Orchard Lea Federation

Policy for the Induction of Early Career Teachers (ECT)

Date agreed: May 2025
Date for renewal: May 2027

1.0 Policy statement

1.1 Our school recognises that the early years of teaching are not only very demanding but also of critical significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support.

1.2 Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

1.3 This policy must be read in conjunction with the statutory guidance on Induction for Early Career Teachers.

2.0 Scope

2.1 All teachers employed as an:

- Early Career Teacher (ECT)

3.0 Our Induction Programme

3.1 Our school's ECT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

3.2 Specifically, we will:

- Register with an Appropriate Body in a timely manner and will work with them to provide high quality support to our ECTs.
- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- provide individualised support through high quality mentoring and coaching
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- support ECTs to become reflective practitioners

- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition from teacher training, to help ECTs meet all the Teachers' Standards.

3.3 All staff will be kept informed of the school's ECT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

4.0 Roles and Responsibilities

4.1 Our school carries out its responsibilities in line with the Statutory Guidance on induction for early career teachers (or Statutory Guidance on induction for newly qualified teachers as applicable). See Appendix 1 for an overview of roles and responsibilities.

5.0 Support

5.1 Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

5.2 The ECT Handbook will be provided to the ECT at the start of induction, and Heads of Schools and Tutors will be familiar with its contents.

5.3 The key aspects of the Induction programme for ECTs at our school are as follows.

- Access to a high quality and personalised induction programme.
- At an early stage, time with the ECT's Induction Tutor to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an Induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme. Meetings should take place during designated ECT/Tutor time allocated on the timetable.
- As required, meetings and support from subject or Key Stage leads, SENDCo, etc.
- A programme of observations of experienced colleagues' teaching.
- Regular observation of ECT's teaching by experienced colleagues.
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.

- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner.

- Opportunities for further professional development based on agreed targets and identified needs.

- Detailed success criteria for any areas identified as making an ECT at risk of not meeting the Teachers' Standards.

- In addition to the above, ECTs are encouraged to develop and access professional networks to support them, including those available via their professional association.

5.4 In addition to 5.3, ECTs will receive:

- Support from an ECF Mentor, including regular meetings and guidance through the ECF programme. Meetings should take place during designated ECT/Mentor time allocated on the timetable.

- A reduction in workload (in addition to PPA time) of 10% in the first year and 5% in the second year. This CPD time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.

5.5 In addition to 5.3, ECTs will receive:

- A reduction in workload (in addition to PPA time) of 10%. This CPD time is used for participating in the school's Induction programme, other professional development activities and meetings with the tutor.

6.0 Assessment & Quality Assurance

6.1 The assessment of ECTs will be rigorous and objective:

- The criteria used for formal assessments will be shared and agreed in advance.

- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.

- Assessment will draw on views from all staff who have a part in the ECTs' development in order to gain a reliable overall view.

- Assessment will draw on evidence from planning, pupils' work and the progress they make, relationships with staff, pupils and parents, as well as formal observations of teaching.

- The Induction Lead (or Head of School if there is no Induction Lead role in school) will ensure that assessment procedures are consistently applied and validated by the Head of School.

- Copies of any records will be passed to the ECT concerned.

- Professional Review meetings will cover:
  - areas of strength

- areas requiring development
- evidence used to inform judgement
- targets for coming term
- support to be provided by the school

7.0 At risk procedures

7.1 If an ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- The Tutor will use the 'Unsatisfactory Progress or Concerns' guidance to structure the support available to the ECT, put in place a formal Action Plan and to formally write to the ECT to outline the concerns when appropriate.

- An expectation is established that the support provided will enable any weaknesses to be addressed.

- A record of the exact nature of the problem and advice given on how to address this and the support to be provided.

- Agreed, attainable targets for action within an agreed timescale, with specific and practical steps outlined for securing an improvement in practice.

- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.

- Early warning of the risk of failure to meet one or more of the Teachers' Standards will be given to the ECT. The named Appropriate Body contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

8.0 Addressing ECT Concerns

8.1 If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Tutor, Mentor, Lead or Head of School) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body contact.

8.2 ECTs are also encouraged to contact their Professional Association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.

8.3

HISP Appropriate Body contact details:

HISP Appropriate Body Services

Lead Kate Walker at k.walker@hispmat.org or 02380 011154

Related documents

8.1 To help with the application of this policy it may be useful to read the following:

- Statutory Guidance for early career teachers
- Hampshire Early Career Teacher Induction Handbook
- Guidance for dealing with Unsatisfactory Progress

Appendix 1: Roles and responsibilities

Statutory roles and responsibilities are set out in Section 5 of the Statutory Guidance. The following provides further context and highlights key points but does not replace the provisions in the Statutory Guidance.

Executive Headteacher	The EHT has a significant and leading role in the process of inducting new colleagues to the profession. Although responsibility for the implementation of the Induction programme may have been delegated to the school's Induction Lead, the EHT retains overall responsibility for the monitoring, support and assessment of the ECT during induction, in conjunction with the Appropriate Body. Key functions include: • Ensuring the ECT is registered with an Appropriate Body before they begin induction at their school. • Ensuring the ECT receives their entitlement to PPA and ECT CPD time. • Ensuring that their Tutor is appropriately trained and has sufficient time to carry out their role effectively. • Ensuring that the Mentor is appropriately trained via the ECF Mentor training programme and has sufficient time to carry out their role effectively. • Keeping the Governing Body aware and up to date about induction arrangements and ECT progress. • Observing all ECTs at least once during their induction. • As appropriate, formally meeting with and writing to ECTs causing concern. • Make a recommendation to the Appropriate Body on whether the ECT has met the requirements for satisfactory completion of the induction period. • Participating in the Appropriate Body's quality assurance procedures, including procedures for the review of ECTs not meeting the relevant standards. • Retaining all relevant documentation, evidence and forms on file for 6 years.
Induction Lead	Not all schools will have Induction Leads and so their duties may be undertaken by the EHT or individual Tutors. An Induction Lead is responsible for the implementation of the overall induction programme in school. This includes ensuring that the programme is of a high quality and meets the generic and individual needs of ECTs. This also includes providing support to the Induction Tutors and Mentors and ensuring the quality and consistency amongst the evaluations carried out by the Tutors. They will need to keep the Appropriate Body apprised as early as possible of the progress of any ECTs who are struggling.
ECT Tutors	The Induction Tutor is a statutory role and each ECT must be appointed a Tutor. They must hold QTS and their role is to help the ECT through induction, providing guidance and support. This may also include coaching and mentoring, unless it has been agreed that the ECT will also have a designated Mentor.

	Key functions include: • Providing, or coordinating, guidance for the ECT's professional development • Meeting with the ECT at least termly to review progress including discussions around strengths, areas requiring development and how the school will support the ECT to do this. • Carrying out formal Progress Review meetings and informing the AB of whether the ECT is on track • Carrying out and writing up Formal Assessments, co-ordinating input from relevant colleagues. • Observing the ECT and providing feedback, and co-ordinating observations carried out by others as appropriate. • Raising any concerns with the school's Induction Lead, SLT or the Appropriate Body at the earliest opportunity.
ECT Mentors	The Induction Mentor is a statutory role and each ECT must be appointed a Mentor (who may be the same person as the Tutor, although is not ideal). Key functions include: • 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, or broker, effective support, including phase or subject specific mentoring and coaching. • Raising any concerns with the school's Induction Lead, SLT or the Appropriate Body at the earliest opportunity.
ECT	The ECT should take a pro-active role in their induction to ensure they make the most of this key time in their career. They should be strongly involved in creating their Professional Development Plan and should raise any queries or concerns with their Tutor or Mentor in the first instance.
Appropriate Bodies	The Appropriate Body has the main quality assurance role within the induction process. They should ensure that schools are aware of, and are capable of meeting, their responsibilities during induction. The appropriate body is: HISP. HISP Appropriate Body will provide advice and guidance to both the school and ECT where there are concerns over the ECT's ability to satisfactorily complete induction. This will include advising the ECT in regard to their options. In the case of an ECT who has not met all the Teachers' Standards by the end of their induction period, HISP Appropriate Body will hold a panel to review the ECT's induction and make a decision on whether the ECT has passed or failed induction, or whether an extension period should be granted, should there be sufficient and appropriate grounds to do so.

	HISP Appropriate Body will make returns to the Teaching Regulation Agency of those ECTs who have started, completed, left school partway through induction or where an extension has been granted. HISP Appropriate Body provides online Tutor Training webinars that can be accessed easily through the HIAS ECT Moodle. All new Tutors, Heads of School and Induction Leads are strongly encouraged to view these, and they can also be used as a refresher.
Governing Body	The Governing Body will be ultimately accountable for the progress of ECTs and should ensure the school is compliant with the Statutory Guidance. Before the school employs an ECT, they should be satisfied that the school has the capacity to support the ECT. The EHT should keep the Governing Body aware of the progress of all ECTs employed at the school.
Professional Associations	The Professional Teaching Associations play an important role in ECT induction, particularly where there may be concerns raised by an ECT or by their school about the ECT's progress. Hampshire County Council Appropriate Body works closely with the Professional Associations to ensure that ECTs' views and concerns are heard and that all options are explored thoroughly before any final decisions are made on the part of the school or by the ECT.
EPS Caseworker	Education Personnel Services can provide casework support to schools where an ECT where there are performance concerns.