



**Merchant Taylors'**  
School

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# ECT Induction Policy

**Title** ECT Induction Policy  
**Author:** SGF  
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## ECT INDUCTION POLICY

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Early career Teachers are highly valued and their induction is crucial in providing the necessary framework for their success both in and outside the classroom.

The Group Tutor: Staff Development is responsible for assessing the needs and then monitoring the support required by individuals. Reports from previous establishments and interview notes are the first point of reference.

ECT Induction is carried out in accordance with the current Statutory Guidance: "Induction for early career teachers (England)" and the Early Career Framework published by the DfE in September 2021. In addition to these guidelines, the ECT is provided with support in the following areas:

a) **The Induction Tutor is responsible for:**

- Report Writing and Assessment techniques
- Meetings with key members of staff
- Pastoral development – shadowing a form tutor and attending progress meetings including teaching PSHE, as appropriate
- Information relating to all school events
- School Policies are available in the Intranet
- The Staff Handbook is distributed at the beginning of term
- Opportunities to observe lessons within the department and in other subject disciplines
- ECT courses

b) **The Head of Department is responsible for:**

- Syllabus details for all classes and monitoring progress
  - Copies of departmental minutes
  - Standardisation of marking and assessing work
  - Departmental Handbook – policies and guidelines
  - Departmental Trips and events
  - Observing members of the department
  - Discuss ECT progress (academic & pastoral)
  - ECT courses – follow up and feedback
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- Full details of the IStip ECT induction scheme can be found in the **IStip handbook**.
  - Failure to meet Required Standards: if it becomes apparent that the ECT is not making satisfactory progress, due to serious capability problems, early action will be taken to assist the ECT to meet the standards. Any action taken should not be delayed until a formal assessment has taken place, instead the following course of action is recommended:
    - a. The Head should be informed
    - b. The IC should inform IStip as soon as possible for advice, support.
    - c. Where appropriate, a quality assurance visit from IStip will be arranged.
    - d. The ECT should be told so that the process is transparent and there are no surprises
    - e. The IStip Action/Development Plan (for an ECT At Risk) will need to be completed to diagnose the key issues and to put in place a suitable action plan.
  - Where the ECT's serious capability problems show no sign of improvement and are having a significantly detrimental impact on the school (e.g. on teaching standards, the pupils, the school's reputation etc.), the ECT's poor performance will be managed via the formal stage of

the school's probationary procedure which may, ultimately, lead to the ECT being dismissed prior to the end of their ISTip induction period.

- Where the ECT is likely to fail their final ISTip assessment, the IC will contact ISTip immediately, who will arrange a second Quality Assurance visit). Failure will be linked to specific Teachers' Standards, discussed in advance with the ECT and will be preceded by additional support and clear targets for improvement being put into place.
- Early career teachers may only serve one induction period
- An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction. They will, however, have the right to appeal against the decision (see statutory guidelines).
- An extension to the induction period is only permitted on the authorisation of ISTip. This may be permitted as a consequence of absence occurring during the period; or following a decision by ISTip or the Appeals Body.

This policy is not a standalone document and should be read in conjunction with:

- The ISTip Handbook
- Probation Policy - Teachers' Guide to Employment Policies and Procedures - Section A9
- Teacher Standards revised June 2013
- DfE Induction for early career teachers (England) Statutory guidance (Revised September 2021)

### **The Induction Process:**

#### **Before Term 1**

- Check early career teacher(ECT) has Qualified Teacher Status (QTS) and has passed relevant skills tests
- Register ECT with ISTip
- Check ECT has CEDP
- **Ensure 10% timetable remission**

The ECT will follow the ISTip programme as in the ECT Induction checklist below. The head teacher will also observe the ECT twice during their first year.

## ECT Induction checklist

Year 1 – term 1 (10% timetable remission)	Completed
Pre-induction checklist completed	
Regular mentor meetings focusing on ECF	
Two formal lesson observations of ECT	
Two lessons observations by ECT	
ECT using evidence tracker to chart progress	
IStip PD online/regional meeting 1 (ECF based)	
Ad hoc progress check (suggested half termly)	
End of Term – Tutor/ECT review of progress/targets set/amended (online)	

Year 1 – term 2 (10% timetable remission)	Completed
Regular mentor meetings focusing on ECF	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
IStip PD online (ECF based)	
Ad hoc progress check (suggested half termly)	
End of Term – Tutor/ECT review of progress/targets set/amended (online)	

Year 1 – term 3 (10% timetable remission)	Completed
Regular mentor meetings focusing on ECF	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
IStip PD online/regional meeting 2 (ECF based)	
Ad hoc progress check (suggested half termly)	
End of Year 1 – formal assessment completed/targets set/amended (online)	

## ECT Induction checklist (for full time ECTs)

Year 2 – term 1 (5% timetable remission)	Completed
Monthly mentor meetings focusing on ECF	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
IStip PD online (ECF based)	
Ad hoc progress check (suggested half termly)	
End of Term - Tutor/ECT review of progress/targets set/amended (online)	

Year 2 – term 2 (5% timetable remission)	Completed
Monthly mentor meetings focusing on ECF	
ECT using evidence tracker to chart progress	
IStip PD online/regional meeting 3 (ECF based)	
Ad hoc progress check (suggested half termly)	
End of Term - Tutor/ECT review of progress/targets set/amended (online)	

Year 2 – term 3 (5% timetable remission)	Completed
Monthly mentor meetings focusing on ECF	
One formal lesson observation of ECT	
One lesson observation by ECT	
ECT using evidence tracker to chart progress	
IStip PD online (ECF based)	
IN term 3 – end of induction formal assessment completed/targets set/amended (online)	

## IStip minimum requirements of evidence for the processes of Induction

This evidence must be made available in the event of an adviser visit by IStip

Evidence	Further details
<b>Timetable</b>	Show teaching periods (and where 10%/5% is awarded and how). Additional non-contact periods should be indicated and protected. Time/s of regular meeting/s with Tutor/Mentor should be indicated.
<b>Programme of monitoring and support</b>	Monitoring: Planned observations, progress checks, reviews, targets, assessments  Support: ECF-based programme of mentor meetings, INSET, visits, meetings with key people in school – all related to ECT's development
Formal lesson <b>observations</b> of ECT [minimum 6]	The ECT's teaching should be observed regularly; focus should be indicated; feedback must be planned in advance and recorded on <b>IStip</b> forms.
Lesson <b>observations</b> of colleagues by ECT [minimum 6 over both years]	Focus should be related to ECT's targets and needs. Observations must be discussed subsequently with Mentor/Tutor. Use <b>IStip</b> forms.
Regular mentor <b>meetings</b>	Discussion-based support; use of additional non-contact time and other ECT activities. Use of <b>IStip</b> form highly recommended.
<b>Reviews</b> by Tutor [4 – in terms where no assessment]	Completed online; brief; check of progress ie on track or not. Targets added. ECT to comment. ECT and IT to sign.
Completed <b>assessment forms</b> [2]	Completed by IT/IC; Must be countersigned by Head, IT/IC and ECT. Must be completed on-line at end of Year 1 and in Term 3 of Year 2.
Evidence of <b>QTS</b> gained	ECT must have proof of QTS. PGCE /B Ed certificate is <b>NOT</b> evidence of QTS
Evidence of any <b>prior Induction</b>	ECT records; any assessments; targets; ECF materials
<b>Self-evaluations</b> of his/her own lessons [minimum 6]	Must accompany each formal lesson observation as evidence of effective participation. Use <b>IStip</b> forms; must show they have been discussed with Tutor
Further <b>evidence of progress</b> being made against Standards	ECT will provide further evidence of progress against each Standard (1-8 and part two). Use IStip <b>Evidence tracker</b> ; no need for bulky folders
Evidence of how <b>reduced timetable allowance</b> is used	ECT should use additional non-contact time for Induction/ECF activities
Confirmation of attendance at IStip <b>regional meetings/CPD online</b>	

### Head will

Evidence	Further details
... ensure appropriate <b>time &amp; training</b> for IT / IC and mentor	IT and IC should attend IStip training and have sufficient time to undertake their role effectively. Regular reviews with ECT should be timetabled and protected for Tutor as well as for ECT. Mentor should have time for regular meetings with ECT. Attend IStip mentoring training.
... monitor work of IT/IC	Head quality assures the work of the IT/IC
... monitor progress & assessment of ECT/s	Head receives copies of key documents. Reads assessment forms before signing and could meet with ECT to discuss each assessment.
... ensure Governors/Proprietors are aware of their obligations	Head leads Governors/Proprietors through relevant sections of the Guidance annually and takes questions. Opportunities for Governor involvement in or experience of Induction activities are sought and taken up.

Mr S Fletcher

Head of Staff Development

25.11.2021