ECT Policy

Date Approved	Committee responsible for review of policy	Next Review Date	Policy on Website	Statutory Policy
September 2026	FGB	September 2027	Yes	Yes

Headteacher: Mrs Emma Humphrey

Policy for the Induction of Early Career Teachers

1.0 Policy statement

1.1 Our school recognises that the early years of teaching are not only very demanding but also of critical significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support.

1.2 Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Early Career Teacher Entitlement (ETCE) programme (our ECT Induction and training programme) will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

1.3 This policy must be read in conjunction with the Statutory Guidance on induction for early career teachers.

2.0 Scope

2.1 All teachers employed as an Early Career Teacher (ECT) in our school.

3.0 Our Early Career Teacher Entitlement (ECTE) programme

3.1 Our school's ECTEhas been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

3.2 Specifically, we will:

- Register with an Appropriate Body in a timely manner and will work with them to provide high quality support to our ECTs.
- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- provide individualised support through high quality mentoring and coaching
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- support ECTs to become reflective practitioners

- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards.

3.3 All staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

4.0 Roles and Responsibilities

4.1 Our school carries out its responsibilities in line with the Statutory Guidance on induction for early career teachers. See Appendix 1 for an overview of roles and responsibilities.

5.0 Support

5.1 Our induction programme ensures that new teachers are provided with the 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 in relation to the Teachers' Standards as achieved during training.

5.2 The Appropriate Body's ECT Handbook will be provided to the ECT at the start of induction, and Headteachers and Tutors will be familiar with its contents.

5.3 The key aspects of the Induction programme for ECTs at our school are as follows.

- Access to a high quality and personalised induction programme.
- At an early stage, time with the ECT's Induction Tutor to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an Induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme. Meetings should take place during designated ECT/Tutor time allocated on the timetable.
- As required, meetings and support from subject or Key Stage leads, SENCo, etc.

- A programme of observations of experienced colleagues' teaching.
- Regular observation of ECT's teaching by experienced colleagues.
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner.
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.
- In addition to the above, ECTs are encouraged to develop and access professional networks to support them, including those available via their professional association or trade union.

5.4 In addition to 5.3, ECTs will receive:

- Access to an Initial Teacher Training and Early Career Framework (ITTECF) programme
- Support from a Mentor, including regular meetings and guidance through the ITTECF programme. Meetings should take place during designated ECT/Mentor time allocated on the timetable.
- A reduction in workload (in addition to PPA time) of 10% in the first year and 5% in the second year. This CPD time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.

6.0 Assessment & Quality Assurance

6.1 The assessment of ECTs will be rigorous and objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.

- Assessment will draw on views from all staff who have a part in the ECTs' development in order to gain a reliable overall view.

- Assessment will draw on evidence from planning, pupils' work and the progress they make, relationships with staff, pupils and parents, as well as formal observations of teaching.

- The Induction Lead (or Headteacher if there is no Induction Lead role in school) will ensure that assessment procedures are consistently applied and validated by the headteacher.

- Copies of any records will be passed to the ECT concerned.

- Professional Review meetings will cover:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement
  - targets for coming term
  - support to be provided by the school

7.0 At risk procedures

7.1 If an ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- The Tutor will use the relevant guidance provided by the Appropriate Body to structure the support available to the ECT, put in place a formal Support Plan and to formally write to the ECT to outline the concerns when appropriate.

- An expectation is established that the support provided will enable any weaknesses to be addressed.

- A record of the exact nature of the problem and advice given on how to address this and the support to be provided.

- Agreed, attainable targets for action within an agreed timescale, 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 to meet one or more of the Teachers' Standards will be given to the ECT. The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

8.0 Addressing ECT Concerns

8.1 If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Tutor, Mentor, Lead or Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact.

8.2 ECTs are also encouraged to contact their professional association or trade union for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.

9.0 Policy governance

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Appendix 1: Roles and responsibilities

Statutory roles and responsibilities are set out in Section 5 of the Statutory Guidance. The following provides further context and highlights key points but does not replace the provisions in the Statutory Guidance.

Headteacher	The Headteacher has a significant and leading role in the process of inducting new colleagues to the profession. Although responsibility for the implementation of the Induction programme may have been delegated to the school's Induction Lead, the Headteacher retains overall responsibility for the monitoring, support and assessment of the ECT during induction, in conjunction with the Appropriate Body. Key functions include: • Ensuring the ECT is registered with an Appropriate Body before they begin induction at their school. • Ensuring the ECT receives their entitlement to PPA and ECT CPD time. • Ensuring that their Tutor is appropriately skilled and qualified and has sufficient time to carry out their role effectively. • Ensuring that the Mentor is appropriately skilled and qualified, and trained via the ITTECF Mentor training programme, and has sufficient time to carry out their role effectively. • Keeping the Governing Body aware and up to date about induction arrangements and ECT progress. • Observing all ECTs at least once during their induction. • As appropriate, formally meeting with and writing to ECTs causing concern. • Make a recommendation to the Appropriate Body on whether the ECT has met the requirements for satisfactory completion of the induction period. • Participating in the Appropriate Body's quality assurance procedures, including procedures for the review of ECTs not meeting the relevant standards. • Retaining all relevant documentation, evidence and forms on file for 6 years.
Induction Lead	Not all schools will have Induction Leads and so their duties may be undertaken by the Headteacher or individual Tutors. An Induction Lead is responsible for the implementation of the overall induction programme in school. This includes ensuring that the programme is of a high quality and meets the generic and individual needs of ECTs. This also includes providing support to the Induction Tutors and Mentors and ensuring the quality and consistency amongst the evaluations carried out by the Tutors. They will need to keep the Appropriate Body apprised as early as possible of the progress of any ECTs who are struggling.

ECT Tutors	The Induction Tutor is a statutory role and each ECT must be appointed a Tutor. They must hold QTS and their role is to help the ECT through induction, providing guidance and support. This may also include coaching and mentoring, unless it has been agreed that the ECT will also have a designated Mentor. Key functions include: • Providing, or coordinating, guidance for the ECT's professional development • Meeting with the ECT at least termly to review progress including discussions around strengths, areas requiring development and how the school will support the ECT to do this. • Carrying out formal Progress Review meetings and informing the AB of whether the ECT is on track • Carrying out and writing up Formal Assessments, co-ordinating input from relevant colleagues. • Observing the ECT and providing feedback, and co-ordinating observations carried out by others as appropriate. • Raising any concerns with the school's Induction Lead, Headteacher or the Appropriate Body at the earliest opportunity.
ECT Mentors	The Induction Mentor is a statutory role and each ECT must be appointed a Mentor (who may be the same person as the Tutor, although is not ideal). Key functions include: • 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 ITTECF-based induction programme. • Provide, or broker, effective support, including phase or subject specific mentoring and coaching. • Raising any concerns with the school's Induction Lead, Headteacher or the Appropriate Body at the earliest opportunity.
ECTs	The ECT should take a pro-active role in their induction to ensure they make the most of this key time in their career. They should be strongly involved in creating their Professional Development Plan and should raise any queries or concerns with their Tutor or Mentor in the first instance.
Appropriate Bodies	The Appropriate Body has the main quality assurance role within the induction process. They should ensure that schools are aware of, and are capable of meeting, their responsibilities during induction. The Appropriate Body will make returns to the Teaching Regulation Agency of those ECTs who have started, completed, left school partway through induction or where an extension has been granted.

Governing Body	The Governing Body will be ultimately accountable for the progress of ECTs and should ensure the school is compliant with the Statutory Guidance. Before the school employs an ECT, they should be satisfied that the school has the capacity to support the ECT. The Headteacher should keep the Governing Body aware of the progress of all ECTs employed at the school.
Professional Associations / Trade Unions	The professional teaching associations and trade unions play an important role in ECT induction, particularly where there may be concerns raised by an ECT or by their school about the ECT's progress.