Policy for the Induction of Early Career Teachers (ECTs)
at
St Anne's C of E Primary School
December 2025

Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of an Early Career Teacher (ECT). Our school's induction process ensures that the appropriate guidance, support and professional development to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individualised programme explicitly linked to the Early Career Framework (ECF).
Early Career Framework (publishing.service.gov.uk)

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built. Our school has decided to adopt the Full Induction Programme. This programme will include ongoing monitoring and assessment of performance against the Teacher Standards.
Teachers' standards: overview (publishing.service.gov.uk)

Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate coaching and support through the role of an identified Mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage and enable reflection on an ECTs own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to provide regular feedback on practice both verbal and written by an Induction Tutor;
- to help ECTs perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the school 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. Our school is fully committed to the training and development of the Induction Tutor and Mentor in addition to the ECT.

Roles and Responsibilities

The Governing Body
The governing body will be fully aware of the contents of the DfE's Statutory Guidance on Induction for Early Career Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all of its statutory and non-statutory obligations. The governing body will be kept aware and up to date about induction arrangements and the progress made by ECTs during induction.

The school's Induction Leader is Mark Farrell

The school's Induction Tutor is Caroline Sibson

The Governor with responsibility for ECTs is Joe Gilbert

The Headteacher
The Head teacher at St Anne's C of E Primary School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an Induction Tutor, the Head Teacher will also observe each ECTs during the year. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up (including a 10% release time in Year One and 5% in Year Two of induction;
- ensuring the ECT is accessing the ECF either via the FIP, CIP or school-based programme
- recommending to the Appropriate Body (AB) whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction (ensuring progress reports are submitted to the AB in Terms 1, 2, 4, and 5 and assessment reports at the end of Terms 3 and 6).

While the Head Teacher may or may not delegate these responsibilities, many of the associated tasks will be carried out by the Induction Tutor. In addition to the statutory requirements the Head teacher will:

- observe and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor
The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. It entails not only a co-ordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising access to the ECF, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of ECT performance. It is the role of the Induction Tutor to ensure all Mentors are adequately trained in order to fulfil their role to a high standard, to quality assure the work of Mentors and to line manage the Mentors. The Induction Tutor also has responsibility for completing the progress reviews and assessment reports for all ECTs during induction.

Mentor
In addition to the Induction Tutor (who has the responsibility for the formal assessment of the ECTs) a Mentor is appointed to provide on-going support on a daily basis and to work alongside the ECT as they engage with the ECF. The Mentor holds regular meetings with the ECT and contributes to the judgements about the ECTs performance against the Teachers' Standards helping to provide

the Induction Tutor with evidence to support the progress made by the ECT. It is also the role of the Mentor to support the ECTs engagement in the ECF and ensure this learning impacts positively upon the ECTs progress towards meeting the Teacher Standards.

(The two roles of Induction Leader and Mentor may sometimes be undertaken by the same person in smaller schools)

Entitlement

The ECT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with 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 standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for NQTs at St Anne's are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits made to the school, prior to taking up appointment, with time to discuss the ECF, developments needed and how they will be assisted in meeting their targets.
- Help and guidance from an Induction Tutor who is adequately prepared for the role and will co-ordinate the induction programme.
- Regular meetings with Mentors, Senior Managers, Subject Leaders and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Time to observe experienced colleagues teaching both within this school and visiting other settings.
- A reduction of 10% of the average teacher's workload in Year One and 5% in Year Two. This time is used primarily for participating in the ECF and is in addition to the statutory 10% non-contact time (PPA) already allocated to teachers.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

Lesson Observation, and Target Setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction as also outlined in the ECT Induction Handbook provided by the LA acting as the Appropriate Body. In summary each ECT is observed formally once each half term. Targets are reviewed during each half term at the weekly meetings. In addition targets and progress towards meeting the Teacher Standards is reviewed formally at the end of each term at a review meeting. The review meeting is where the end of term progress report or formal assessment report is shared with the ECT and the ECT is invited to add their comments to the report before it is submitted to the Appropriate Body

(AB). Those in attendance at the end of term review meetings include the ECT, Mentor and Induction Tutor The HT may also attend these meetings.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress, book scrutiny) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned including a copy of each of the end of term progress / assessment reports
- Assessment reports at the end of Terms 3 and 6 will give details of:

  - areas of strength (linked to the Teacher Standards)
  - areas requiring development (linked to the Teacher Standards)
  - evidence used to inform judgements,
  - targets for the next period of induction (linked to the Teacher Standards)

Engagement in the ECF will be reviewed each term. However, this is a programme of CPD to support effective progress towards meeting the Teacher Standards. The ECF is not and will not be used as an assessment tool.

At Risk Procedures

If any ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action 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 will be given and the school's concerns communicated to the Appropriate Body without delay (the school will not wait until the end of term when the assessment report is submitted to the LA)

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Head teacher and LA Appropriate Body ECT Induction Manager will support the Induction Leader and ECT. Such support will take the format of a review of the support plan, observing the ECT in the classroom and planning an appropriate programme to ensure satisfactory completion of induction and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact. Details are included in The ECT Induction Handbook given to all schools by the AB.

This policy was agreed and adopted in November 2024. It will be reviewed

- as part of the school's development cycle by November 2025
- prior to this date should there be any changes to statutory requirements.

This policy is based on and follows the guidance and statutory requirements set out in the DfE's statutory guidance for induction and Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.
Induction for early career teachers (England) (publishing.service.gov.uk)