

<b>Last review: November 2023</b>
<b>Review date: November 2024</b>
<b>Signed By:</b>
<b>Approval Committee: Governing Body</b>



**GILLINGHAM SCHOOL**  
**Hardings Lane, Gillingham**  
**Dorset SP8 4QP**

**EARLY CAREER TEACHERS (ECT)**  
**POLICY**

## Gillingham School

### Policy for the statutory induction of Early Career Teachers (ECTs)

#### Purpose

Our school's statutory induction processes have been developed to ensure our ECTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students. Statutory induction for ECTs supplements the school's induction process for all new staff and ensures the ECT is provided with appropriate guidance, support, training, development opportunities, monitoring and assessment through a structured but flexible individual programme.

Our induction processes will:

- support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.8 and successfully complete their statutory induction period
- ensure each ECT receives their statutory entitlements:
  - trained induction tutor and dedicated ECF mentor with QTS; a reduced timetable for professional development (in addition to PPA time),
  - observation of experienced teachers; have no unreasonable demands made of them;
  - a pre-planned induction programme; a support plan when necessary; an ECF-based induction programme;
  - formal observation of teaching at least each half-term with verbal and written feedback;
  - regular meetings with the induction tutor and half-termly reviews of progress, including two formal assessment meetings and reports to set key objectives following key assessment points;
  - fair and rigorous assessment against all of the Teachers' Standards;
  - a named contact at the Appropriate Body, Ruth Leach [rlscitt@adastra.poole.sch.uk](mailto:rlscitt@adastra.poole.sch.uk)
- ensure each ECT accesses the ECF-based induction programme through UCL, with dedicated support from their mentor
- provide appropriate support, advice, and guidance to each ECT based on individual talents and needs including lesson observations each half-term
- provide examples of good practice and facilitate each ECT observing effective teaching based on their development needs
- support ECTs to develop positive relationships with all members of the school community for the enhancement of pupil outcomes
- encourage ECTs to become reflective practitioners, through recording evidence of activity linked to the Teaching Standards
- acknowledge success and celebrate good practice
- provide opportunities for professional development beyond the ECF if required
- support an understanding of the full role and responsibilities of a teacher

This policy is underpinned by a whole school commitment to support teachers new to the profession to develop their skills, pedagogy, and practice.

## **Roles and responsibilities**

### **Governing Body**

The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance<sup>1</sup>. Prior to an ECT being employed the Governing Body will carefully consider the school's capacity to fulfil its obligations towards each ECT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

### **Headteacher, delegated to Deputy Headteachers Mark Lavis and Sarah Turnbull**

The headteacher has a significant role in the statutory induction process and will:

- ensure all ECTs are registered with an Appropriate Body
- work closely with the Appropriate Body throughout the statutory induction period, including quality assurance processes and any necessary fidelity checks
- ensure an appropriate ECF-based induction programme is in place
- appoint an induction tutor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained
- appoint dedicated ECF mentors who have qualified teacher status, the time, and skills to undertake the role, and are appropriately trained
- ensure an appropriate, pre-planned induction programme is drawn up by the induction tutor
- ensure the ECT is provided with all statutory entitlements
- ensure the ECT has a suitable role to undertake induction as in paragraph 2.17<sup>2</sup> of the statutory guidance
- ensure assessment and monitoring is carried out and evidence of progress towards meeting the Teachers' Standards is recorded in professional reviews, progress reviews and assessment reports
- ensure the ECT is made aware (in writing), at any point during induction they are deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure the Appropriate Body is contacted at any point during induction the ECT is deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure a support plan is put in place for any ECT deemed 'not on track' in order to further support their progress
- ensure the support plan is shared with the Appropriate Body and work with them to raise the standard of the ECT's practice in-line with the expectations of the Teachers' Standards

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<sup>1</sup> [Statutory guidance](#)

<sup>2</sup> [Statutory guidance](#)

- make a final recommendation to the Appropriate Body as to whether the ECT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' statutory guidance paragraph 1.8, and should pass their induction period
- keep the governors informed about induction arrangements for ECTs in the school.

### **Induction Tutors, Associate Senior Leaders, Natalie Cross and Frances Moon**

Many tasks associated with the headteacher may be delegated to the induction tutor or other suitably experienced colleagues.

The induction lead will:

- ensure induction tutors and mentors are aware of their responsibilities
- ensure key milestones and processes throughout the year are planned for and executed efficiently
- undertake some paired observations to moderate judgements across the school and ensure a consistent and appropriate view of expectations in relation to the Teachers' Standards at different stages of an ECT's induction
- audit professional reviews, progress reviews and assessment reports for all ECTs
- be the first point of contact when a mentor has concerns about an ECT's progress.
- ensure ECT is kept up to date on their progress and there will be nothing unknown, no surprises, at the time of a formal assessment.
- have responsibility for the day-to-day oversight of the pre-planned induction programme
- meet regularly with the ECT to review progress,
- undertake, and/or, arrange lesson observations as necessary, at least each half-term (these will be with different colleagues, such as Heads of department, SLT line managers, subject mentors)
- provide opportunities for the ECT to observe experienced teachers to support their understanding and professional development
- have oversight of the ECT's use of the timetable reduction for professional development
- arrange support when necessary
- ensure rigorous and fair assessment throughout the induction process including assessment reports
- inform the headteacher and the Appropriate Body, at the earliest opportunity, if concerns arise that the ECT is not 'on track' to meet all the Teachers' Standards, 'consistently over a sustained period' by the end of the statutory induction period'
- write a support plan and work with the ECT to bring the ECT back 'on track'
- share the support plan with the ECT, headteacher and Appropriate Body

- seek support, advice, and guidance from the Appropriate Body as necessary
- ensure reviews and assessments are completed on time so that the Appropriate Body can meet its obligations and ensure ECTs are informed of outcomes within the statutory timeframe.

### **Dedicated ECF induction mentor**

The mentor has the main responsibility for working with the ECT and the ECF throughout the statutory induction period.

The subject mentor will:

- work collaboratively with ECT and others in the school to ensure ECT receives a high-quality ECF-based induction programme
- meet weekly in Year 1, and fortnightly in Year 2, with the ECT for structured sessions based on the ECF
- provide targeted feedback and instructional coaching based on ECF training programme and take prompt action if ECT appears to be having difficulties
- provide, or arrange, effective support when required,
- ensure both the induction tutor and ECT are aware if there are any concerns the ECT is not on-track to meet the Teachers' Standards by the end of the statutory induction period
- work with the school and ECT if a support plan is required

### **ECT**

The ECT is expected to participate fully in the induction process, including all ECF activities, and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.8<sup>3</sup>.

The ECT will:

- provide evidence of Qualified Teacher Status
- collaborate with the induction tutor to write a pre-planned induction programme
- agree with the induction tutor how the reduced timetable will be used

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<sup>3</sup> [Statutory guidance](#)

- participate fully in the development, monitoring and assessment processes
- work closely with the ECF subject mentor to access all aspects of the ECF to develop skills, pedagogy, and practice to impact positively on outcomes for children/pupils/students
- participate effectively in observations, professional reviews, and formal assessment meetings
- record evidence of meeting the Teaching Standards using the template provided on MS TEAMS
- retain personal copies of both formal assessment reports.

If an ECT has any concerns about induction processes they should be raised within the school in the first instance. Where the school is not able to resolve the concerns the ECT should raise concerns with the Appropriate Body named contact: Ruth Leach [rlscitt@adastra.poole.sch.uk](mailto:rlscitt@adastra.poole.sch.uk)

ECTs will be reminded that their professional association is another source of advice and support.

### **The Early Career Framework**

Since 1 September 2021, headteachers are expected to ensure ECTs receive an ECF-based training programme that is embedded into induction practices in the school

Gillingham school will follow a provider-led Full Induction Programme that follows resources from an accredited provider delivered programme based on the ECF.

The Full Induction Programme Provider is South Central Teaching School Hub.

The training provider uses materials accredited by the DfE and validated by the Education Endowment Fund to ensure all ECTs receive a high-quality programme of training and development.

The Core-induction Programme resources Gillingham School will follow are from University College London, these have been accredited by the DfE and validated by the Education Endowment Fund.

We welcome and will actively participate in the fidelity checks and quality assurance visits undertaken by the Appropriate Body. This will assure our ECTs and school community that the school is demonstrating fidelity to an ECF-based induction and training programme.

### **Monitoring, assessment, and reporting**

The induction tutor and ECT will undertake a professional review of practice by half-term in January, April and July. These will be recorded on MS Teams. This documentation and reflection will support ECT and induction tutor to gather evidence related to the Teachers' Standards and will be used to write formal assessment reports.

Formal assessments will be completed and submitted to the Awarding Body in December and April for all ECTs.

### **Appropriate Body**

The Appropriate Body has the main quality assurance role for statutory induction. The school will work with the Appropriate Body by participating in quality assurance visits, phone calls and requests for information as appropriate.

The Appropriate Body is available to the school throughout induction

Dorset ECT and Appropriate Body Officer: Ruth Leach [rlscitt@adastra.poole.sch.uk](mailto:rlscitt@adastra.poole.sch.uk)

Policy approved by governors on \_\_\_\_\_

Policy reviewed on \_\_\_\_\_

Next review due on \_\_\_\_\_

**Detailed programme of ECT professional learning activity 2022-2023**

QA		YEAR 1	YEAR 2
Survey	1 <sup>st</sup> half term	Lesson drop ins	Lesson Observation – Induction Leads
Joint observation	2 <sup>nd</sup> half term	2 Lesson observations - Mentor - Induction Lead Progress review Formal Report 2/12	Lesson observation Mentor Progress review Formal Report 5/12
Formal review	3 <sup>rd</sup> half term	Formal review & objectives Lesson observation - HoD	Formal review & objectives Lesson observation - HoD
Survey	4 <sup>th</sup> half term	Lesson Observation Progress Review Formal Report 17/3	Lesson observation - Mentor Progress Review Formal Report 20/3
Formal Review	5 <sup>th</sup> half term	Formal review & objectives Lesson observation - SLT	Formal review & objectives Lesson observation - SLT
Survey	6 <sup>th</sup> half term	Lesson observation - Mentor Formal review & objectives End of Year formal report 7/7	Lesson observation - Mentor Final formal report 5/7 Graduation Event