



ECT Policy

Bancroft's

Independent Co-educational Day School 7–18

ECT Policy at Bancroft's School

Aim

The aim of the policy is to outline how our ECT induction programme complies with statutory guidance and supports and guides ECTs in their first 2 years of teaching ensuring that their training needs are met and that the Early careers framework is embedded and that they are assessed in relation to the Teachers' Standards. It is also intended to 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 CPD school policy. The ECTs have all achieved Qualified Teacher Status (QTS) but must complete successfully an initial induction period.

Programme Objectives

- To ensure initial settling in period to the school
- To ensure ECTs fully realise their status and responsibilities as qualified teachers and as part of the professional community
- To offer guidance and support to facilitate full integration into the school as a whole
- To ensure the professional development of each ECT as appropriate to their individual needs

Induction at Bancroft's School will include:

- ECT registration with IStip
- 10% reduction in teaching timetable in year 1
- 5% reduction in teaching timetable in year 2
- An induction meeting
- Appointment of a subject mentor and an induction tutor to support the ECTs through the induction standards and support programme
- Regular, minuted, timetabled meetings with the mentor and review meetings with the induction tutor to discuss information, policies and systems and to embed the Early Careers Framework (ECF)
- Embedding the ECF by using a School based programme that will utilise the accredited materials from the UCL Core Induction Programme that will be discussed in weekly mentor meetings in a flexible order to meet the specific needs of the individual ECT
- A review meeting at the end of Terms 1, 2, 4, 5 of the 2 year induction period
- An ad hoc review at the end of the first and third half terms
- An assessment meeting before the assessment form is completed and sent to IStip at the end of term 3 and term 6
- The opportunity to observe experienced colleagues teaching

- At least one formal observation per term by mentor/induction tutor with feedback
- Informal observations (by arrangement with ECT)
- Target setting (linked to the Teachers' Standards)
- Opportunities for CPD to enhance development
- Opportunities to attend online training including with local/other schools through contacts with T and L leads. These sessions will specifically relate to selected sections of the ECF
- In-House programme in the first term with Director of Teaching and Learning. These include fortnightly lunchtime sessions focusing on key teaching strategies such as questioning, feedback and assessing learning.
- Training provided by Learning Support focusing on adapting teaching to the needs of students and supporting those with ILSPs
- The trainees will also have the opportunity to attend weekly 'Teach Meets' with other colleagues which are run by the Director of Teaching and Learning.
- Fortnightly training sessions in the first term with the Pastoral Team.

Responsibility

The Induction tutor and subject mentor are responsible for the ECT's 2 year Induction process. They attend training run by IStip.

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 process, ECTs will build on these standards and work towards Induction standards. The ECF will be used to further support and train the ECT but this is not an assessment tool i.e. trainees are assessed in relation to the Teachers' 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 collect evidence which shows they meet the Induction Standards.

Assessment will take place by:

- Looking at the evidence collected
- Classroom observations
- Requests for input from relevant colleagues
- Assessment meetings with mentor/induction tutor.

Assessment process

The mentor and induction tutor will meet with the ECT within the first week to agree initial targets and to determine the time and focus of the first lesson observation.

Feedback time will be arranged as soon as possible after this observation. When it is a formal observation, the ECT will complete a self-evaluation of the lesson prior to feedback being given by the mentor/induction tutor.

The mentor/induction tutor and ECT will identify areas for development and agree targets with the ECT.

It is the ECT's responsibility to keep a record of how the Standards are being met by regularly updating their evidence tracker.

At the end of year 1 and year 2 the induction tutor will write up a report indicating which standards have been met and the ECT will have the opportunity to comment on the report.

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 and ISTip will be informed and consulted. 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.

Unsatisfactory progress of ECTs is covered in paragraphs 4.1 to 4.7 of the Statutory Guidance on 'Induction for Newly Qualified Teachers (England). (DFE - 00090/2013, October 2014)

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:

- Plan effectively to meet the needs of pupils in their classes including those with learning differences and in consultation with the Head of Learning Support contribute to the preparation, implementation, monitoring and review of ILSPs
- Liaise effectively with parents or carers on pupils' progress and achievements
- Work effectively as part of a team
- 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 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.

Unqualified Teachers

We currently work with the University of Buckingham to provide the opportunity for unqualified colleagues to gain a PGCE with QTS. A detailed programme of training and reviews is followed in line with the requirements as outlined in the University of Buckingham handbook. As part of their training, UQTs have weekly training sessions on aspects of teaching