the planning, organising and delivering of the monthly conference.

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 the official ISTIP observation form available from the Head of Staff Development. All paperwork is available in the ECT area on SharePoint. There is a master copy of each document and examples to help support ECT's and those who are observing.

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 partof 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 Headof Staff Development and in the ECT are on SharePoint

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 after lesson observation
- 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. Mentors, Induction Lead and the Head have access to the folders.

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. Meetings are held weekly for ECT1's and twice a half term for ECT2's. Mentors and ECTs will have attended training on how to complete all paperwork appropriately.

8. ISTIP 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 inductionperiod. It also gives guidance on 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?		
If the ECT completed their Initial Teacher Training (ITT) after May 2000, havethey passed all the relevant skills tests (not relevant for Wales)? Please refer to the skills test checklist to see which skills tests are relevant tothem. (see section 4)		
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 (oravailable 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 AppropriateBody? (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 forthe 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 and the ITTECF available fromhttps://www.gov.uk/government/publications/teachers-standards
- Proof of QTS certificate and/or TDA letters to ECT acknowledging all three skills testspassed.
- 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 andrecording.
- Emphasise importance of countersigning (initials and date) the pre-inductionchecklist, and the planned and secured record of induction.
- ECT to enter commentary in every box on all documentation, including lessonobservation, regular meeting minutes and assessment forms.
- Countersigned copy of all essential elements sent to induction tutor once completedand filed electronically on the ISTIP platform.
- Ensure that ECT has 80% of a normal DH teaching timetable. The allocation for this is 29 teaching periods. This is then increased to 90% in ECT2.

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 at any point an ECT in deemed to not be meeting expectations, please inform ISTIP.
- If it becomes apparent that the ECT is not making satisfactory progress, this should result in an immediate increase in the 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. The SMB and Induction Lead are able to contact ISTIP for support and guidance and they will be able to visit the school in order to help support the ECT and help get back on track.

10.2 The outcome for ECTs who fail the statutory induction period is significant. Whilst QTS cannotbe 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. Theform for the initial assessment periods requires schools to indicate whether the ECT inquestion is expected to meet the standards required to pass the induction period. Schools areasked 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 an 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 tobe 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 thatthe statutory requirements have been met. **If there are shortcomings in the school'sprocedures, 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 vary, 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 programmeof additional support. It is good practice to set specific targets to help ECTs overcome weaknesses and for these to be monitored on a regular basis. It is not acceptable for ECTs to fail 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 committedto re-engaging an ECT once the induction period has passed.

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