

Stonegate Primary School and Little Acorns Pre-School



ECT Policy 2023

This policy was adopted in September 2021
Reviewed in September 2022
Next Review: September 2024

We believe that in order to realise 'Love learning for life' all staff should be treated in a fair and transparent way and supported to achieve their best. The process is outlined below and is supported by our Christian values of: trust, courage, friendship and respect operating within a context of high expectations and safeguarding.

Overview

The Stonegate CE Primary and Pre- School induction programme ensures an effective transition from Initial Teacher Training into the teaching profession, enabling ECTs to establish a secure foundation upon which to build a successful teaching career.

During the induction period ECTs benefit from a supportive start to their teaching career through appropriate challenge and development opportunities.

The ECT induction programme has been designed to meet statutory requirements and support the professional development of ECTs.

The programme provides:

- A high-quality transition from teacher training, continuing to support ECTs in meeting their development needs in their Induction year
- Effective and timely support to the ECT
- An individualised development and support programme
- High quality mentoring including providing ECTs with examples of good classroom practice
- Support to the ECT in forming effective professional relationships with all members of the school community
- Opportunities to recognise and celebrate success
- The development of reflective skills in their practice
- Support in addressing development needs and if necessary, areas of progress concern longer-term professional development.

Roles and responsibilities

The Governing Board

The governing board must be satisfied that the school has the capacity to support the ECT and that the headteacher is fulfilling their responsibilities.

Careful consideration should be given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all of its obligations during the induction period.

The Headteacher

The Headteacher ensures the process for the induction of ECTs to the school.

They will ensure:

- A high-quality induction programme and support are in place, including all pre-employment requirements are carried out
- The ECT has the opportunity to meet with key staff prior to the start of their Induction year
- That the ECT is formally observed within four weeks of commencing Induction
- Observe and, if needed, give support and advice to an ECT at risk of failing to meet the Teachers' Standards recommendation to the Appropriate Body of successful completion of the Induction period
- Keep the Governing Board aware and up to date about induction arrangements and ECT progress.

Induction Tutor

The Induction Tutor is responsible for:

- The management and supervision of the ECT's development during their Induction period
- Support and guidance, providing additional support where needed
- A fair and consistent assessment of the ECT's progress
- Ensuring the Teachers' Standards are being met at all times keeping progress records and monitoring the quality of provision
- Completion with the ECT of three assessment forms over the Induction period.

The ECT's induction programme

The induction programme ensures that ECTs are provided with individualised support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction.

It builds on prior knowledge and skills in their Initial Teacher Training in meeting the Teachers' Standards in their Induction period.

The programme will include the following:

- Prior to the start of the Induction year, the ECT receives documentation which will help them become familiar with the school's systems and expectations.
- Have the opportunity to visit the school and meet key staff with whom they will be working, including their induction tutor.
- Receive information about the class or classes they will be teaching to be able to begin planning.
- Have an introductory meeting with their induction tutor.
- Access to an Induction programme that will commence upon appointment, with review at the required assessment points and a final review after one full-time year in post.
- An individualised programme of monitoring and support, adapted to their needs as the year progresses.
- A 10% reduced timetable. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. The additional 10% for ECTs to be used for CPD activities.
- Support from a designated induction tutor who has received training as an ECT mentor.

In this school the mentor is a middle or senior leader who has attended ECT mentor training.

Focused observation of teaching and a follow-up discussion.

ECTs should be observed at least once in every term (in a six-term year). The first observation should be within the first four weeks in school. They should have the opportunity for a follow-up discussion and should receive a written record of each observation.

- At least one professional review meeting with their induction tutor every term (in a six term year) to discuss their progress, set new targets and identify any support they may need. This school provides a mentor meeting on a fortnightly basis (as a minimum).
- Three formal assessment meetings of their performance measured against the Teachers' Standards.
- The opportunity to observe experienced teachers in their own school, and in another school, where particular areas of good practice have been identified.
- A planned programme of CPD, to be organised by the school and to take place within their 10% timetabled allocation. The programme of CPD should be based on their strengths and areas for development, identified in their self-review against the Teachers' Standards. Part of the programme of CPD may also involve attending training sessions and courses organised by Sussex Teaching Schools or other providers.

- Opportunities to work with the school SENCO or another teacher with significant expertise in teaching SEN pupils.
- Support for parents' meetings.
- A named contact with whom they can get in touch to discuss any difficulties with induction that they have not been able to resolve in school. The contact is for schools using Sussex Teaching School Alliance as its Appropriate Body.

Assessment and Quality Assurance

The assessment of a ECT's progress will be rigorous, fair and objective.

- The criteria and timings used for formal assessments will be shared and agreed in advance.
- Using both formative assessment (e.g., lesson observations and target setting) and summative assessment (assessment forms).
- Assessment will draw on views from teaching staff who are supporting the ECT's progress.
- Assessment forms should include details of:
 - Evidence of strengths and areas requiring development
 - Evidence used to inform judgements
 - Targets for the next assessment period and, for the final assessment, beyond Induction
 - Support and development opportunities provided by the school.
- As well as formal observations of teaching, assessments should include evidence from planning, pupils' work, progress data and the ECT's relationships with staff, students and parents.
- The Induction mentor will ensure that assessment procedures are consistently applied.
- Copies of records and assessment forms will be forwarded to the ECT for their comment.
- The Headteacher reads, comments and signs all assessment forms prior to submission to the Appropriate Body.
- Each year, the school will undertake Quality Assurance of their ECT procedures using the Sussex TSA ECT audit (available in Resources on ECT Manager), ensuring that suitably experienced mentors are supporting the ECT's progress.

Progress concerns

From time-to-time ECTs may experience progress concerns.

For ECTs not meeting particular Teachers' Standards, the following procedures will be put into place:

- Additional support provided to include a Support plan with milestones and targets set against the relevant Teachers' Standards.
- A Support plan provided with specific steps outlined for securing an improvement in practice.
- A record kept of weekly meetings.
- Experienced colleagues modelling good practice to address particular areas of teaching.
- The Appropriate Body kept informed of the ECT's progress concerns and support provided.
- Where an ECT advises there are mitigating reasons for the progress concerns, consideration will be given and any reasonable adjustments to their teaching will be made where possible to support the ECT's development needs.
- If an ECT has a declared disability that may be affecting their performance this will be discussed with the Appropriate Body to support the ECT and any reasonable adjustments to their teaching will be made where possible.
- In the weeks prior to the assessment form submission, the ECT be advised of the likely progress grading to be given. If necessary, where concerns continue, prior to the commencement of their final assessment period, the ECT is advised of the risk of failure to successfully complete Induction.
- Where there are mitigating reasons, an extension to Induction may be considered.
- Where an ECT has continuing progress concerns, further support and advice will be given.

The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards. The ECT to be advised they can discuss concerns with the named contact.

If an ECT has concerns about their induction mentoring and support, these should be raised with their school mentor in the first instance.

Where the school is not able to resolve the concern the ECT should raise concerns with the named Appropriate Body contact.