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Front Street Primary School

Early Career Teacher Policy

September 2026

Version 1

Rationale

Early Career Teachers represent an exciting opportunity to bring new ideas and a fresh outlook to our school. However, they require a careful induction programme if the initial years are to be successful ones. All staff in school have a role to play in supporting the teacher new to the profession. Subject leaders and members of the senior leadership team have a significant part in the process of ensuring that expertise and advice is available as necessary. This policy aims to clarify some of the roles and requirements necessary following the appointment of an ECT.

Aims and Purposes

Our induction process has been designed to make a significant contribution to the professional and personal development of the ECT.

We aim to:

- Ensure there is access to a well-structured training and induction programme underpinned by the ECF and quality assured by an appropriate body.
- Provide regular support through the allocation of a well-trained mentor and induction tutor.
- Give access to examples of good practice linked to teaching, learning and assessment.
- Celebrate successes, identify areas for further development and provide support where needed.
- Support the ECT to develop positive relationships with all members of the school community.
- Help the ECT to understand the roles and responsibilities of a teacher.
- Provide a firm foundation for longer term professional development.
- Support the ECT the best we can to perform satisfactorily towards the Teachers' Standards.

School Arrangements

Appropriate meeting dates will be agreed between the ECT and their mentor/induction tutor. One or more meetings may take place before they take up their post. During the meetings the new member of staff will be made aware of:

- Key school personnel, their roles and responsibilities
- School layout – emergency exits, toilets, classrooms etc
- Term dates, school times, meeting dates and times
- Signing in procedures, fire drill arrangements and other safety and security issues
- Emergency procedures
- Arrangements for first aid
- Accident and incident reporting
- Class Information
- Curriculum information
- Special Needs information
- All necessary contact numbers

They should be given to read:

- The Health and Safety Policy
- Child Protection Policy
- All policies related to Safeguarding
- Staff Handbook

Timetable Reduction

In the first and second years of induction the ECT is entitled to a reduced timetable.

In the first year, arrangements will be made to enable 10% of the timetable (as well as 10% for PPA time) to be kept for professional development. This means that the ECT teaches for no more than 90% of the time that another teacher would be expected to teach. This release time is protected and allocated at appropriate intervals. In our school this is organised on a flexible basis, depending upon external training dates and targets. This will be shared in advance, at least weekly with the ECT by their mentor, phase lead or a member of the SLT.

In the second year the ECT is entitled to a 5% reduction in timetable. This may be blocks of time depending upon the school needs/staffing etc. In our school this is organised between the ECT and their mentor, phase lead or a member of the SLT. The focus will depend upon targets, CPD needs etc.

Roles and Responsibilities

The Governing Body

The governing body are fully aware of the contents of the DfE's Statutory Guidance on Induction for Early Career Teachers which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given by our school, prior to any decision to appoint an ECT, whether we currently have the capacity to fulfil all obligations. The governing body will be kept aware and up to date by the SLT about induction arrangements and will receive general reports on the progress of the ECT.

Headteacher/Principle

The headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction. The headteacher will check that the ECT has been awarded QTS prior to taking up post.

The Headteacher will determine the Appropriate Body and will register the ECT prior to them taking up post.

The Statutory Induction Guidance will be checked to ensure that all other responsibilities are fulfilled.

Induction Tutor

The induction tutor will:

- provide or coordinate guidance for the ECT's professional development
- ensure that the ECT's teaching is observed and feedback provided
- carry out regular progress reviews throughout the induction period
- undertake two formal assessment meetings and will consult with other colleagues as appropriate

- ensure the ECT is clear about their progress towards the Teacher's Standards
- share progress review records and formal assessment records with the ECT, headteacher and appropriate body
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- ensure the ECT is aware of how they can raise any concerns about their induction programme or their personal progress
- take prompt, appropriate action if the ECT appears to be having difficulties
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.

Mentor

The mentor will:

• regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback and support

• work collaboratively with the ECT and other colleagues involved in the ECT's induction to help ensure the ECT receives a high-quality ECF-based induction programme

• provide, or broker, effective support, including phase or subject specific mentoring and coaching

• take prompt, appropriate action if the ECT appears to be having difficulties.

The two roles above may be undertaken by the same person if this fits better with the placing of the ECT and if staffing does not permit.

ECT

The ECT at **our** school should be proactive in his/her own career development. They will be expected to engage with:

- an induction programme that will commence upon appointment
- their mentor/induction tutor, senior leaders, subject coordinators and other key staff where appropriate
- experienced colleagues when observing their teaching
- experienced colleagues whilst their teaching is observed and monitored
- advice and guidance following any monitoring activities
- opportunities for further professional development based on agreed targets.

They will also be expected to:

- agree with their induction tutor how best to use their reduced timetable allowance
- provide evidence of their progress against the Teachers' Standards
- raise any concerns with their induction tutor as soon as practicable
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the school
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- retain copies of all assessment reports and progress reviews.

If the ECT has any concerns about the induction, mentoring and support programme, they will:

- Raise these with their induction tutor in the first instance
  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.

Reviewing Performance

During the induction period each ECT will be observed regularly by the induction tutor and/or by others as appropriate. The first observation should take place during the first four weeks.

Other forms of performance review, such as learning walks, pupil voice, pupil progress meetings, work scrutiny, should also be carried out. These will be in accordance with the school monitoring schedule.

Performance will also be reviewed in line with the DFE's guidelines on ECT induction.

Assessments and Progress Reviews

Progress Reviews

Progress reviews will take place in each term where a formal assessment is not scheduled. This will be at the end of terms 1, 2, 4 and 5.

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

A written record of each progress review will be retained and given to the ECT after each meeting. The record will clearly state whether the ECT is on track to successfully complete induction. Evidence will be briefly summarised by the induction tutor and the agreed development targets noted.

Objectives will be reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Formal Assessments

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 either the headteacher or the ECT's induction tutor.

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.

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 headteacher, induction tutor and the ECT.

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

Interim Assessments

When the ECT leaves after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves to ensure that the ECT's progress and performance since the last assessment are 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.

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 headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

The Headteacher will seek advice from HR should concerns remain.

Links with other Policies

The Early Career Framework and Statutory Guidance for ECT Induction should be read in conjunction with this policy.

Early career framework - GOV.UK (www.gov.uk)

Statutory Induction Guidance 2018 (publishing.service.gov.uk) Revised March 2021.

Teacher Recruitment and Retention Strategy; Supporting teachers to make a difference (publishing.service.gov.uk)

The Early Career Framework: Useful links, resources and guidance • Chartered College of Teaching