

# Early Career Teacher Policy 2023-2025

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**MORE  
HOUSE  
SCHOOL**

KNIGHTSBRIDGE

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# Introduction

This policy is in place to support and guide ECTs in their first and second years of teaching. It is based on the [Early Career Framework](#) (ECF) which has been developed to improve the training and development of new teachers as well as retention and follow the statutory guidance '[Induction for early career teachers](#)' (Department for Education, 2021). The first two years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Nationally, approximately 15% of new teachers leave the profession within their first year of teaching. More House School's induction process ensures the appropriate guidance, support, and training are provided through a structured but flexible programme that supports ECTs in meeting the Teachers' Standards.

The School will continue to work closely with the Independent Schools Teacher Induction Panel (ISTip) to ensure that appropriate provision is in place and that our ECTs are meeting the required standards. It is important that the induction programme allows for flexibility to meet the required needs of all individuals. It is based on the assumption that an ECT has achieved Qualified Teacher Status (QTS) and passed the relevant skills tests mandated by the DfE but must successfully complete an initial induction period. The ECT Induction programme is overseen by the New Staff and ECT Coordinator who will adopt the role of both Tutor and Mentor to the ECTs.

## Programme Objectives:

- To ensure ECTs fully realise their status and responsibilities as qualified teachers and as part of our professional community.
- To provide a high quality, evidence informed programme, appropriate to the needs of the ECT.
- To provide appropriate coaching and support through the role of an identified induction mentor.
- To ensure that the ECT engages with the ECF programme, facilitated by our in-house programme.
- To provide ECTs with examples of good practice.
- To help ECTs form strong and positive professional relationships with all members of the School community and other stakeholders.
- To encourage reflection on their own and observed practice.
- To provide opportunities to recognise and celebrate good practice and to identify areas for development.
- To help ECTs meet all requirements of statutory induction.
- To provide a foundation for longer-term professional development and growth
- 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.
- To ensure initial settling in period to the School is fully supported.

## Induction at More House School will include:

- Pre-induction
  - Confirmation of ECT's QTS status and all other pre-employment checks.
  - ECT registration with ISTip with the fees paid for by the School.
  - ECT agreement of ISTips Data Transfer Protocol/Privacy policy.
  - A minimum of 10% reduction in teaching timetable in Year 1 and 5% in Year 2 identified on the ECT's timetable.
  - Weekly Tutor-ECT meetings identified on ECT's and Tutor's timetables.
  - ECT Guide, blank pro-formas for recording purposes, Teachers' Standards and Statutory Guidance distributed to ECTs through Google Classroom.
  - ECT will confirm they are familiar with Teachers' Standards and ECF.
  - Any targets from ITT are discussed.
- Year 1 Term 1 (10% timetable remission)
  - Weekly meetings minuted by ECT focussing on the ECF.
  - Two formal observations of the ECT by the Tutor.
  - Two formal observations of the ECT by the HoD.
  - Two formal observations by the ECT.
  - ISTip PD online training.
  - One ad-hoc progress check around half term.
  - End of term progress review meeting.
- Year 1 Term 2 (10% timetable remission)
  - Weekly meetings minuted by ECT focussing on the ECF
  - Two formal observations of the ECT by the Tutor.
  - Two formal observations of the ECT by the HoD.
  - Two formal observations by the ECT.
  - ISTip PD online training.
  - One ad-hoc progress check around half term.
  - End of term progress review meeting.
- Year 1 Term 3 (10% timetable remission)
  - Weekly meetings minuted by ECT focussing on the ECF.
  - One formal observations of the ECT by the Tutor.
  - One formal observations of the ECT by the HoD.
  - One formal observations by the ECT.
  - Attendance at ISTip regional meeting.
  - End of term formal assessment completed with targets set. This is to be completed in the first half of this term.
- Year 2 Term 1 (5% timetable remission)
  - Monthly meetings minuted by ECT focussing on areas of the ECF that the ECT identifies as requiring further development.
  - One formal observation of the ECT by the Tutor.
  - One formal observation of the ECT by the HoD.
  - One formal observation by the ECT.
  - Attendance at ISTip online PD.
  - One ad-hoc progress check around half term.
  - End of term progress review meeting.
- Year 2 Term 2 (5% timetable remission)
  - Monthly meetings minuted by ECT focussing on the ECF
  - One formal observation of the ECT by the Tutor
  - One formal observation of the ECT by the HoD
  - One formal observation by the ECT
  - Attendance at ISTip regional meeting
  - End of term progress review meeting.

- Year 2 Term 3 (5% timetable remission)
  - Monthly meetings minuted by ECT focussing on the ECF
  - One formal observation of the ECT by the Tutor
  - One formal observation of the ECT by the HoD
  - One formal observation by the ECT
  - Attendance at ISTip online PD
  - End of induction formal assessment completed.

## The Teachers' Standards

The Teachers' Standards will be used to assess an ECT's performance throughout the induction period and for the formal assessments at the end of Year 1 and Year 2 of the programme. Any assessment against a standard should take into account the ECT's position within the School, the subject they teach and the opportunities they have had and must be made on the basis of what can be reasonably expected from them. The ECT should demonstrate their ability to consistently meet the standards over a sustained period of time.

## 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 use part of one protected period each week to record evidence which shows they meet the Induction Standards in the ISTip evidence tracker. It is the responsibility of the ECT at all points during the induction process to be proactively responsible for gathering and recording evidence and reflecting upon their induction arrangements.

Assessment will take place by:

- scrutiny of evidence collected by the ECT.
- lesson observations by the tutor and the HoD.
- regular assessment meetings with the mentor.
- feedback provided by the Senior Leadership Team and Head of Department.

The mentor and induction tutor will meet with the ECT within the first two weeks of the autumn term to agree the time and focus of the first lesson observation and the HoD will do likewise.

Feedback time will be arranged as soon as possible after these observations but no later than 48 hours after.

The mentor and ECT will identify areas for development and agree targets. These are then included in the ad-hoc progress review.

It is the ECT's responsibility to keep a record of the Standards using the proformas supplied by ISTIP and made available on Google Classroom.

There are two formal assessment meetings, one at the end of each year. These are supplemented by four progress review meetings at the end of the Autumn and Spring terms. These may be supplemented where appropriate by regular meetings with a departmental subject mentor. It is the ECT's responsibility to collate and gather evidence of meeting the Standards at these meetings. The following should be discussed at meetings:

- Teaching and Learning.
- Written reports from observations.

- Lesson planning, records and evaluations.
- The ECT's self assessment and record of professional development.
- School systems and policies.

The New Staff and ECT coordinator will update the Deputy Head Academic half termly on each ECT's progress. Details will then be shared with SLT.

## Roles and Responsibilities

- **The ECT is expected to:**
  - 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 tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.
  - provide evidence of their progress against the Teachers' 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.
  - retain copies of all assessment reports.
- **The Head is expected to:**
  - 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.
  - ensure that the requirements for a suitable post for induction are met.
  - ensure the induction tutor has the ability and sufficient time to carry out their role effectively.
  - ensure that the mentor has the ability and sufficient time to carry out their role effectively.
  - ensure an appropriate ECF-based induction programme is in place.
  - ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching.
  - ensure that 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.
  - ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.
  - 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 Teachers' Standards is satisfactory or requires an extension.
  - participate appropriately in the appropriate body's quality assurance procedures.
  - retain all relevant documentation/evidence/forms on file for six years.

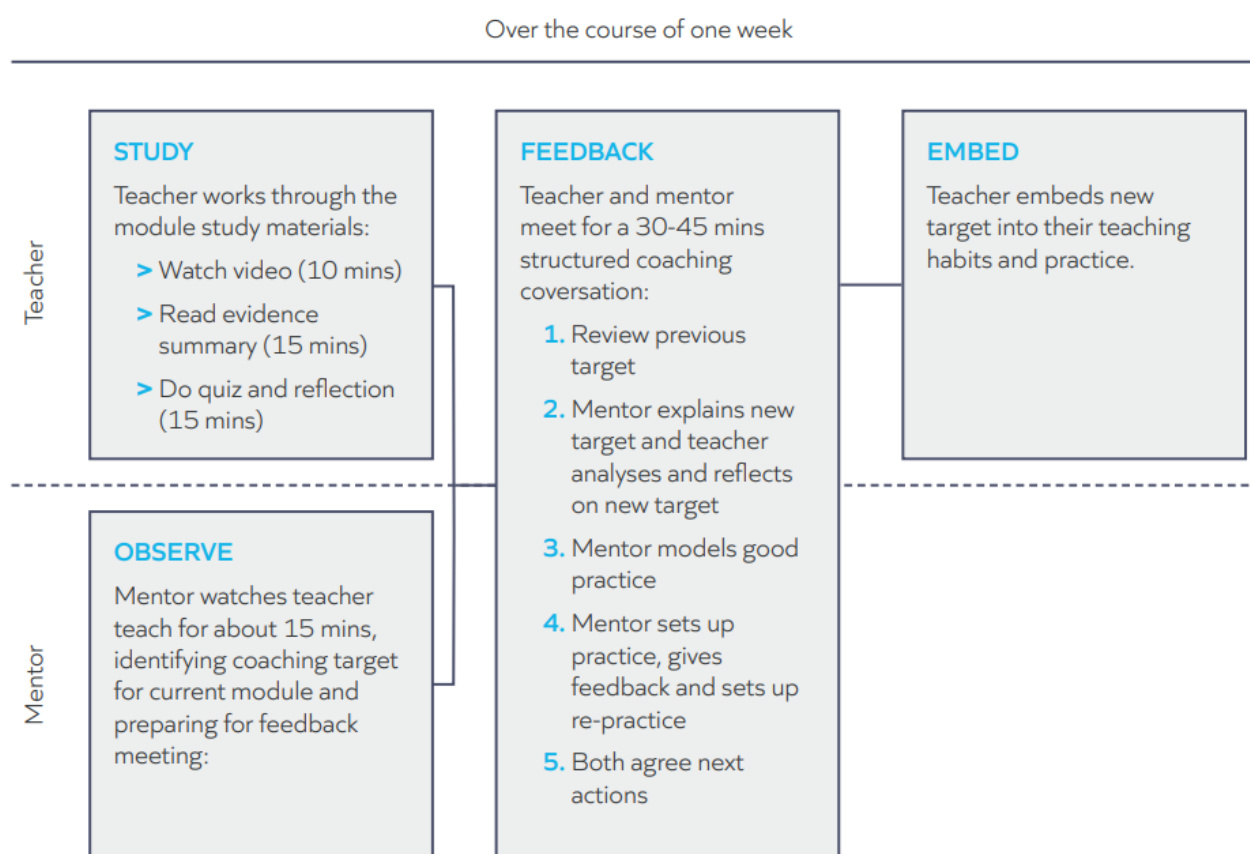
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily.
  - ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards.
  - notify the appropriate body as soon as absences total 30 days or more.
  - periodically inform the governing body about the institution's induction arrangements.
  - advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
  - consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two School years and has met the necessary requirements to reduce induction.
  - provide interim assessment reports for staff moving School in between formal assessment periods.
  - notify the appropriate body when an ECT serving induction leaves the institution.
- **The Role of the Induction Tutor**  
**The induction tutor expected to:**
    - provide, or coordinate, guidance for the ECT's professional development.
    - 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.
    - carry out progress reviews in terms where a formal assessment does not occur.
    - inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and ISTip.
    - 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.
    - take prompt, appropriate action if an ECT appears to be having difficulties.
    - ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.
- **The role of the Induction Mentor:**  
**The Induction Mentor is expected to:**
    - regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.
    - work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
    - provide, or broker, effective support, including phase or subject specific mentoring and coaching.
    - take prompt, appropriate action if an ECT appears to be having difficulties.
- **The Board of Governors:**
    - should ensure compliance with the requirement to have regard to the statutory guidance.
    - should be satisfied that More House School has the capacity to support the ECT.

- should ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- must investigate concerns raised by an individual ECT as part of More House School's agreed grievance procedures.
- can seek guidance from ISTip on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- can request general reports on the progress of an ECT.

## THE ECF

The ECF is the evidence base which underpins the ECT's professional development. More House School follows the [Ambition Institute's](#) core induction programme. This course is split into weekly sessions which are similar in format and includes summaries of evidence with further reading, videos of experts delivering key insights and planned mentor sessions to provide effective instructional coaching. The programme is split into three strands (behaviour, instruction and subject) and requires ECT self-study of 40 minutes per week and coaching of 60 minutes per week in the first year, reducing to 15 minutes fortnightly and 60 minutes monthly in the second year.

An example of how a typical week may look on the programme :



Other sources will also be used to support this programme, including EDT, Teach First and UCL training material as well as TES Develop. Academic literature supporting the week's topic is available for reading via the ECT Google Classroom.

## ECTs at risk of failure

If an ECT is not making sufficient progress an action plan will be put in place by the Tutor using the proforma distributed by ISTip. This will be discussed with the ECT, agreed upon and



reviewed every six weeks. In the event of this form being used the Tutor will inform IStip and the Headteacher.

If an ECT fails to pass the induction programme there is no opportunity to resit.