

Early Career Teacher (ECT) Induction Policy



Approved by: Provisions Committee

Date: November

Last reviewed on: November 2025

Next review due by: November 2026

Change Log:

Date	By Who	Comment
November 24	V Patel	Aims updated in line with Haybridge (appropriate body)
November 24	V Patel	The main headers remain the same, the wording within each of the headings vary based on the updates shared by Haybridge the appropriate body.
November 25	V Patel	The policy has been updated based on the updated policy shared by Haybridge. The assessment section has been slightly amended to identify who contributes to the assessment reports and the Governing body role. The rationale of the policy now specifically mentions the ECTs personal development, as well as professional development.

Rationale

At Cape Primary School we believe that the first two years of teaching are not only very demanding but are also of considerable significance in the professional development of Early Career Teachers. Our school's induction process ensures that the needs of the Early Career Teachers are met by providing them with the appropriate guidance, support and training through a structured and individualised programme underpinned by the Early Career Framework (ECF). This induction policy is designed to contribute to the development of ECTS both professionally and personally.

Aims

- to provide a program appropriate to the individual needs of the ECT;
- to provide appropriate counselling and support through the role of an identified Mentor and Induction Tutor;
- 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 reflection on their 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 teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development; and
- to help ECTs meet all of the Teachers standards.

The whole staff at Cape will be kept informed of the School Induction Policy and encouraged to participate, wherever possible, in its implementation and development.

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
- The Teachers' Standards

Other policies that accompany this Policy

- Appraisal
- Grievance
- Pay Policy

The Induction Programme

Cape Primary School's Induction programme is quality assured by Haybridge, our chosen appropriate body. The induction programme that we are following is through the Ambition institute.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable for the induction period to take place.

For a full-time ECT, the induction period will last for 2 academic years with a part-time ECT serving a full-time equivalent. Up to one full term of continuous employment may count towards completion of the induction period.

Requirements

The programme is quality assured by Haybridge Teaching School Hub, our 'appropriate body'.

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 upon 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

Assessments of ECT performance and 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 Induction Tutor, Vicky Patel Deputy Headteacher.
- 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.
- The criteria used for formal assessments will be shared and agreed in advance and the Induction Coordinator will ensure that assessment procedures are consistently applied.
- The 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 the ECT to gain experience and expertise in self-assessment
- The assessment of ECTs will be rigorous but also objective.
- Both formative assessment (e.g lesson observation and target setting) and summative assessment (termly induction reports) will be used to inform assessments
- Reviews will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - evidence of steps achieved (steplab)
 - evidence of coaching and support provided by the school
- 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 Head Teacher, Induction Tutor and the ECT.

- A copy of the formal assessment report will then be sent to the appropriate body via ECT Manager. 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.
- 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 Head Teacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured

At-risk procedures

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. A formal meeting will also be called.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the Induction Tutor or Head Teacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

Roles and Responsibilities

The Appropriate Body

- The Appropriate Body, along with the Head Teacher, is jointly responsible for the supervision and training (professional development) of the ECT during induction and has the main quality assurance role.
- The school works closely with the AB to ensure that the statutory requirements are fully met.

The Governing Body

The Governing Board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the Head Teacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- 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
- If it wishes, request general reports on the progress of the ECT on a termly basis
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For the academic year 2025/2026, the school's Induction Coordinator and Induction Mentor is Vicky Patel (DHT)

The Head Teacher/ Deputy Head Teacher/ Induction Coordinator

Sally Baker, the Head Teacher at Cape Primary plays a significant and leading role in the process of inducing new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an Induction Coordinator, Vicky Patel-Deputy Headteacher, the Head Teacher will also observe each ECT at least once each term and be kept informed regarding their progress.

The Head/Deputy Head Teachers will: Sally Baker/ Vicky Patel/Wendy Richmond

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the Induction Mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT

- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

Induction Mentor and Mentor: Vicky Patel

The Induction Tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Head Teacher and relevant body
- 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
- Make sure that the ECT's teaching is observed and feedback is provided
- 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
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way

Under the mentoring role the mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties
- Provide regular coaching and support on teaching and to ensure that the ECT to support the ECT to develop professional and personally

Early Career Teacher

An ECT has a vital part to play in their own induction.

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their Induction Tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- 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
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their Induction Tutor as soon as they can
- 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

The Appropriate Body contacts are:

Vicki Shakespeare - Haybridge Teaching School

Vshakespeare@haybridge.worcs.sch.uk

01562 881110

Kim Whiting – SIPS Education

kim.whiting@sips.co.uk or ECT@sips.co.uk

0121 2963004 / 07890 945736

Monitoring Arrangements

This policy will be reviewed **annually** by the Deputy Headteacher. At every review, it will be approved by the Full Governing Board.