



**CASTERTON  
SEDBERGH PREPARATORY  
SCHOOL**

## **ECT & PGCE INITIAL TEACHER TRAINING POLICY**

Version	July 2024 V2
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Policy Owner	Prep Deputy Head
Governor	Richard Biggs
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### **Purpose**

It is vital new teachers get a good start to their teaching careers through appropriate transitional support. We will always display our school values to acknowledge that the early years of teaching are not only very demanding but also of critical significance in the professional development of new teachers. We will form and maintain professional relationships with our schools ECT to support their progress through the early stages of their teaching career. Newly appointed ECTs will be welcomed into our school community from the start of their teaching journey, and we are committed to accepting and appreciating everyone and seek to develop their strengths and skills as well as to nurture and support areas of development. We as a school will make a commitment to the ECT to support, challenge and allow them to achieve their personal best through an induction programme which follows the latest statutory guidance and ensures a smooth transition from training into the teaching profession.

### **Our Induction Programme (Aims of the Teacher Training Policy)**

The Training Programme at Sedbergh for ECT (Early Career Teachers) and PGCE (Post Graduate Certificate of Education) trainees aims to give the best possible start in the profession by helping them to settle quickly and happily into the School; to tackle new experiences and responsibilities with confidence and to develop their teaching skills.

We follow the current Statutory Guidance : [Induction for early career teachers \(England\) statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91212/induction-for-early-career-teachers-2019.pdf)

To achieve these aims we will:

1. Determine an appropriate body. One of the following 3 approaches to enable the delivery of an ECF-based induction will include: 1) a funded provider-led programme 2) We deliver our own training using DfE-accredited materials and resources 3) We design and deliver our own ECF-based induction
2. Hold an induction meeting before the beginning of the September term with all new staff
3. Ensure a reduced timetable for the ECT
4. Less frequent cover than other teachers and reduced exam invigilation
5. Ensure the ECT receives a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements.
6. Appoint a dedicated Induction Tutor and Induction Mentor and timetable meetings with the Professional Mentor and/ or Subject Mentor
7. Observe the ECTs teaching practice, providing regular constructive feedback and support ECT to become reflective practitioners, provide opportunities to recognise and celebrate success
8. Plan for opportunities to reflect critically on weekly practice with the Subject Mentor and/ or Professional Mentor
9. Plan for opportunities to observe, teach and plan lessons with other colleagues
10. Allow the ECT to work alongside the mentor and induction tutor to review progress and complete formal assessments - acting quickly to help ECT address any areas of concern
11. An Induction course with the Professional Mentor providing information and guidance on school procedures, delivered by members of the Senior Management Team, Subject Mentor and/ or Professional Mentor
12. Participation in INSET opportunities within the school

### **Entitlement**

1. A job description that does not make unreasonable demands and has the required % timetable reduction for study/training purposes.
2. A Professional Mentor and/or Subject Mentor.
3. Weekly timetabled meetings with the professional mentor and/ or subject mentor.
4. Targets, informed by the strengths and areas for development identified by lesson observations to help the trainees improve so that they meet the appropriate standards.
5. For ECT students at least one observation each term with oral and written feedback, meaning a total minimum of six over 2 years. PGCE students should be observed once a week and have the opportunity to observe a colleague once a week.
6. Assessment meetings as required by the officiating body.
7. Procedures for trainees to air grievances about their training at school.
8. Attendance at least one teacher training course by the provider appropriate to the student
9. In agreement with the school completion of a 3-6 week placement at a state school in accordance with the provider's recommendation.

### **Training Providers**

The ECT programme is administered through IStip where all handbooks, guidance, forms and standards can be found.

See: <http://istip.co.uk/> and login page is <https://istip.nqtmanager.com/Login.aspx>

Initial teacher training PGCE programme is carried out through University of Buckinghamshire  
<https://www.buckingham.ac.uk/courses/postgraduate/prep-pgce-with-qualified-teacher-status>

The training provider will:

- Ensure the school is fully informed of course requirements and receives all relevant literature and necessary logins to websites.

- Provide a link tutor to support mentors and trainees as necessary and to moderate summative assessment of the trainee's performance
- Respond to issues raised by the school
- Provide training for mentors.

### **Roles and Responsibilities**

It is fully accepted that the school has a key role in introducing new colleagues to the profession. The overall responsibility for the welfare of trainees lies with the Headmaster although in practice this responsibility is delegated to the Professional Mentor. The Professional Mentor is directly responsible for the guidance and assistance offered to the trainees and for the organisation of a relevant training programme.

### **Assessment & Quality Assurance**

Professional reviews of an ECT's progress must be held each term; A formal assessments will take place at the end of Year 1 and Year 2. Progress reviews will take place in the 2 terms that a formal assessment does not take place

The assessments may take a different form depending on the term being reviewed but should include:

- Evidence based discussions
- An assessment and discussion about progress towards objectives
- Discussion about any observations and feedback since the last review meeting
- discussion about planned professional development activities
- the ECT's evaluation of their work and development toward the Teachers' Standards
- recording outcomes from the discussions

The assessment of the ECT will be rigorous and objective.

### **The Professional Mentor**

The Professional Mentor oversees and supports the professional development of all ECT/PGCE trainees and manages the Induction Programme. This includes:

1. Overseeing the implementation of School Policy
2. Organising the Induction Programme
3. Assigning mentors
4. Ensuring meetings once each week with trainees/ECTs.
5. Providing ongoing support and guidance to trainees/ECTs and Subject Mentors
6. Advising on INSET opportunities
7. Ensuring that the professional needs of trainees/ECTs are met
8. Conducting formal lesson observations
9. Advising on effective classroom organisation and trainee/ECT management
10. Arranging for subject teachers in the same department to observe and give feedback to trainees
11. To identify areas of strength and areas for development with regards to target setting for the trainees.
12. To liaise with Heads of Department and Subject Mentors regarding the trainees' progress
13. To compile evidence/discuss findings and complete the end of term assessments for the trainees.
14. Monitoring the extra-curricular commitments of the trainees.
15. Co-ordinating evaluation of the Training Programme.
16. Providing opportunities to observe teaching in other departments within the School

## **Mentoring**

The Subject Mentor and Professional Mentor will support her / him in their first year of teaching by:

1. Encouraging
2. Guiding
3. Advising
4. Demonstrating good practice
5. Providing information and instruction
6. Helping to reflect of good practice

## **Professional Code of Practice**

### **Concerns Regarding a Teacher's Professional Performance**

Line managers should discuss any concerns regarding the performance of any trainee/ECT with the teacher at an early stage. The trainee/ECT should be given every opportunity through the setting of specific targets and the implementation of a range of support strategies to remedy the situation. The Professional Mentor should be kept closely informed of both concerns and progress. Records of meetings with the trainee/ECT and recommendations made should be kept.

## **Information**

Trainee teachers are to be made aware of the ECT website <http://istip.co.uk/> and all the documentation is accessed through the login page at <https://istip.ngtmanager.com/Login.aspx>  
The expectation of the trainee:

- To read and follow the required policies and procedures as explained in the induction process
- To behave professional at all times; dress in accordance with the accepted codes for the school; be reliable in all matters of attendance and tasks assigned
- To take an active part in their own professional development, seizing every opportunity to learn from their time in school, through observation, reflection, discussion and experience
- Take a full and active part in school life, in and out of the classroom
- Keep their paperwork and course evidence up to date. Maintain a file containing: QTS certificate, Skills results, CPD attendance and a copy of the Professional teaching standards

Signed

Zoe Charlton  
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