

ECT Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE



Partnership Learning

Introduction

The staff and governors of our school recognise that the appointment of an ECT makes a valuable contribution to the development of our school. Through the development of a real partnership there is an opportunity to bring new ideas, approaches and thinking to the school as well as the school influencing the beginning of a new career for the ECT. Governors and staff understand that the experiences of the first year of teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the confidence and awareness necessary for good and outstanding teaching.

The staff and governors will ensure that the induction period:

- helps the ECT to build upon the knowledge, skills and understanding developed in initial teacher training (see ITT policy);
- provides a foundation for longer-term professional development, within the context of individual needs;
- helps the ECT to meet identified targets, particularly those relating to requirements for meeting the teachers' standards
- includes systematic, fair and rigorous assessment procedures, based on evidence of the ECT's professional practice over time
- provides sufficient and timely support to make improvements where needed.

Our school has a responsibility to provide:

- an appropriate timetable which is no more than 90% of the timetable, in addition to planning, preparation and assessment time (PPA);
- an induction tutor with the expertise, time and experience to support a new teacher;
- wherever possible, a mentor to offer day to day informal help and support;
- feedback on teaching and regular professional progress reviews which makes clear the ECT's performance against the standards;
- a well-structured school-based personalised induction programme;
- opportunities for the ECT to attend appropriate continuous professional development (CPD) including meeting other ECTs (e.g. LA events);
- opportunities for the ECT to observe other members of teaching staff to see effective practice and to visit other schools / settings where possible;
- reasonable level of duties and responsibilities e.g. by delaying subject leadership.

Length of the induction period

ECTs will be required to complete a satisfactory induction period of the full-time equivalent of two school years, determined at the beginning of the induction.

At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will 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 against the relevant standards
- an effective support programme is put in place to help the ECT improve their performance
- the progress review record or formal assessment report will be shared with the appropriate body (London District East Teaching Hub and Ambition), alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and responsibilities

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 and guarantee engagement with their ECF-based induction;
- 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 (noting that until 1 September 2022, absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction);
- keep copies of all assessment reports;
- 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 appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

The Headteacher will:

- check that the ECT has been awarded QTS and whether they need to serve an induction period 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;
- make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively;
- make sure an appropriate ECF-based induction programme is in place;
- make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- make sure that formal assessments are carried out and reports completed and sent to the appropriate body;
- maintain and keep accurate records of employment that will count towards the induction;
- make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way;
- make the governing board 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 the appropriate body's quality assurance procedures of the induction programmes;
- keep all relevant documentation, evidence and forms on file for 6 years.

The induction tutor will:

- provide guidance and effective support to the ECT (with the appropriate body where necessary)
- carry out regular progress reviews throughout the induction period;
- undertake 2 formal assessments, coordinating input from other colleagues as appropriate;
- carry out progress reviews in terms where a formal assessment doesn't occur;
- inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, the headteacher and the relevant body;
- inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments;
- make sure that the ECT's teaching is observed and feedback is provided Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school;
- take prompt, appropriate action if the ECT appears to be having difficulties;

- make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work;
- notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress.

The induction mentor will:

- regularly meet with the ECT for structured mentor sessions to provide targeted feedback;
 - work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme;
 - provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring;
 - act promptly and appropriately if the ECT appears to be having difficulties.
- The governing board will:
- make sure the school complies with statutory guidance on ECT induction;
 - be satisfied that the school has the capacity to support the ECT;
 - make sure the headteacher 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 procedures;
 - if it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process;
 - if it wishes, request general reports on the progress of the ECT on a termly basis.

Mentor

Although not a requirement, but in line with good practice, we will assign an AHT mentor in order to supplement the tutor's role.

The mentor will:

- support the ECT more informally and in a non-judgmental capacity;
- meet with the ECT informally each week but also be accessible for day to day support, advice and guidance;
- complement, rather than replace, the support, guidance and advice provided by the induction tutor and help the ECT put strategies into practice.

Overview of induction period

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 induction mentor, who will have QTS;
- have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable 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.

Support for ECTs

We support ECTs with:

- their designated induction tutor, will provide support, and co-ordinate their assessments;

- their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback;
- 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 termly (except in terms where formal assessment is held), at which their induction tutor will review 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.

Support, monitoring and assessment

Induction programme

The ECT will be given early support (i.e. before taking up their class) in key issues such as safeguarding, child protection, emergency procedures etc. in line with the school's induction policy for all new staff. As soon as possible after joining our school. Others may be added as the term progresses and can be driven by observation feedback etc. The programme initially guides ECTs on the use of their non-teaching time with the intention that they become more independent and able to maximise the use of time for themselves as the year progresses.

Additional support and CPD

The induction tutor and mentor will work with the ECT to arrange training opportunities including the following:

- observing other teachers within our own school;
- paired planning with mentor or tutor or subject leaders as appropriate;
- CPD within our own school and local partnerships;
- additional activities to address any specific personalised objectives.

Assessment reports

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the Headteacher.

These meetings will be informed by clear and transparent evidence gathered from progress reviews 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 on the ECT manager platform.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will 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 against the relevant standards;
- an effective support programme is put in place to help the ECT improve their performance.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Informal support

In addition to the above, we aim for the ECT and mentor to meet at least once each week (ECT1) and fortnightly (ECT2) to share ideas and strategies around daily practice in line with Ambition. In particular, in enhancing performance where feedback has been given and where standards are not yet fully demonstrated.

In the event that satisfactory progress is not being made

If it becomes apparent that an ECT is not making satisfactory progress, the induction tutor will make contact with the ECT helpline and the Headteacher will ensure that additional monitoring and support measures are put in place. The ECT will be made aware of where they need to improve their practice, and given every opportunity to raise their performance.

The Headteacher, induction tutor and the London District East Teaching School Hub adviser should be satisfied that:

- areas in which improvement is needed have been correctly identified appropriate objectives have been set to guide the ECT towards satisfactory performance against the standards;
- an effective support programme is in place to help improve performance, including time deadlines and points of review / evaluation and;
- the Headteacher has explained to the ECT the consequence of failure to complete the induction period satisfactorily.

Contact with the London District East Teaching School Hub adviser should be sustained whilst the action plan is being implemented and for many ECTs, this increased support brings about the required improvement.

Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay