



STREATHAM & CLAPHAM HIGH SCHOOL

THE INDUCTION: EARLY CAREER TEACHERS

| | | | |
|--|--|-----------------------|-----------------------|
| Person(s) responsible for this policy | | Head | |
| Last review by | Sarah Elliot Mark Weatherhead | Review date | September 2024 |
| Date of next review | | September 2025 | |

The Government's system of induction for Newly Qualified Teachers began on 1st September 1999 and new guidance was published in June 2021 changing the programme from ETC to Early Career Teachers. ECTs at SCHS will undertake the induction period and follow a programme, which fulfils all the requirements for the satisfactory completion of the system.

The new regulations came into effect from September 2021. The new guidance can be found [here](#) and [here](#). The April 2024 update to the regulations can be found [here](#).

[The standards](#) set out what an ECT must know, understand, and be able to do in order to successfully complete induction. During the induction period ECT should build on what they have achieved during their Initial Teacher Training; the core standards reflect the progression and characteristics expected as RCT begin to work more confidently and independently as a teacher. The guidance refers to Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and associated Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

ECT have an individualised programme of support during their two-year induction from a designated induction tutor. This includes meeting with their mentor weekly, a fortnightly training programme overseen by the Assistant Head (Teaching & Learning and Staff Development), the observation of the new teacher's teaching, watching more experienced teachers in different settings, and a professional review of progress at least every half term.

It is the responsibility of the Head to ensure that the ECT does not teach more than 90 per cent of a normal timetable (in addition to the minimum ten per cent planning, preparation and assessment time they are entitled to) during the first year of the induction period, and 95% of a normal timetable, to enable induction to take place.

A summary of the main changes are as follows:

- Induction will take place over two years. Experienced teachers may be able to reduce this.
- ETCs will be known as Early Career Teachers (ECTs)
- ECTs will require a 10% timetable reduction in year 1; 5% in year 2.
- There will be two assessment points over two years.
- All ECTs will have a Mentor, generally a more experienced colleague in their subject.
- ECTs should have an Early Career Framework (ECF) based induction. The ECF is not to be used as an assessment tool.
- The Standards will remain unchanged and ETCs will still be assessed against these, but over a two-year period.

- Appropriate Bodies (such as ISTip) will need to ensure the quality of induction and the use of the ECF.

ROLES AND RESPONSIBILITIES

The ‘appropriate body’ is responsible, with the Headteacher, for the ECT’s training and supervision and particularly for ultimately deciding whether the ECT has met the induction Standards. In our case this body is the **ISC Teacher Induction Panel**. ETCs will be registered with them, and they will receive the Head’s recommendation at the end of the Induction period before reaching their decision and informing the school, the ETC and other relevant bodies.

The Head is jointly responsible for the training and supervision of ETCs with the appropriate body, and also ensures that a suitable induction programme is followed. Where possible to follow best practice the Assistant Head (T&L and SD) and the Deputy Head will observe a lesson and will hold a formal assessment meeting to determine progress towards meeting the Induction Standards. After the final meeting, at the end of the year, Ms Elliot will make her recommendation to the ISC Teacher Induction Panel.

The Induction Tutor, Mrs Sarah Elliot (AH T&L and SD), is responsible for overseeing the Induction programme of all ETCs in the school ensuring that appropriate support, monitoring, and assessment takes place at appropriate times during the induction year.

She will be supported as **The Induction Tutor** by the Prep School Deputy Head Academic who will oversee the induction of ECTs at the Prep School. At the Senior School additional support is provided by a **Subject Mentor**, usually the Head of Department, who will provide effective support, monitor performance, keep records and collect evidence for assessment activities. They will be readily accessible to the ECTs and ensure that they also receive support, as appropriate, from other members of staff.

The Mentor. If there is more than one ECT in each department another member of staff may be asked to be a mentor.

THE INDUCTION PROGRAMME

ECTs should provide their **Career Entry Profile**, which will indicate priority areas for development during the induction period and will provide the basis for setting short, medium and longer-term objectives for professional development.

The ECTs will be actively involved with the Induction tutor in planning their induction programme.

The **key components** of the programme will be:-

- Initial meeting to agree individual programmes and targets.
- Ready access to subject mentor on a day-to-day basis for advice and information.
- Access, as appropriate, to Heads of Department, the Senior Leadership Team and the Head.
- Regular personal evaluations of progress and achievements.
- Protected meeting slots with mentor.
- Observation of lessons by subject tutor, Induction Tutor and other relevant staff followed by discussion.
- Opportunities to observe experienced teachers.
- Half-termly progress review meetings to review and revise objectives.

- Formal-assessment meetings at the end of each term, with the Head or Deputy Head.
- Sessions run by ISTIP both online and in person
- Sessions run in school by the Induction tutor. For 2024/2025, ECT1 and ECT2 teachers will follow the same programme.

ASSESSMENT

The Head will make a recommendation to the ISC Teacher Induction Panel within 10 days of the end of the Induction period and their decision is made within 20 days of receipt.

Assessment will be carried out through the formal meetings which will focus on the following areas: Usually through an academic year but they can carry over several years especially if the ECT is part time. There are two assessments points over two years.

Assessment will be informed by **evidence** including:

- Written reports on the progress review meetings.
- Written reports of teaching observations and subsequent discussions.
- Examples of reports and records of pupil progress and attainment.
- Records of involvement in pastoral care of pupils and extra-curricular activities.