

WOODS LOKE PRIMARY SCHOOL



Learn, Aspire, Achieve

Early Career Teachers Policy

Reviewed: October 2026

Next review: October 2027



Early Career Teachers Induction Policy

Introduction

This policy sets out how we aim to plan and manage personalised programmes of support to early career teachers (ECTs) during their induction, to support them in meeting the Teachers' Standards by the end of this period. This induction will be underpinned by the provisions of the Early Career Framework (ECF).

Purpose

Our school's statutory induction processes have been developed to ensure our ECTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils. Statutory induction for ECTs supplements the school's induction process for all new staff and ensures the ECT is provided with appropriate guidance, support, training, development opportunities, monitoring and assessment through a structured but flexible individual programme

This policy does not form part of any employee's contract of employment and may be amended at any time.

Our induction processes will:

- support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.8 and successfully complete their statutory induction period
- ensure each ECT receives their statutory entitlements: trained induction tutor and dedicated ECF mentor with QTS; a reduced timetable for professional development (in addition to PPA time), observation of experienced teachers; have no unreasonable demands made of them; a pre-planned induction programme; a support plan when necessary; an ECF-based induction programme; formal observation of teaching at least each half-term with verbal and written feedback; regular meetings with the induction tutor and half-termly reviews of progress; fair and rigorous assessment against all of the Teachers' Standards; two formal assessment meetings and reports, and a named contact at the Appropriate Body.
- ensure each ECT accesses an ECF-based induction programme with dedicated support from their mentor
- provide appropriate support, advice and guidance to each ECT based on individual talents and needs including lesson observations each half-term
- provide examples of good practice and facilitate each ECT observing effective teaching based on their development needs
- support ECTs to develop positive relationships with all members of the school community for the enhancement of pupil outcomes
- encourage ECTs to become reflective practitioners, supported by ECF resources and personnel to aid personal development



- acknowledge success and celebrate good practice
- provide opportunities for professional development beyond the ECF if required
- support an understanding of the full role and responsibilities of a teacher

This policy is underpinned by a whole Trust commitment to support teachers new to the profession to develop their skills, pedagogy, and practice.

Roles and responsibilities

Governing Body

The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance. Prior to an ECT being employed the Governing Body will carefully consider the school's capacity to fulfil its obligations towards each ECT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

Headteacher and Senior Leadership

The Headteacher and members of Senior Leadership have significant roles in the statutory induction process and will:

- ensure all ECTs are registered with an Appropriate Body
- work closely with the Appropriate Body throughout the statutory induction period, including quality assurance processes and any necessary fidelity checks
- ensure an appropriate ECF-based induction programme is in place
- appoint an induction tutor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained
- appoint a dedicated ECF mentor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained
- ensure an appropriate, pre-planned induction programme is drawn up by the induction tutor and ECT
- ensure the ECT is provided with all statutory entitlements
- ensure the ECT has a suitable role to undertake induction as in paragraph 2.17 of the statutory guidance
- ensure assessment and monitoring is carried out and evidence of progress towards meeting the Teachers' Standards is recorded in professional reviews, progress reviews and assessment reports
- ensure the ECT is made aware (in writing), at any point during induction they are deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure the Appropriate Body is contacted at any point during induction the ECT is deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure a support plan is put in place for any ECT deemed 'not on track' in order to bring them back on track
- ensure the support plan is shared with the Appropriate Body and work with them to bring the ECT back on track
- make a final recommendation to the Appropriate Body as to whether the ECT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' statutory guidance paragraph 1.8, and should pass their induction period
- keep the governors informed about induction arrangements for ECTs in the school.

Induction tutor

Many tasks associated with the Headteacher and members of Senior Leadership may be delegated to the induction tutor or other suitably experienced colleagues.

The induction tutor will:

- ensure ECT is kept up to date on their progress and there will be nothing unknown, no surprises, at the time of a formal assessment.
- have responsibility for the day-to-day oversight of the pre-planned induction programme
- meet regularly with the ECT, retaining signed and dated meeting notes that are uploaded to ECT Manager to provide transparency and access for ECT, induction tutor, Headteacher/Senior Leadership/induction lead/professional tutor and the Appropriate Body
- undertake, and/or, arrange lesson observations as necessary, at least each half-term
- provide opportunities for the ECT to observe experienced teachers to support their understanding and professional development
- have oversight of the ECT's use of the timetable reduction for professional development
- arrange support when necessary
- ensure rigorous and fair assessment throughout the induction process including professional reviews, progress reviews and assessment reports
- liaise with the dedicated ECF mentor to ensure pertinent information is considered
- inform the Headteacher/Senior Leadership and the Appropriate Body, at the earliest opportunity, if concerns arise that the ECT is not 'on track' to meet all the Teachers' Standards, 'consistently over a sustained period' by the end of the statutory induction period'
- write a support plan and work with the ECT to bring the ECT back 'on track'
- share the support plan with the ECT, Headteacher/ Senior Leadership and Appropriate Body
- seek support, advice, and guidance from the Appropriate Body as necessary
- ensure reviews and assessments are completed on time so that the Appropriate Body can meet its obligations and ensure ECTs are informed of outcomes within the statutory timeframe.

Dedicated Induction Mentor

The mentor has the main responsibility for working with the ECT and the ECF throughout the statutory induction period.

The induction mentor will:

- work collaboratively with ECT and others in the school to ensure ECT receives a high-quality ECF-based induction programme
- meet regularly with the ECT for structured mentor sessions based on the ECF
- provide targeted feedback and instructional coaching based on ECF training programme and take prompt action if ECT appears to be having difficulties
- provide, or broker, effective support when required, which may be phase or subject specific
- ensure Headteacher/Senior Leadership and ECT are aware if there are any concerns the ECT is not on-track to meet the Teachers' Standards by the end of the statutory induction period
- work with the school and ECT if a support plan is required

ECT

The ECT is expected to participate fully in the induction process, including all ECF activities, and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.8.

The ECT will:

- provide evidence of Qualified Teacher Status

- collaborate with the induction tutor to write a pre-planned induction programme
- agree with the induction tutor how the reduced timetable will be used
- provide evidence of how the Teachers' Standards are being met throughout the induction period
- participate fully in the monitoring and development programme
- work closely with the ECF dedicated mentor to access all aspects of the ECF to develop skills, pedagogy and practice to impact positively on outcomes for children/pupils/students
- participate effectively in observations, professional reviews, progress reviews and formal assessment meetings
- retain personal copies of both formal assessment reports.

If an ECT has any concerns about induction processes they should be raised within the school in the first instance. Where the school is not able to resolve the concerns the ECT should raise concerns with the Appropriate Body. ECTs will be reminded that their professional association is another source of advice and support.

The Early Career Framework

The Headteacher/ Senior Leadership are expected to ensure ECTs receive an ECF-based training programme that is embedded into induction practices in the school

The school will follow a provider-led Full Induction Programme. The training provider uses materials accredited by the DfE and validated by the Education Endowment Fund to ensure all ECTs receive a high-quality programme of training and development.

Monitoring, assessment, and reporting

Monitoring and support will take place throughout the induction period. The induction tutor and ECT will undertake a regular professional review of practice. These will support ECT and induction tutor to gather evidence related to the Teachers' Standards and will be used to write formal reports. These will be uploaded to ECT Manager as required, with formal reports available to all parties.

All monitoring and support will be structured to meet the professional development needs of the ECT. It will include a programme of ECF based training, ongoing support and guidance from the induction tutor, regular mentoring provided by the designated mentor and the observation of experienced teachers where effective practice has been identified.

Failure to complete induction and dismissal

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a relevant school, which includes maintained schools and non-maintained special schools.

We have decided to follow the principle of the Regulations in relation to an ECT who has failed induction working in a relevant school. Therefore, we will normally dismiss an ECT who has failed induction:

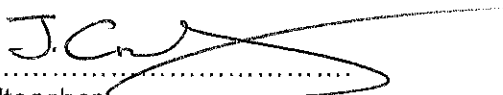
Within 10 working days of the ECT giving notice that they do not intend to exercise their right to appeal; or within 10 working days from when the time limit for making an appeal expires, without an appeal being brought; or within 10 working days of being told the outcome of an appeal where an appeal is heard and the outcome of the appeal is that the ECT is judged as having failed induction.

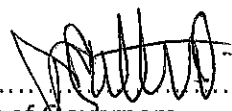
Appropriate Body

The Appropriate Body has the main quality assurance role for statutory induction. The school will work with the Appropriate Body by participating in quality assurance visits, phone calls and requests for information as appropriate.

This policy was adopted by Governors on(date)

Signed:


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Headteacher


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Chair of Governors

Date of next review: October 2027