

Heart of the Forest Community Special School

ECT Policy



Approved by:	HoF Governing Body	Date:	
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Website:	No	Type:	Statutory

ECT Policy

1. 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

ECT's will be required to complete a satisfactory induction period of the full-time equivalent of one school year, determined at the beginning of the induction. This policy assumes that an ECT is full time but the principles remain the same if they are part time.

2. Roles and responsibilities

Details in *italics* below are taken directly from: 'Induction for newly qualified teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies', Revised April 2018.

The governing body:

- should ensure compliance with this guidance
- should be satisfied that the institution has the capacity to support the ECT
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction
- must investigate concerns raised by an individual ECT as part of the institution's agreed grievance procedures
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process and
- can request general reports on the progress of an ECT.

The headteacher / principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- check that the ECT has been awarded QTS
- clarify whether the teacher needs to serve an induction period or is exempt
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction
- meet the requirements of a suitable post for induction
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- ensure an appropriate and personalised induction programme is in place
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body
- maintain and retain accurate records of employment that count towards induction period
- make the governing body aware of the arrangements that have been put in place to support ECTs serving induction
- make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension
- participate appropriately in the appropriate body's quality assurance procedures and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal should:

- obtain interim assessments from the ECT's previous post
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards
- notify the appropriate body as soon as absences total 30 days or more
- periodically inform the governing body about the institution's induction arrangements
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed
- provide interim assessment reports for staff moving in between formal assessment periods
- notify the appropriate body when an ECT serving induction leaves the institution.

In addition to the above, headteachers/principals of Further Education (FE) institutions, independent schools, academies and free schools, British Schools overseas (BSOs) and nursery schools must also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

The induction tutor (or the headteacher/principal if carrying out this role) should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the appropriate body where necessary)
- carry out regular progress reviews throughout the induction period

- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff)
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- ensure that the ECT's teaching is observed and feedback provided
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress and
- take prompt, appropriate action if an ECT appears to be having difficulties.

The ECT should:

- provide evidence that they have QTS and are eligible to start induction
- meet with their induction tutor to discuss and agree priorities for their induction programme 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 agreed monitoring and development programme
- raise any concerns with their induction tutor as soon as practicable
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period and
- retain copies of all assessment forms.

Mentor

Although not a requirement, but in line with good practice, we aim to assign a mentor from within our school in order to supplement the tutor's role and who should:

- support the ECT more informally and in a non-judgemental 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.

The appropriate body

The appropriate body has the main quality assurance role within the induction process. It also makes the final decision as to whether or not an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher / principal.

3. Overview of induction period

There are two main documents that demonstrate the induction period as an overview:

- LA produced timeline of the year which is a checklist of tasks term by term. This can be found on the ECT website on Schoolsnet and is replaced every year.
ECT website: <http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/>
(See Appendix A)
- Pictorial overview showing the year broken down into 3 assessment periods and the tasks to be carried out within each period.
(See Appendix B)

4. Support, monitoring and assessment within the induction period

Induction programme

The ECT will be given early support (ie 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, the induction tutor and ECT will agree an induction programme for the term (based on 3 terms per year). This plan will include some key activities that are pre-planned, e.g. preparing for Parents' Evening or following up from areas of need highlighted during /since initial teacher training. 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.

See blank format (Appendix C) and example Induction Programme (Appendix D).

Observations, monitoring and feedback

During the induction period, each ECT will be observed at least once every six weeks by the induction tutor and /or by others as appropriate. The first observation will be within the first 4 weeks. Feedback will be written and will be against the standards, but will also include opportunity for discussion. Copies of the written feedback will be shared with the ECT, the tutor and the headteacher. The information from this observation as well as from other monitoring e.g. drop-ins, planning, book looks, pupil voice, learning environment, curriculum provision, pupil progress etc will feed into the professional progress review meeting and will be used to update the tracker. See below.

See sample blank observation format (Appendix E).

The tracker and the professional progress review meetings

The tracker is a year-long accumulative document that records the ECT's performance against each of the standards and is updated at each professional progress review meeting i.e. six times per year. The updates are as a result of discussion with the ECT, and the pooling of information from observations and other monitoring (see above). The ECT is encouraged to reflect on their own performance and bring any additional evidence to each professional progress review meeting. Annotations made on the tracker are a written record of the discussion in professional progress meetings. However, if the tutor prefers to record in greater detail, the meeting record in appendix H can be used.

See tracker (Appendix F), example tracker (Appendix G) and meeting record (Appendix H)

Additional support and CPD

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

- observing other teachers within our own school
- observing other teachers in other schools
- paired planning with mentor or tutor or subject leaders as appropriate
- CPD within our own school and local partnerships
- CPD with other ECTs at LA events
- additional activities to address any specific personalised objective

Action Plan in the event that extra support is needed

If the tracker is showing that progress is slow in some areas, or if there are any concerns about performance, the tutor will contact the ECT helpline (see facia page of this policy) and consider increasing support in an action plan. The plan will show the standard being addressed, additional support activities, expectations and deadlines.

See blank action plan format (Appendix I) and example action plan (Appendix J)

Assessment reports

The second, fourth and sixth professional progress review meetings will be used to summarise performance so far in preparation for the termly assessment report. This includes discussion with the ECT and an opportunity for any further evidence to be considered. The reports show performance against the standards at each assessment

period and the tutor makes a judgement about whether progress is satisfactory at this stage. It is anticipated that in the first and second report, some standards will not yet be met but progress will be satisfactory if they are moving towards them being met over the year. If in doubt, the tutor or Headteacher will contact ECT helpline for support and advice. Copies of the report will be shared with the ECT before sending to the LA and their comments included.

The final assessment report (ie assessment period 3) will make a recommendation to the appropriate body on whether the ECT's performance against the Teachers' Standards is satisfactory or if an extension is being requested. The appropriate body will then make the final decision. The ECT has the right to appeal against the decision to the Teaching Regulation Agency.

See blank assessment report (Appendix K) and example report (Appendix L).

Informal support

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

5. In the event that satisfactory progress is not being made

If it becomes apparent that an ECT is not making satisfactory progress, the tutor will make contact with the ECT helpline and the Headteacher or principal 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. See Action Plan above.

The Headteacher/principal and the LA ECT 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 / principal has explained to the ECT the consequence of failure to complete the induction period satisfactorily.

Contact with the LA ECT adviser should be sustained whilst the action plan is being implemented and for many ECTs, this increased support brings about the required improvement.

Capability

Although unusual, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the setting, the induction process and support continue in parallel with the capability procedure. The LA ECT adviser will need to be kept informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another setting, as ECTs need to complete a full induction before their final induction judgement.

Making an appeal

If an ECT fails induction, or has their induction extended, the LA will advise the ECT of their right to appeal, who to appeal to and the time limits etc. In England, the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. Further guidance on the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>

Key Templates

A	LA Timeline of activities
B	Pictorial overview of induction period
C	Blank Induction Programme format
D	Example Induction Programme
E	Blank lesson observation format against the standards
F	Blank tracker
G	Example tracker
H	Blank Professional Progress Review Meeting Record
I	Blank Action Plan format
J	Example Action Plan
K	Blank Assessment Report format
L	Example assessment report

In order to use the most up-to-date version of the above documents, please access them from the ECT website:
<http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/>

Date of Approval:

Date of next review:

Chair of the Governing Body: