

EARLSMEAD PRIMARY SCHOOL

ECT POLICY



SUCCESS *for* ALL

Written by	N Peshawaria
LGB Approved	November 2025
BOT Ratified	November 2025
Date of Next Review	November 2026

MISSION STATEMENT

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life- long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

OUR VISION

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

Securing resilience

Understanding values and respecting others

Committing to our learning

*Community involvement **E**quality for all*

Striving to do our very best

Setting high expectations

Extracts have been used throughout this document from the DfE's Induction for Early Career Teachers (September 2021) revised document as it states the legal rights of an ECT during their induction period.

The arrangements made for introducing a new employee are vital. Induction arrangements help to ensure that a new member of the school community settles in well. It is a tool to enable the staff member to meet the demands of the role successfully.

The Induction Programme is designed to help ECTs become familiar with the requirements of the role to enable them to have a good understanding of the culture, aims and ethos of the school and its community, with the overall outcome being that those individuals become as knowledgeable and confident as quickly as possible.

Induction involves all members of the school community; it is not the responsibility of just one person, but the whole Team. Earlsmead expects that all staff members will support those who are new, and that all new members of the team will be proactive in asking for information should they need it.

The Induction Programme

The person responsible for induction should ensure that they, or someone else identified within the organisation, provide a personal induction programme.

This will include:

- Child Protection, Safeguarding and Prevent information, including Part One: Keeping Children Safe document.
- Health and Safety Procedures.
- A checklist of key policies that need to be read and understood.
- A diary of key events for the academic year.
- Who their mentor, buddy or supervisor will be.

Statutory Guidance on ECT Induction

Although Early career teachers (ECTs) undergoing induction in maintained schools are exempt from the appraisal regulations, they are entitled to support and to have their progress reviewed.

The Department for Education (DfE) has published statutory guidance on the induction of ECTs. This guidance is for all schools where ECT induction can be served. The extracts below are some of the key points for ECTs to digest: the DfE's Induction for Early Career Teachers (April 2024) revised document should still be read in full by all ECTs (see link below).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final00211.pdf

Purpose of Induction

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the early career teacher and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the training period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

Ensuring a Reduced Timetable

In a relevant school, the Headteacher must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis. This would be the equivalent of an extra 10% of the reduced timetable.

Monitoring, Support and Assessment during Induction

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This is expected to include:

- a programme of training that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements;
- regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively;
- observation of the ECT's teaching with written feedback provided;
- professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards; and
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

Appointment of an Induction Tutor

The Headteacher should identify a person to act as the ECT's induction tutor, to provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties. It may, in some circumstances, be appropriate for the Headteacher to be the induction tutor. The induction tutor is a separate role to that of mentor.

Observation of the ECT's Teaching Practice

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.

It is also expected that:

- The observer holds QTS.
- The ECT and the observer meet to review any teaching that has been observed, with arrangements for post-observation review meetings made in advance.
- Feedback from the observation is provided in a prompt manner and is constructive, with a brief written record made on each occasion.
- Any written record will indicate where any development needs have been identified.

Professional Progress Reviews of the ECT

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the induction tutor is not the Headteacher, it is expected that they also update the Headteacher on the ECT's progress after each progress review.

It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress, it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

If an ECT is identified as not making satisfactory progress against the Teachers' Standards, the school will implement a clear and supportive intervention process designed to help the ECT improve and meet expectations.

1. Identification and Initial Response

Concerns regarding an ECT's progress may be identified during progress reviews, formal assessments, or through ongoing mentoring, lesson observations, or professional discussions.

- The Induction Tutor will meet with the ECT to discuss the areas of concern and gather evidence from a range of sources, including planning, teaching, assessment, and pupil outcomes.
- A collaborative and transparent approach will be taken to ensure the ECT fully understands the areas for improvement and the support available.

2. Support Plan Implementation

If concerns persist, the ECT will be placed on a Personalised Support Plan. This plan will outline clear targets, actions, timescales, and success criteria. The plan will also specify the roles and responsibilities of the ECT, Mentor, and Induction Tutor.

Support may include, but is not limited to:

- Team Teaching Opportunities: Working alongside experienced colleagues to observe and model effective practice.
- Coaching Sessions: Regular, non-judgmental coaching conversations focused on professional growth and reflection.
- Planning and Marking Clinics: Targeted support to strengthen lesson planning, differentiation, and assessment strategies.
- Observation and Feedback: Frequent classroom observations followed by developmental, coaching-style feedback to promote reflective practice.
- Access to Additional CPD: Opportunities to attend relevant internal or external courses, webinars, or workshops to address specific areas of need.

3. Monitoring and Review

- The Support Plan will be reviewed every 4–6 weeks with the ECT, Induction Tutor, and Mentor present.
- Progress will be monitored against agreed targets, and support will be adapted as appropriate to ensure the ECT continues to move forward.
- All meetings, reviews, and evidence of progress will be documented to ensure transparency and accountability.

4. Involvement of the Appropriate Body (Teach West London)

If an ECT is placed on a Support Plan, Teach West London (the Appropriate Body) will be notified. The school will share the Support Plan and subsequent review outcomes, and will work closely with Teach West to ensure the ECT receives appropriate external guidance, monitoring, and support throughout the process.

5. Escalation

If, after sustained and targeted support, the ECT continues to make insufficient progress towards meeting the Teachers' Standards, the Induction Tutor and Headteacher will liaise with Teach West London to determine next steps. This may include further intervention, an extension of the induction period, or in exceptional cases, the initiation of formal capability procedures, in line with statutory induction guidance.

Formal Assessments

ECTs should have formal assessments carried out by either the Headteacher, a member of the Leadership Team or the induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

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.

ECTs should be kept up to date on their progress. There should be nothing unexpected.

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

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 electronically.

At Earlsmead, all ECTs will be assigned an Induction Tutor and a Mentor who will support them through their induction period. ECTs will be set clear, time related targets, and a tailored programme will be put in place to enable them to achieve this.

Prior to Induction Commencing

Where possible, all ECTs new to the school will have the following as a minimum requirement.

By the end of the first day, Early Career Teachers will be provided with information on the following:

- Timetable and class lists
- Where to put personal belongings
- Toilets – staff and pupils'
- First Aiders – who they are
- Location of the medical room (Welfare)
- Staff Schemata
- Fire drills and procedures
- Security of the building, signing in and out
- Duties and Rotas
- Staff briefings and meetings
- Staff lunch and lunchtime procedures
- Use of phones/private calls
- IT log in and email address.

During their first week, Early Career Teachers will be provided with information on the following:

- Code of Conduct and Staff Handbook
- Safeguarding Training including Child Protection Policy
- School aims and values and mission statement
- SEND Policy
- Bromcom – Registers and Assessment
- Health and Safety Policy
- Intimate Care Policy including Reducing the Risk of Allegation
- Behaviour Policy and systems (Class Dojo)
- Keeping fire doors and exits clear of obstruction
- Self-certification of sickness
- Request for Leave of Absence Form
- Accident and illness procedures
- Information on curriculum and expectations on planning – including planning formats.

