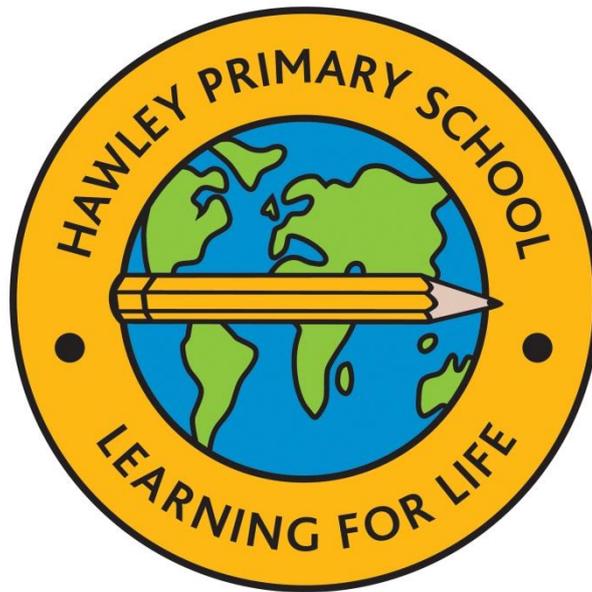


# Hawley Primary School



## Early Career Teacher (ECT) Policy

**AGREED BY HEADTEACHER:** Autumn 2025

**LATEST REVIEW:** Autumn 2025

**NEXT REVIEW:** Autumn 2026

At Hawley Primary School, we recognise 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 that new teachers get a good start to their teaching careers through appropriate transitional support.

Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support, and challenge. The induction period will normally last for six school terms. Our ECT Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

Please note:

- This policy must be read in conjunction with the statutory guidance on Induction for Early Career Teachers.
- This policy applies all ECTs employed as an Early Career Teacher (ECT) in our school.

### **Legislation and Statutory Guidance**

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#)
- The [Initial Teacher Training and Early Career Framework \(ITTECF\)](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

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

### **Our Induction Programme**

The induction programme will be underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), enabling ECTs to understand and apply the knowledge and skills set out in the ITTECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable. For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Only continuous employment of 1 term or more will count towards the induction period. The programme is quality assured by the SFET Teaching Hub (South Farnham Education Trust), our 'appropriate body.'

Our school's ECT induction programme has 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.

### **Posts for induction**

Each ECT will:

- Be provided with the necessary employment tasks, experience, and support to enable them to demonstrate satisfactory performance against the relevant 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 induction mentor, who will have QTS
- 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

- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made of them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

### Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, 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
- Chances to observe experienced teachers, either within the school or at another school with effective practice

### Roles and Responsibilities

All staff will be kept informed of the school's ECT 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 carries out its responsibilities in line with the Statutory Guidance on induction for early career teachers.

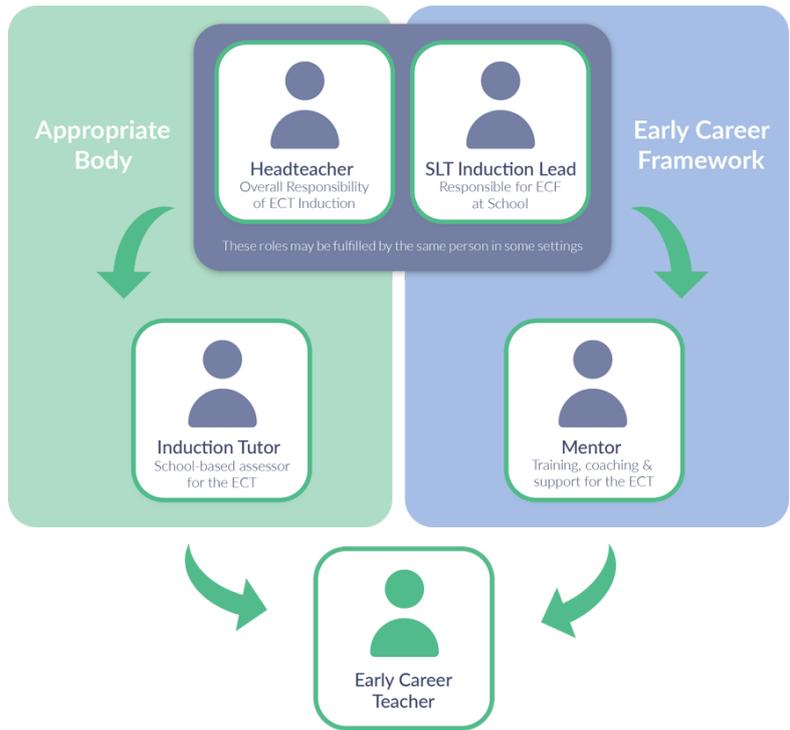
An overview of roles and responsibilities:

<p><u>Appropriate Body</u></p>	<p>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.</p> <p>SFET Teaching School Hub (Success for Every Teacher) South Farnham Educational Trust in partnership with Teach First</p> <p>Contact: Jackie Blackwood - Teaching School Hub Coordinator  <a href="mailto:jblackwood@sfet.org.uk">jblackwood@sfet.org.uk</a></p> <p>The Appropriate Body's ECT Handbook will be provided to the ECT at the start of induction.</p>
<p><u>Headteacher:</u> Jane Baker</p>	<p>The Headteacher retains overall responsibility for the monitoring, support, and assessment of the ECT during induction, in conjunction with the Appropriate Body. It is the Headteacher's responsibility to ensure the ECT receives their entitlement to PPA and ECT CPD time.</p>

	<p>The headteacher will:</p> <ul style="list-style-type: none"> <li>➤ Check that the ECT has been awarded QTS and whether they need to serve an induction period</li> <li>➤ Agree, in advance of the ECT starting, who will act as the appropriate body</li> <li>➤ Notify the appropriate body when an ECT is taking up a post and undertaking induction</li> <li>➤ Make sure the ECT's post is suitable according to statutory guidance</li> <li>➤ Make sure the induction tutor is appropriately trained and has sufficient time to conduct their role effectively</li> <li>➤ Make sure the induction mentor is appropriately trained and has sufficient time to conduct their role effectively</li> <li>➤ Make sure an appropriate early career teacher entitlement programme is in place</li> <li>➤ Provide a foundation for longer-term professional development</li> <li>➤ Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching</li> <li>➤ Make sure that formal assessments are conducted and reports completed and sent to the appropriate body</li> <li>➤ Maintain and keep accurate records of employment that will count towards the induction period</li> <li>➤ Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way</li> <li>➤ Make the governing board aware of the support arrangements in place for the ECT</li> <li>➤ Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory</li> <li>➤ Participate in the appropriate body's quality assurance procedures of the induction programmes</li> <li>➤ Keep all relevant documentation, evidence, and forms on file for 6 years</li> </ul> <p>In addition to this, the headteacher will keep the Governing Body aware and up to date about induction arrangements and ECT progress.</p>
<p><u>Induction Tutor:</u> Francesca Smith</p>	<p>The Induction Tutor is a statutory role and each ECT must be appointed a Tutor who holds QTS.</p> <p>The induction tutor will:</p> <ul style="list-style-type: none"> <li>➤ Provide guidance and effective support to the ECT (with the appropriate body where necessary)</li> <li>➤ Conduct regular progress reviews throughout the induction period</li> <li>➤ Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate</li> <li>➤ Conduct progress reviews in terms where a formal assessment doesn't occur</li> <li>➤ Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and appropriate body</li> <li>➤ Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments</li> <li>➤ Make sure the ECT's teaching is observed, and feedback is provided</li> <li>➤ Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Take prompt, appropriate action if the ECT appears to be having difficulties</li> <li>➤ Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work</li> <li>➤ Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress</li> </ul>
<p><u>Induction Mentors</u> Julie Phillips and Becca Love</p>	<p>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). Instructional coaching is a central and critical aspect of the mentoring role – one that can make a big difference to an ECT’s practice.</p> <p>The induction mentor will:</p> <ul style="list-style-type: none"> <li>➤ Meet with the ECT for structured mentor sessions to provide targeted feedback on a regular basis</li> <li>➤ Work with the ECT, and colleagues within the school who participate in the ECT’s induction, to help make sure the ECT receives a high-quality early career entitlement programme</li> <li>➤ Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring</li> <li>➤ Act promptly and appropriately if the ECT appears to be having difficulties</li> </ul>
<p><u>ECTs:</u> Laura Merkel and Amy Crocker</p>	<p>The ECT will:</p> <ul style="list-style-type: none"> <li>➤ Provide evidence that they have QTS and are eligible to start induction</li> <li>➤ Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review</li> <li>➤ Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their early career teacher entitlement</li> <li>➤ Provide evidence of their progress against the relevant standards</li> <li>➤ Participate fully in the monitoring and development programme</li> <li>➤ Participate in scheduled classroom observations, progress reviews, and formal assessment meetings</li> <li>➤ Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period</li> <li>➤ Keep copies of all assessment reports</li> </ul> <p><b>When the ECT has any concerns, they will:</b></p> <ul style="list-style-type: none"> <li>➤ Raise these with their induction tutor as soon as they can</li> <li>➤ Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school</li> </ul> <p>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.</p> <p>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.</p>
<p><u>Governing Body</u></p>	<p>The governing board will:</p> <ul style="list-style-type: none"> <li>➤ Make sure the school complies with statutory guidance on ECT induction</li> <li>➤ Be satisfied that the school has the capacity to support the ECT</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post</li> <li>➤ Investigate concerns raised by the ECT as part of the school's grievance procedures</li> <li>➤ If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process</li> <li>➤ If it wishes, request general reports on the progress of the ECT on a termly basis</li> </ul>
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**Assessments of ECT performance**

ECTs are exempt from normal appraisal procedures during their induction period.

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. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme 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 headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

If the ECT leaves this post after completing 1 term or more but before the next formal assessment would take place, the induction tutor or headteacher will complete an interim assessment to make sure that the ECT's progress and performance since the last assessment is captured.

### At risk procedures

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



If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, 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
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, if it is not the final formal assessment, the induction tutor or headteacher will:

- Continue to deliver process reviews
- Revise the ECT's objectives and support plan in line with the Teachers' Standards
- Share these with the ECT, headteacher and appropriate body

### Capability Procedures

In the event of serious capability concerns, the headteacher can decide to instigate capability procedures in line with our capability policy. They will inform the appropriate body when these procedures are instigated.

The ECT's induction process will continue alongside these capability procedures for as long as the ECT remains at the school, or the procedures are concluded.

### Addressing ECT Concerns

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

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.

### **Monitoring Arrangements**

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the full governing board.

### **Links with Other Policies**

This policy links to the following policies and procedures:

- > Appraisal
- > Grievance
- > Pay