



## ECT (Early Career Teacher) INDUCTION POLICY

**‘When adults make decisions, they should think  
about how their decisions will affect children.’**

**UNICEF Article 3 Convention on the Rights of the Child**

This policy was approved:	Autumn 2023
This policy was ratified by Full Governing Body (if applicable):	Autumn 2023
This policy will be reviewed again:	Autumn 2024
Governor committee responsibility:	Pay & Personnel Committee
Statutory Policy?:	Yes

## **Introduction**

At both Carlisle Infant School and Hampton Hill Junior School, we welcome and induct all new members of staff and we aim to provide new teachers with a high-quality induction programme that meets all the statutory requirements underpinned by the Early Career Framework (ECF). We aim to provide Early Career Teachers (ECTs) with the information and support required to make their time with us as enjoyable and productive as possible for both themselves and the children with whom they will work. In addition at Carlisle Infant School we expect all adults to support and promote the articles within the UNICEF Convention on the Rights of the Child.

The support ECTs receive is in addition to the support and provision made for all new staff.

(See the relevant school's Staff Handbook)

This policy applies to ECTs who start their induction on or after 1<sup>st</sup> September 2021.

ECTs will undertake a two-year induction based on the ECF and will participate in training delivered by the Wandle Teaching School Hub in partnership with UCL.

This will include:

- Two years of funded training for Early Career Teachers
- Freely available high-quality development materials based on the Early Career Framework
- A dedicated mentor training programme

## **Aims**

The purposes of induction include the following:

- To help ECTs build upon the knowledge, skills and understanding developed in their initial teacher training.
- To make ECTs feel welcome and at ease in their new environment.
- To provide ECTs with models of good practice.
- To support ECTs in meeting all of the Teachers' Standards.
- To ensure the effectiveness of ECTs working in the school.
- To ensure that systematic and fair assessment procedures are in place.
- To provide a foundation for longer-term professional development.
- To provide opportunities to recognise and celebrate good practice.

## **Entitlement**

For a full-time ECT, the induction programme will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. The programme is quality assured by our Appropriate Body, Achieving for Children (AfC).

Each ECT will:

- Be provided with the time and support to enable them to demonstrate satisfactory performance against the relevant teacher standards throughout, and by the end of, the induction period.
- Have an appointed induction tutor, who will have qualified teacher status (QTS).
- Have an appointed mentor, who will have QTS.
- Regularly teach the same class or classes, taking part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range.
- ECTs are entitled to have their teaching observed a minimum of once each half term by their induction tutor and to receive prompt verbal and written feedback. They are entitled to weekly meetings with their mentor and should have opportunities for further professional development based on agreed targets, including observing experienced colleagues.
- We support ECTs with regular professional reviews to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them

in relation to the relevant standards and their current needs and strengths.

- They will have opportunities to observe experienced teachers in order to develop their practice.

## **Roles and Responsibilities**

### **The Headteacher**

The Headteacher of each school plays a significant role in the appointment and induction of ECTs. They ensure an appropriate induction programme is in place and that ECTs are receiving their correct entitlement of support. At the end of the induction period, it is the relevant Headteacher's responsibility to recommend to the appropriate body whether an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

### **The ECT**

The ECT will provide evidence that they have QTS and are eligible to start induction. At the start of the induction period, priorities will be agreed with the ECT and the induction tutor and the ECT will agree how best to use their reduced timetable allowance as well as guaranteeing engagement with their ECF-based induction. ECTs will participate fully in the monitoring and development programme; including scheduled observations, progress reviews and formal assessment meetings.

### **Induction Tutor**

The induction tutor is responsible for the overall management of the ECT induction programme and they provide guidance and ongoing support to the ECTs. They carry out regular progress reviews throughout the induction period and undertake 2 formal assessment meetings, coordinating input from other colleagues as appropriate. Half-termly observations are carried out by the induction tutor and prompt feedback is given. If ECTs experience difficulty, it is the induction tutor's role to keep a written record of the difficulties, agree attainable targets and put into place a programme of support. Early warning of risk of failure will be given to the appropriate body.

### **Induction Mentor**

The induction mentor's role is to provide, or arrange, effective support, coaching and/or mentoring for the ECT. They will regularly meet with the ECT for structured mentor sessions and will work with the induction tutor to ensure that the ECT receives a high-quality ECF-based programme. If the ECT appears to be having difficulty, the induction mentor must act promptly to give further support as well as informing the induction tutor.

A nominated member of the governing body will contact the ECT on a termly basis throughout the period of their induction. This will give an opportunity for the ECT to share thoughts on their progress and reflect on how their induction programme is developing.

### **Assessment & Quality Assurance**

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor. These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme.

At each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards, indicating strengths and areas for development. The induction tutor in consultation with the headteacher will also recommend to the appropriate body in the final assessment report as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the ECT, headteacher and induction tutor or ECT Manager. The formal assessments will be reviewed by the appropriate body and the appropriate body will make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

### **At Risk Procedures**

If an ECT encounters difficulties in their performance against the Teachers' Standards, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified.
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards with specific and practical steps outlined for securing an improvement in practice.
- An effective support programme is put in place to help the ECT improve their performance.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.

The ECT will be made aware of any concerns, at all stages, throughout the induction process. The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

### **Addressing ECT concerns**

If ECTs have any concerns about the induction programme, these should be raised with the school in the first instance. Where the school does not resolve them, the ECT should raise concerns with the Appropriate Body (AfC).

We strive to ensure that all ECTs feel that they are a valued and respected part of our school community and that they feel fully supported in their 2-year induction period. By the end of the induction period, we expect that all ECTs will be confident and effective classroom teachers.

## Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to are the [Teachers' Standards](#).