

# Wood End Primary School



## ECT Policy

Committee with oversight of this policy	Behaviour, Ethos & Wellbeing
Policy last reviewed	September 2024
Policy due for review	February 2026

## Rationale for this policy

Embarking on a career in teaching is fulfilling, very demanding and of considerable significance in the professional development of a new teacher. Wood End Primary takes the induction of its newly qualified teachers (ECTs) very seriously and is very mindful of the significance of their induction. The induction processes at Wood End Primary ensure that appropriate guidance, support and continued professional development opportunities are offered. These include the development of both subject and pedagogical knowledge, skills and understanding, which will be further developed through a range of professional development opportunities. We are ambitious to work with our ECTs to release their potential and to support their ambitions to be highly effective teachers that enjoy and remain in their profession.

**This policy complies with the DfE Statutory Guidance for Induction of the ECTs.**

## Purposes of this policy

The ECT induction programme will enable an ECT to form a secure foundation on which to build a successful teaching career and enable them to take pride in and have the confidence to fulfil their professional duties. Therefore, our induction processes have been designed to make a significant contribution to both the professional and personal development of ECTs by:

- providing programmes appropriate to the individual needs of the ECTs;
- providing appropriate support through the role of an ECT Mentor;
- providing ECTs with varied examples of good practice;
- encouraging reflection on their own and observed practice;
- providing opportunities to identify areas for development;
- helping ECTs to develop their teacher's role and responsibilities;
- providing a foundation for longer-term professional development;
- providing opportunities to recognise and celebrate good practice;
- helping ECTs perform satisfactorily against the current Teachers' Standards;
- helping ECTs form good relationships with all members of the school community;
- helping ECTs become aware of the school's role in the local community.

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## Roles and Responsibilities

This policy reflects a structured whole school approach to ECT induction and recognises that the quality and commitment of all involved in the induction is a crucial factor in its continued success.

### **The Governing Body** (Statutory Guidance for ECT Induction Para. 5.11)

The governing body will be fully aware of the contents of the DfE Statutory Guidance for Induction of Newly Qualified Teachers (2018) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

### **The Headteacher/ Principal** (Statutory Guidance for ECT Induction Para. 5.3 – 5.5)

The Headteacher/ Principal will play an important part in the process of inducting newly qualified teachers to the profession. While responsibility for the implementation of the ECT induction programme has been delegated to Mrs **Paula Smith**, the Headteacher/ Principal will also be involved in various ways.

Statutory responsibilities are:

- Appointing an ECT Mentor and ensuring they are registered with Ealing Appropriate Body (AB);
- Ensuring an appropriate induction programme is organised for the ECTs
- Informing Ealing AB as to whether an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

In addition to the statutory requirements the Headteacher will:

- Observe and (if necessary) give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing Ealing AB immediately;
- Keep the governing body informed about ECT induction arrangements and the progress the ECTs make in their induction year.

## **ECT Induction Lead**

The ECT Induction Lead will be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of ECT performance.

### **The ECT Mentor** (Statutory Guidance for ECT Induction Para. 5.6)

The ECT Mentor will provide regular support. The mentor will match judgements about ECT performance against the Teachers' Standards. The role also requires the ECT Mentor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in school, providing support and guidance and enabling the rigorous but fair assessment of ECT performance.

### **The ECT** (Statutory Guidance for ECT Induction Para. 5.2)

The ECT will provide evidence that they have QTS and are eligible to start induction. They will participate fully in the agreed monitoring and development programme and provide evidence of their progress against the relevant standards. They will raise any concerns with their induction tutor as soon as practicable and consult the AB at an early stage if issues are not resolved with their tutor/within the institution. The ECT will keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings and retain copies of all assessment forms.

**Subject leaders / Heads of Departments /other staff** will also play an important part in the professional development of ECTs (professional dialogue, training, team-work, mentoring and coaching, observations, planning and assessment activities, etc).

## **How will the ECTs will be supported**

### **ECT Induction Programme / ECT Entitlements** (Statutory Guidance for ECT Induction 2018)

Our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements (during their initial teacher training) in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for ECTs are as follows:

- Access to a personalised induction programme formally reviewed on a termly basis;

- Initial induction day to discuss their new role and how they will be supported and get them ready for the start of their induction (see Initial Stage of Induction);
- Help and guidance from an ECT Mentor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the ECT Mentor and other key staff as appropriate;
- Time and regular opportunities to meet with other teachers and ECTs;
- Observe experienced colleagues teaching at this school and other schools;
- A reduction of 10% of the teaching timetable for participating in the school's induction programme, in addition to the statutory 10% non-contact time;
- Have teaching observed by mentor/ experienced colleagues on a regular basis;
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting;
- Opportunities for further professional development based on agreed targets.

## Assessment Reports

The assessment of ECTs will be rigorous and objective:

- Responsibility for assessment will involve the mentor and / headteacher / another experienced teacher who have a part in the ECT's development in order to gain a reliable overall view;
- The ECTs will be assessed against the Teachers' Standards (2012)
- The criteria used for formal assessments will be shared and agreed in advance;
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly assessment reports) will be conducted;
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation;
- The induction tutor will ensure that assessment procedures are consistently applied;
- Copies of any records will be passed to the ECT concerned;
- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.
- Lesson Observation, Review and Target Setting will be completed in accordance with the DfE Statutory Guidance for ECT induction Para. 2.36 – 2.44.

## Initial Stage of Induction

Our induction procedures will provide where possible an early induction day/ week/ period to be:

- introduced to the mentor(s) and other staff, key members of staff (Child Protection, SEND);
- shown around the school and their classroom, Health and Safety procedures;
- shown equipment and resources available for use, including information technology;
- provided with a staff handbook and/or similar documentation;
- provided with curriculum documents, statutory documents, relevant school policies;
- provided with relevant training/ information on safeguarding, data protection (from the start)
- given an outline of the school pastoral, SEND support procedures;
- given and discuss a timetable (which must include PPA and ECT Time);
- attending school training days / LA ECT Welcome event (September/ January)

**Procedures for ECTs at risk** (Statutory Guidance for ECT Induction Para. 4)

If an ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed;
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem;
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;

- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to Ealing AB without delay.

Where an ECT continues to have difficulties, further support and advice will be given. The headteacher/principal will explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT areas where improvements are needed and support that will be put in place.

Where necessary, the Headteacher/ Principal and Ealing ECT Adviser will support the ECT Mentor in reviewing the support and in planning an appropriate support programme to ensure satisfactory completion of the ECT year and that all steps have been taken to enable the ECT improve their practice.

**The ECT must be made aware of any concerns, at all stages, throughout the induction process so there are no surprises in the end.**

## **Addressing ECT Concerns** (Statutory Guidance for ECT Induction Para. 2.45)

An ECT should normally raise any concerns about their induction programme with their induction tutor. If the matter is not resolved, the ECT may notify the named contact at the appropriate body who should, as soon as possible, investigate the issues raised.

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## **Appropriate Body Quality Assurance and Documentation**

The school will:

- **participate appropriately in the AB's quality assurance procedures** when invited to do so; (Para.5)
- **retain all relevant documentation/evidence/forms on file for six years;**
- ensure that arrangements are in place to facilitate the effective protection and secure transfer of data;
- **treat the induction documentation with confidentiality at all times** and should not share with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and ECTs must be made aware of who has been granted access to their assessments. (Statutory Guidance for ECT Induction Para. 2.60 – 2.62)