



Early Career Teacher Training Policy

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Copies of this document are available from Mrs Goddard, Principal's PA.



Early Career Teacher Training Policy

Rationale

Queen's Gate School is involved in the IStip programme for the induction of newly qualified teachers. We follow statutory guidance published in 'Induction for early career teachers (England), 2021'.

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

In this way a successful professional career is established for the ECT and pupils benefit from the well planned and executed provision. For experienced teachers, involvement in the ECT programme ensures continuing professional development, both as Subject Mentors of ECTs and in their participation in the IStip framework.

Aims

- To provide quality support that will give newly qualified teachers the experience necessary to meet the standards set out by the Department for Education.
- To provide coherent progression from the ITT process.
- To identify any difficulties at an early stage and offer support appropriately.
- To identify clearly defined channels of communication, monitoring and support.

Statutory Induction

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards. The programme should support the early career teacher (ECT) in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher.

Practice

Athina Mitropoulos is the current Induction Tutor (IT) for the whole school. The Head of Department, where this is applicable, will be the Subject Mentor. Where appropriate and helpful, other staff can take part in the IStip training programme. The Principal and the Governors will be a constitutive part of the process.

The ECT will attend the Queen's Gate School Induction programme that is run for all new members of staff.

The ECT must have a timetable with 10% of protected time for carrying out induction activities as well as protected meeting time with the IT/SM. The timetable must identify these protected times.

The ECT must be enabled to attend the termly IStip training days, for which cover will be provided.

Departments should be encouraged to use the ideas and practices of the ECTs to inform and enrich their own work and regard this as valuable INSET training and continuing professional development.

The key to the success of the ECT process within the School is the notion of parity of experience in all departments and transparency of process. This shows respect for the needs of all concerned: experienced staff, ECTs and pupils.

Monitoring and Review

This should be carried out on a continuing basis, following the IStip programme, with objectives set, reviewed and adjusted as appropriate.

In practice a suitable monitoring and support programme is put in place for the ECT, personalised to meet their professional development needs (including the development needs of part-time ECTs). This includes:

Support and guidance from a designated Induction Tutor who holds QTS and has the time and experience to carry out the role effectively.

Observation of the ECT's teaching and follow-up discussion.

Regular professional reviews of progress.

ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

The Induction Tutor will review the ECT's progress at frequent intervals throughout the induction period. Reviews should be informed by evidence of the ECT's teaching. Objectives should be reviewed and revised in relation to the relevant standards and the needs and strengths of the individual ECT. The ECT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice.

Formal Assessment

ECTs will have formal assessments carried out by either the Principal or the Induction Tutor. These are undertaken on a yearly basis so that they have two over the course of the

programme. Evidence used in assessments must be clear and transparent and copies provided to the ECT and ISTip.

Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the ECT's work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the relevant standards. ECTs should be kept up to date on their progress.

Formal assessment reports should be completed for the first and second years. These reports should clearly show assessment of the ECT's performance against the relevant standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the Principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered.

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

Action in the event of serious capability problems

If it is necessary to instigate capability procedures at a stage before the end of the induction period, Queen's Gate will follow the guidelines stated in 'Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies'

Appeal

If an ECT fails induction, or has their induction extended, the appropriate body must advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so.

Roles and responsibilities

The ECT

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.

Induction Tutors

The Induction Tutor 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 two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per year, 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.

Principal

The Principal 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 will count towards the 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.

The governing body

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 Principal is fulfilling her 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.

These statutory obligations will be periodically checked through a Quality Assurance visit from ISTip, which will review the practice in the School and make recommendations.