



SOLIHULL

Early Career Teacher (ECT) Policy

Owner: Deputy Head: Academic
Reviewer: School Professional Mentor
Last Reviewed: May 2024

Please note:

ISTIP will audit processes to ensure that Solihull School is meeting the requirements of the Early Career Framework 2019.

Aim

The aim of the policy is to ensure support and guidance to ECTs in their two years of teaching in order that they develop and enhance the skills and qualities expected of effective professional teachers thus enabling them to make a full contribution to all aspects of the life at Solihull School.

1. Introduction

The appointment of an ECT potentially makes a valuable contribution to the development of the school as well as to the ECT. While an ECT can bring new ideas, approaches and thinking to the school, the experiences of the first two years of teaching can have a profound effect on the ECTs later career, helping to shape effective practice, establish appropriate expectations and develop the self-confidence and self-awareness necessary for good teaching.

Solihull School's induction process hopes to make a significant contribution to both the professional and personal development of ECTs.

The purposes of induction include to:

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

2. Roles and Responsibilities

The Governing Body

The governing body will be fully aware of the contents of Guidance to the Law the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 and the amendment tabled on 1/9/21 which references the Early Career Framework January 2019, which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings. The governing body will investigate concerns raised by the ECT and seek guidance from ISTIP if necessary. The school's Induction Coordinator is the School Professional Mentor under the supervision of the Deputy Head: Academic.

The Executive Headmaster

The Executive Headmaster at Solihull School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an Induction tutor, and is overseen by the School Professional Mentor. Statutory responsibilities are:

- Clarify whether the teacher needs to serve an induction period or is exempt
- Confirm that QTS has been awarded to the ECT
- Ensure the ECT's post is a suitable post in which to serve induction
- Ensure that an appropriate induction programme is in place, which is compliant with the Early Career Framework
- Ensure that ECT's have completed the statutory on-line safety audit (raising concerns or asking for clarification from the Induction Co-ordinator and / or DSL)
- Ensure the ECT has both a reduced timetable and PPA time as necessary; and
- Where relevant obtain documentation from the ECT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the ECT's induction programme and period
- Appoint an induction tutor and ensure that an appropriate cycle of observations, progress reviews and formal assessments are scheduled and take place in each of the 2 induction years
- Ensure the induction tutor(s) is(are) appropriately trained and has(have) time to carry out their role(s).
- Observations and mentoring of ECTs will be undertaken by a member of staff with QTS.
- Act early, alerting ISTIP when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily
- Ensure third party observation of an ECT whose progress towards meeting the standards may be at risk
- Maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the school part way through a period
- Monitor absences (in conjunction with the HR Officer) and notify ISTIP as soon as absences over the whole period total 30 days or more
- Periodically inform the governing body about the school's induction arrangements
- Ensure 2 assessment reports are completed (or pro rata time scale for part-time staff) and sent to ISTIP as required
- Participate appropriately in ISTIP's quality assurance procedures
- Consult and agree with ISTIP the exceptional cases where it may be appropriate to shorten the induction period
- Within the prescribed time period (typically 10 days) of the ECT completing the induction period, make a recommendation to ISTIP on whether the ECT has met the core standards, using the appropriate forms
- Provide interim assessment reports (in conjunction with Induction Tutor / School Professional Mentor) for staff moving in between formal assessment periods and notify ISTIP when an ECT serving induction leaves the school; and
- Retain all relevant documentation/evidence on file for three years

- Ensuring an appropriate induction programme is set up in line with the Early Career Framework 2019
- Recommending to Governors whether an ECT has met the requirements for satisfactory completion of the induction period
- Agree on the appropriate review body for both ECT qualification and ECF. (ISTIP currently)

While the Executive Headmaster may not delegate these responsibilities, many of the associated tasks will be carried out by the Induction Co-ordinator, the Induction tutor or other suitably experienced colleagues.

In addition to the statutory requirements the Executive Headmaster will:

- Observe and give written warnings to an ECT at risk of failing to meet the required standards
- Keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings

Induction Coordinator

The principal requirement for the ECT Induction Co-ordinator is to be responsible for the overall management of initiating ECTs into the teaching profession and into Solihull School's systems and structures.

The induction coordinator will:

- Keep records of activities and monitoring the quality assurance of provision.
- Ensure that Induction Tutors have undergone training as necessary.
- Organise a central induction programme, which incorporates the requirements of the Early Career Framework 2019.
- Provide support and guidance on the rigorous but fair assessment of ECT performance.
- Co-ordinate the work of the induction tutors to ensure that practice and support are consistent across departments.
- Complete (with the support of the induction tutor) formal assessments at the end of ECT Years 1 and 2.
- Ensure that completed assessment report forms are sent to ISTIP by the appropriate deadlines.

Induction Tutor

The Induction Tutor inducts ECTs into departments and subject teaching. The Induction Tutor is responsible for developing specialist knowledge, skills and application, providing effective support and making rigorous but fair judgements. Since there is a strong emphasis on developing classroom confidence, the Induction Tutor is mainly responsible for carrying out lesson observations, reviews and target setting.

The induction tutor provides the ECT with day-to-day monitoring and support and must:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECTs professional development (with ISTIP where necessary)
- Carry out half-termly and end of term progress during the 2-year induction period.
- With the support of the induction co-ordinator, undertake 2 formal assessment meetings during the 2-year induction period (one at the end of year 1 and one at the end of year 2), coordinating inputs from other colleagues as appropriate (the induction period is typically six terms for a full-time member of staff, and will be longer for part-time staff)
- Facilitate observations of the ECT's teaching and provide the ECT with copies of written summaries. (Can also be completed by Executive Headmaster, Deputy Head and Induction Co-ordinator and Subject Mentors (observers must hold QTS).
- Provide feedback to the ECTs within a suitable time frame of the lesson observation taking place.
- 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.
- Take prompt and appropriate action where an ECT appears to be experiencing difficulties.
- Monitoring of ECT completion of ECF and discussion key topics (if relevant) during each mentoring meetings.

The table below summarises the ECT programme:

	Observations	ECT observing colleagues	Half-term review	End of term review	Formal Assessment	Induction Tutor Meeting	Induction Coordinator Meeting
Year 1							
Term 1	2	2	1	1		Weekly	Bi-weekly
Term 2	1	1	1	1		Weekly	Bi-weekly
Term 3	1	1	1		1	Weekly	Bi-weekly
Year 2							
Term 1	1	1	1	1		Monthly	Termly
Term 2	1	1	1	1		Monthly	Termly
Term 3	1	1			1	Monthly	Termly

Early Career Teacher

The ECT has a vital part to play in their own induction.

Before the period starts:

- Checking that they have passed any skills tests prior to starting the induction period;
- Checking that they have been awarded QTS before starting an induction period; and
- Providing evidence to Solihull School that they have QTS and are eligible to start induction.

Once the period has started:

- At the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review
- Agreeing with their tutor how best to use their reduced timetable allowance
- Using the TDA Career Entry and Development Profile (CEDP) to support planning the induction programme
- Monitoring their progress against the core standards
- Participating fully in the agreed monitoring and development programme
- Raising any concerns with their induction tutor as soon as practicable
- Consulting their ISTIP named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution
- Keeping track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings. (The ECT should provide the observer with their targets for the observation, prior to these observations)
- Agreeing 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
- Retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the ECT has a break/change of employer during the induction period
- Embrace the ethos of the school, for example, by making contributions to wider co-curricular activities
- Complete the UKCIS Online Safety Audit for ECTs
https://assets.publishing.service.gov.uk/media/633e965fe90e0709d835c519/UKCIS_Online_Safety_Audit_for_ECTs_and_ITTs_final_2022.pdf

ISTIP

ISTIP, along with the Executive Headmaster, is jointly responsible for the supervision and training (professional development) of the ECT during induction and has the main quality assurance role. The school works closely with ISTIP to ensure that the statutory requirements are fully met for both the induction period and the ECF.

The Appeal Body

The General Teaching Council for England (GTCE) is the Appeal Body in England. If an ECT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- Allow the appeal;
- Dismiss the appeal; or
- Extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by ISTIP).

3. Entitlement

Our Induction Programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the Induction Programme for ECTs at Solihull School are as follows:

- Access to an ECF themed induction programme that will commence upon appointment and be reviewed after two years in post.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior managers, heads of department/subject coordinators and other key staff where appropriate.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload in Year 1, and a 5% reduction in Year 2. (28 lessons in Year 1, and 30 in Year 2). This time is used for participating in the school's induction programme and for meeting the requirements of the ECF. This will include commitment to studies through an on-line learning platform to deliver elements of the ECF.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Attend meetings of ECTs arranged by ISTIP.
- Opportunities for further professional development based on agreed targets.

4. Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the ISTIP guidelines on ECT induction unless the ECT is viewed as in risk of failing to meet the necessary standards.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g., lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECTs development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Termly reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school.

At Risk Procedures

If any ECT encounters difficulties with meeting the ECT standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to ISTIP without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Executive Headmaster will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to help a failing ECT improve.

5. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the ISTIP contact.

6. Independent Schools Council Teacher Induction Panel (ISTIP)

The Independent Schools Teacher Induction Panel (ISTIP) was established in 1999 to provide statutory induction for ECTs wishing to teach in the independent sector in England (and from 2003 in Wales).

The work of the panel is supported by its Executive Director of Induction, Judith Fenn, ECT Induction Manager, Tamazin Steele, and its quality assurance officers. The officers provide assistance and individual advice for ECTs, induction tutors and schools, organise termly regional meetings for ECTs and provide training sessions for induction tutors. Over 15% of all participating schools and ECTs are visited for purposes of quality audit. Many quality audit visits are random; others may be arranged following concerns being raised either by the school, the ECT or the Director of Induction. The great majority of visits provide the necessary reassurance that the procedures are being followed correctly. In many cases, visits provide opportunities for the Executive Headmaster, induction tutors, mentors and ECTs to raise issues of concern which can be addressed and difficulties resolved.

Satisfactory completion of induction does not confer any additional qualification or formal status on an ECT but does enable the ECT to seek teaching posts in maintained schools and to register with the General Teaching Council in England or Wales. Without completing statutory induction, teachers can still teach in the independent sector but cannot transfer to the maintained sector.

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