ECT Policy

Intent

At Primet Primary School, we are committed to nurturing a culture of aspiration, respect and collaboration, ensuring that both pupils and staff are supported to achieve their full potential. We recognise that statutory induction forms the essential bridge between initial teacher training and a successful career in teaching. Our intent is to provide Early Career Teachers (ECTs) with a high-quality programme of professional development, support and guidance, underpinned by the Early Career Framework, which equips them with the knowledge, skills and confidence to become effective, reflective and successful practitioners. Through structured mentoring, professional dialogue, regular monitoring and assessment against the Teachers' Standards, we ensure that ECTs are supported to meet statutory induction requirements while developing outstanding teaching practice. By fostering a collaborative environment where colleagues work together, share expertise and learn from one another, we empower ECTs to contribute positively to our school community and deliver high-quality learning experiences that enable all children to thrive.

Aims and Principles

The aim of this policy is to provide Early Career Teachers (ECTs) with a supportive and structured induction programme that contributes to their professional and personal development during the first two years of teaching and is informed and underpinned by the *Induction for early career teachers (England) Statutory Guidance for appropriate bodies, head teachers, school staff and governing bodies (Department for Education March 2021).*

The programme aims to:

- The induction programme will provide each ECT with a qualified induction tutor and mentor, supported by sufficient time and resources to fulfil their roles effectively.
- ECTs will receive the statutory timetable reduction of 10% in Year 1 (teaching no more than 90% of a full timetable) and 5% in Year 2 (teaching no more than 95% of a full timetable), in addition to PPA time, to support participation in the Early Career Framework (ECF)-based induction programme.
- The programme will include opportunities to observe effective practice, receive regular feedback on progress, reflect on teaching, develop understanding of professional responsibilities and the Teachers' Standards, identify strengths and areas for development, become fully integrated into the school community, and establish a strong foundation for continued professional growth and a successful teaching career.

Procedures and Practice

During the induction period, ECTs will:

- meet regularly with their induction tutor to discuss progress, review targets and agree priorities for professional development;

- engage fully with the Early Career Framework (ECF) induction programme and make effective use of their reduced timetable entitlement;
- participate in scheduled classroom observations, progress reviews, mentor meetings and formal assessment meetings;
- receive regular feedback on their teaching and guidance on areas for further development;
- gather and discuss evidence of progress towards meeting the Teachers' Standards;
- raise any concerns promptly with their induction tutor, mentor or the appropriate body where necessary; and
- retain copies of formal assessment records and induction documentation.

Progress reviews will take place in terms where a formal assessment is not scheduled. Formal assessment meetings will normally take place at the end of Terms 3 and 6 (or pro rata for part-time ECTs) and will assess progress against the Teachers' Standards.

Roles and Responsibilities

The ECT will:

- provide evidence of eligibility to undertake induction (QTS)
- engage fully with the ECF-based induction programme and make effective use of their reduced timetable entitlement
- work with their induction tutor to review progress and evidence achievement of the Teachers' Standards
- participate in observations, progress reviews and formal assessments
- raise any concerns promptly through the appropriate channels
- maintain relevant induction and assessment records.

The Mentor will:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme
- provide effective support, including phase or subject specific mentoring and coaching
- take prompt, appropriate action if an ECT appears to be having difficulties

The Tutor will:

- coordinate and support the ECT's professional development and ECF-based induction programme
- conduct progress reviews and formal assessments, providing regular feedback on progress towards the Teachers' Standards
- ensure the ECT receives appropriate classroom observations and opportunities for professional reflection
- ensure the ECT knows how to raise any concerns about their induction programme or progress
- take prompt action where concerns arise regarding an ECT's progress
- maintain streamlined monitoring and record-keeping processes, drawing on existing evidence and avoiding unnecessary workload

The Headteacher will:

- ensure all statutory induction requirements are met
- appoint suitably trained induction tutors and mentors, with appropriate time to fulfil their roles
- ensure an appropriate ECF-based induction programme is in place
- monitor and support the ECT's progress, including observations, reviews and assessments

- maintain accurate induction records and liaise with the Appropriate Body as required
- take appropriate action where concerns arise regarding an ECT's progress

The Governing Body will:

- ensure the school complies with statutory ECT induction requirements
- ensure the school has the capacity to provide an effective induction programme
- monitor the school's arrangements for supporting ECTs
- investigate any concerns raised by an ECT through the school's grievance procedures

ECTs at Risk of Not Successfully Completing Induction

Where there are concerns that an ECT may not meet the Teachers' Standards by the end of the induction period, the school will:

- inform the ECT of the concerns and areas for development
- provide additional support, monitoring and regular feedback
- set clear targets to support progress towards the Teachers' Standards
- give the ECT every reasonable opportunity to improve
- notify and work with the Appropriate Body as required

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