



ECT POLICY

The aim of the policy is to support and guide ECTs in their first two years of teaching and promote the school aims as an integral feature of their approach to teaching.

Introduction

The programme strives to respond to the individual developmental needs of the ECTs. It follows the overall policy of the school and links closely with the whole school CPD aims, as well adhering to the Early Career Framework. The early career framework (ECF) was designed to make sure early career teachers focus on learning the things that make the most difference in the classroom and their professional practice. The core induction programmes include high-quality development materials, underpinned by the ECF, which will support early career teachers to develop the essential knowledge and skills to set them up for a successful and fulfilling career in teaching.

The ECTs have all achieved Qualified Teacher Status (QTS), and this will be confirmed by the Head of Teaching and Learning prior to embarking on the ECT course. ECTs now must successfully complete an initial induction period.

Programme Objectives

- To ensure initial settling in period to the school
- To offer guidance and support to facilitate full integration into the school as a whole
- To ensure ECTs have a comprehensive understanding of part 1 of the Teaching Standards with which they will be judged by
- To ensure ECTs fully realise their status and responsibilities as qualified teachers and as part of the professional community, specifically focusing on part 2 of the Teaching Standards
- To ensure the professional development of each ECT as appropriate to their individual needs, using the ECF as a guide

Induction at Kensington Park School will include

- ECT registration with ISTIP
- 10% reduction in teaching timetable in their first year and a 5% reduction in teaching timetable in their second year
- An induction meeting
- Appointment of a mentor/ tutor to support the ECTs through the induction standards and support programme
- Regular, minuted, timetabled meetings with the mentor/induction tutor, as outlined in the induction checklist

- Regular observations, in line with the induction checklist, with detailed and comprehensive feedback provided
- An assessment meeting before any assessment form is completed and sent to ISTIP
- The opportunity to observe experienced colleagues teaching, many of whom have completed a similar induction period
- Target setting (linked to the Teachers' Standards) in collaboration with the ECT and mentor/tutor
- Opportunities for internal and external CPD to enhance development

Responsibility

The Induction tutor and subject mentor are responsible for supporting the ECT's Induction years, but the ECT has overall responsibility for paperwork and expectations outlined by ISTIP. Tutors and mentors attend training run by ISTIP and the ECT is responsible for attending and engaging with internally run CPD provided by KPS and underpinned by the ECF.

The Standards Framework

In order to gain Qualified Teacher Status, trainees must meet the Standards set out in *Qualifying to Teach, Professional Standards for Qualified Teacher Status and Requirements for Initial Training*.

These are a detailed set of requirements that are mostly demonstrated in school.

The Standards are organised in two inter-related sections, which describe the criteria for the award

- **Part One – Teaching (8 Standards)**
- **Part Two – Personal and Professional Conduct**

During the Induction years, ECTs will build on these standards and work towards Teaching Standards.

Review and Assessment

The monitoring and support of ECTs is a combination of formative reviews and summative assessments. ECTs throughout the course of their induction will signpost evidence which demonstrates how they meet the standards.

Assessment will take place by:

- Looking at the signposted evidence collected
- Classroom observations
- Assessment meetings with mentor/induction tutor
- Evidence from colleagues
- Engagement with training and CPD

Assessment process

The mentor/induction tutor will meet with the ECT within the first three weeks to agree the time and focus of the first lesson observation.

Feedback time will be arranged as soon as possible after this observation.

The mentor/induction tutor and ECT will identify areas for development and agree targets with the ECT and record these on the documentation provided by ISTIP, linked to appropriate standard.

The mentor/induction tutor will write up a report as prompted by ISTIP, indicating which standards have been met with relevant signposting to evidence. The ECT will have the opportunity to comment on the report before submission to ISTIP for validation.

Roles and Responsibilities

The ECT is responsible for ensuring that they provide evidence that they have QTS and are eligible to start induction. They are responsible also for the retention of paperwork and the collation of evidence against the standards. They are expected to participate fully with their induction programme, including, but not limited to: mentor meetings, use of reduced timetable, discussion of targets, keeping track of observations and reviews, and communication with the mentor/induction tutor.

At Kensington Park School, in line with guidance from ISTIP due to the recent changes to the ECT (previously NQT) Induction, the responsibilities of the mentor/induction tutor will be encompassed by the roles of a KPS Induction Mentor and the Head of Teaching and Learning.

The Head of Teaching and Learning will be expected to provide and coordinate the ECT's professional development, underpinned by the ECF. They will ensure that the ECT is aware of how, both within and outside of the institution, they can raise concerns. They will take prompt and appropriate action if the ECT appears to be having difficulties, and they will ensure all

monitoring and record keeping is completed in a streamlined and in the least burdensome manner.

The Head of Teaching and Learning will ensure that the KPS Induction Mentor carries out progress reviews and assessment meetings, and that they inform the ECT, Headteacher, Head of Teaching and Learning, and appropriate body of the progress outcomes. The KPS Induction Mentor is also responsible for meeting regularly with the ECT for structured mentor sessions, providing effective and targeted feedback, and working collaboratively with the ECT and other colleagues to ensure a high-quality ECF-based induction.

The Headteacher, alongside the appropriate body, is responsible for the monitoring, support, and assessment of the ECT during induction. Their responsibilities include, but are not limited to, ensuring the governing body is aware of ECT arrangements and that they participate appropriately in ISTIP's quality assurance procedures. They will ensure that those with roles in the process have the time to successfully carry out their role. They will ensure that the training provided is ECF-based and that the ECT's progress is regularly reviewed and reflected upon.

The governing body will ensure compliance with this policy and the statutory guidance and they will ensure they are satisfied that the institution has the capacity to support the ECT. They must investigate any concerns raised by an ECT as part of the KPS agreed grievance procedure and they can seek guidance from ISTIP to further clarify the roles and responsibilities of those involved in induction.

Further guidance in regards to the roles and responsibilities of those involved in the ECT induction can be found in Section 5 of the Statutory Guidance on 'Induction for Early Career Teachers (England). [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/induction-for-early-career-teachers-2019/induction-for-early-career-teachers-2019)

ECTs at risk of failure

If the ECT has not satisfactorily met the standards or is at risk of not meeting them in the future, a structured package of support and development will be provided for the ECT, in conversation with the ECT, the KPS Induction Tutor, and the Head of Teaching and Learning. An Action Plan will be written by the Induction Tutor which will be reviewed after six weeks when a further plan will be drawn up and reviewed as appropriate.

Should the ECT continue to be at risk of failure, the school will communicate with ISTIP to follow procedure and guidance.

Unsatisfactory progress of ECTs is covered in paragraphs 4.1 to 4.10 of the Statutory Guidance on 'Induction for Early Career Teachers (England). [Induction for early career teachers \(England\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/induction-for-early-career-teachers-2019)

Teaching

ECTs will continue to develop their skills and demonstrate increasing responsibility and professional competence in their teaching and when working with adults, including parents.

Specifically, they need to:

- Understand professionalism and contribute and adhere to the school's aims and expectations
- Plan effectively to meet the strengths and needs of pupils in their classes, including those with special educational needs and, in consultation with the Head of Inclusion, contribute to the preparation, implementation, monitoring and review of IEPs
- Communicate effectively with staff to support their teaching and development
- Liaise effectively with parents or carers on pupils' progress and achievements
- Work effectively as part of a team and be proactive in their approach
- Secure a standard of behaviour that enables pupils to learn and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school
- Apply, adhere to, and engage with school policies


Expectations

The school will expect ECTs to behave as professionals and to treat information, discussions and negotiations in strict confidence when appropriate. Lessons, assessments, evaluations and reports should be prepared thoroughly and in accordance with course guidance and school policies.

ECTs are invited to become involved in the school community whilst recognising and respecting that each school is different.


We value the opportunity to work with ECTs as an essential feature of our own professionalism and the school's commitment to best practice and continuous improvement.

Acting
Headmaster

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23 January 2024

KPS Advisory
Board Member

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