Copnor Primary School

Policy for the Induction of Early Career Teachers (ECTs)

Governing Body approval gained in February 2025 Next review February 2026	
Policy proposed for adoption by Matt Johnson, Headteacher	
Headteacher's signature:	Chair of Committee signature:

Rationale

The first year of teaching is not only very demanding but also of critical significance in the professional development of new teachers. It is vital they get a good start to their teaching career through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate monitoring, guidance, support and challenge. Our ECT Induction Programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built. The standard length of induction has been increased from one school year to two school years so that a newly qualified teacher will now complete a two-year induction process (unless this is changed in agreement with the Appropriate Body, for example, where an ECT has completed the Assessment Only Route beforehand and so have had to present a significant portfolio of evidence before they can start the ECT induction).

Copnor Primary School has chosen to work with a provider accredited by the Department for Education who has designed and delivers a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education. The school has selected HISP Multi-Academy Trust as the provider.

Purposes

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.
This policy is based on statutory guidance. This is available in the following document: Induction for Early Career Teachers (ECTs).
https://www.gov.uk/government/publications/induction-for-early-career-teachers-england

Specifically, we aim to:

- Provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- Provide individualised support through high quality mentoring
- Provide ECTs with examples of good classroom practice
- Help ECTs form productive relationships with all members of the school community and stakeholders
- Encourage reflection on their own and observed practice
- 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 during ECT Induction

The whole 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 high quality and commitment of the people who supervise ECT Induction are crucial factors in its continued success.

The school is committed to ensuring that the following key points from the guidance are adhered to:

- Early Career Framework (ECF) based training is embedded as a central aspect of induction; it is not an additional training programme;

- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that the headteacher has put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF;
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

Roles and Responsibilities

The Governing Body

The Governing Body will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment 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 obligations. The Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs through the Headteacher's report and/or direct contact with the ECT Coordinator in school.

The Headteacher

The headteacher plays a significant and leading role in the process of inducting new colleagues to the profession. If the Induction Programme is delegated to a coordinator who is not the headteacher, then the headteacher will also observe each ECT, through 'drop-ins,' at least once each year. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place;
- recommending to the Appropriate Body whether an ECT has met the requirements for satisfactory completion of the induction period.

In reality, many of the tasks associated with the above will be carried out by a coordinator but the headteacher will make the final recommendation to the Appropriate Body. In addition to the statutory requirements the headteacher will:

- observe and give written warnings to any ECT at risk of failing to meet the Teachers' Standards following consultation with the Appropriate Body for ECT Induction;
- keep the Governing Body aware and up to date about induction arrangements and the progress of ECTs.

Induction Coordinator

The principal requirement for the ECT Coordinator is to be responsible for the overall management of initiating ECTs into the teaching profession and into the school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the transparently rigorous, fair and consistent assessment of ECT performance.

Induction Tutor

The Induction Tutor may or may not also by the Induction Coordinator. Where there is more than one ECTs, it is likely that there will be more than one Induction Tutor. The Induction Tutor for each ECT must not be their Mentor. The Induction Tutor will observe the ECT at least once a term. They will also meet with the ECT half-termly and complete the relevant paperwork as advised by the Appropriate Body. It is important that the Mentor and Induction Tutor have a good line of communication so that any concerns can be raised and support put in place where an ECT is in need of additional support.

Mentor

In addition to the Induction Tutor, who has the responsibility for the formal assessment of ECTs, a Mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The Mentor will contribute to the judgements about the ECT's progress against the Teachers' Standards.

Entitlement

Our induction programme ensures that new teachers are provided with the support, guidance 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 from their training to gain Qualified Teacher Status (QTS).

The key aspects of the Induction Programme for ECTs are as follows.

- There will be two formal assessment points, one midway through induction, and one at the end of the induction period (of the two-year programme). These will be supported by regular progress reviews to monitor progress (see Induction Tutor above).

- Access to an Induction Programme that will commence upon appointment (or the successful completion of QTS if the member of staff is previously employed as an unqualified teacher) and be reviewed after two years in post.
- Structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these (unless they were already employed by the school, in which case this time will be provided to meet with the Mentor prior to the start of the ECT programme).
- Help and guidance from an Induction Tutor who holds QTS, is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a Mentor and, as needed, meetings with subject coordinators, SENDCo etc.
- A programme of observations of the teaching of experienced colleagues.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the school's Induction Programme, other professional development activities and meetings with the Mentor. ECTs will also receive a 5% timetable reduction in the second year of induction.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term): a mixture of the Induction Tutor, the Mentor and the Headteacher.
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- The 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/Action Plans for any areas identified which otherwise render an ECT at risk of not meeting the Teachers' Standards in line with guidance from the Appropriate Body.
- Contact with the ECT Induction Coordinator for the Appropriate Body as necessary.

Part-Time Teachers

ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years (based on a school year of three terms). Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years.

In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years.

Assessment & Quality Assurance.

The assessment of ECTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance and will be based upon the Appropriate Body's guidelines.
- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall picture.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff/students/parents/carers, as well as formal observations of teaching and the meetings with the Mentor.
- The Coordinator will ensure that assessment procedures are consistently applied across all ECTs.
- Copies of any records will be passed to the ECT concerned.

At risk procedures

If any ECT encounters difficulties with meeting 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 set for a minimum of 4 weeks, 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.
- The school's concerns will be communicated to the Appropriate Body for ECT Induction without delay and using the agreed paperwork.
- Early warning of the risk of failure will be given to the ECT in consultation with the Appropriate Body as appropriate.

Where an ECT has continuing difficulties, then 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. The Appropriate Body will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards so that a joint remedial action can be taken.

Failing to Meet the Teachers' Standards

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Formal Assessments

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents. There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the Induction Tutor, Headteacher and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted.

Absences

The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity leave, statutory paternity leave, shared parental leave, statutory adoption leave, or parental bereavement leave). In these circumstances the induction period must be extended by the aggregate total of days absent.

ECTs who take statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, or parental bereavement leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the ECT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an ECT chooses not to extend (or further extend) the induction period, their performance will still be assessed against the Teachers' Standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

Reducing the ECT Induction Programme

Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, Appropriate Bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience. In making such a decision they should take account of advice from the headteacher/principal and must gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they must be permitted to do so. The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision, including performance management documentation from previous teaching employment. Reductions should only be considered where an ECT has extensive prior experience of teaching whole-classes to the Teachers' Standards. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route.

Addressing ECT Concerns

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