



# Huxlow Academy

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Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
A.Johnson	SLT	November 2024		Annual	November 2025

## EARLY CAREER TEACHER INDUCTION POLICY

Policy Approver: Local Governing Body

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### Version Control

Version Number	Date of Change	Changes Made
1	May 2022	Updated to latest legislation
2	November 2024	Aligned to ECF changes

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## Policy Name

Early Career Teacher Induction Policy

## Aims

The school aims to:

The initial years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Our school's ECT induction process aims to:

- Run an ECT induction programme that meets all the statutory requirements.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure all staff understand their role in the induction programme.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

## Purpose

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the ECTs and fully aligned with the Early Career Framework (ECF).
- To provide appropriate counselling and support through the role of an identified mentor.
- To provide ECTs with examples of good practice.
- To help ECTs form good relationships with all members of the school community and stakeholders.
- To help ECTs become aware of the school's role in the local community.
- To encourage reflection on their own and observed practice.
- To provide opportunities to recognise and celebrate good practice.
- To provide opportunities to identify areas for development.
- To help ECTs to develop an overview of a teacher's roles and responsibilities.
- To provide a foundation for longer-term professional development.
- To support ECTs so that they perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the school 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 are crucial to its continued success.

## Legislation and Statutory Responsibility

This policy is based on:

- *Induction for Early Career Teachers (England): Statutory Guidance for Appropriate Bodies, Headteachers, School Staff, and Governing Bodies (updated 2023)* – This statutory guidance outlines the roles, responsibilities, and requirements for Early Career Teacher (ECT) induction.

- *Early Career Framework (ECF)* – The programme for ECTs and their mentors is underpinned by the ECF, as outlined by the Department for Education on GOV.UK (Early Career Framework - GOV.UK). The ECF provides a structured, two-year programme of support and development based on the Teachers' Standards.
- *Teachers' Standards* – The 'relevant standards' referred to in this policy are the Teachers' Standards, which set out the expectations for teaching proficiency and conduct.

This policy also complies with our funding agreement and articles of association.

## **The Induction Programme**

For a full-time ECT, from 2021, the induction programme will typically last for two academic years. Part-time ECTs will serve a full-time equivalent. The programme is quality assured by Brooke Weston Teaching School Hub, our 'appropriate body'.

### **5.1 Posts for Induction**

Each ECT will:

- Be provided with the necessary employment tasks, experience, and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, an appointed induction tutor, who will have qualified teacher status (QTS).
- Have a reduced timetable allowance, with no more than 90% in Year 1 and 95% in Year 2 of the timetable of our existing teachers on the main pay range.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching, and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

### **5.2 Support for ECTs**

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring, support, and co-ordinate assessments.
- Weekly mentoring sessions during the first year and fortnightly in the second year, focusing on guided reflection, application of ECF content, and personalised feedback.
- Observations of their teaching at regular intervals, followed by prompt and constructive feedback.
- Regular professional reviews of their progress, on at least a half-termly basis, where we will review objectives and revise them in relation to the relevant standards, current needs, and strengths.
- Opportunities to observe experienced teachers, either within the school or at another school known for effective practice.

### **5.3 Assessments of ECT Performance**

Formal assessment meetings will take place on a termly basis and will be carried out by the ECT's induction tutor. These meetings will be informed by clear, transparent evidence gathered during the preceding assessment period, using the ECT's work and input from their induction programme. Assessment reports will clearly show how the ECT is performing against relevant standards, without requiring additional evidence

collection. At the end of the programme, ECTs will participate in a final formal assessment meeting to determine their progress.

#### **5.4 At-Risk Procedures**

If an ECT is not making sufficient progress, additional monitoring and support measures must be put in place immediately. This includes:

- Identifying areas needing improvement.
- Setting targeted, achievable objectives.
- Implementing an effective support programme with granular, time-bound actions, overseen by the Quality of Education team.
- Informing the Appropriate Body as soon as possible

Role of the ECT The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor at the start of the programme to discuss and agree on priorities, and keep these under regular review.
- Agree with their induction tutor how best to use their reduced timetable allowance.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews, and formal assessment meetings.
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period.
- Maintain copies of all assessment forms on the ECT Google Drive.

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can.
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school.

#### **6.2 Role of the Headteacher**

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the appropriate body.
- Notify the appropriate body when an ECT is taking up a post and undertaking induction.
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the appropriate body's quality assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence, and forms on file for 6 years.

#### **6.3 Role of the Induction Tutor**

The induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring aligned with ECF.
- Carry out regular progress reviews throughout the induction period.
- Undertake formal assessment meetings during the induction period.
- Inform the ECT during the assessment meeting of the.
- Ensure the ECT is aware of how they can raise concerns about their induction programme or personal progress.
- Take prompt, appropriate action if the ECT appears to be having difficulties.

#### **6.4 Role of the Governing Board**

The governing board will:

- Ensure the school complies with statutory guidance.
- Be satisfied that the school has the capacity to support the ECT.
- Investigate concerns raised by the ECT as part of the school's grievance procedure.
- Seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved.

#### **6.5 Role of the ECT Mentor**

The ECT Mentor will:

- Meet regularly with their assigned ECT to provide structured support and guidance, focusing on key priorities aligned with the Early Career Framework (ECF).
- Offer coaching and feedback based on observations and assessments.
- Track the ECT's progress against relevant teaching standards where applicable.
- Communicate any significant concerns or challenges regarding the ECT's progress directly to the ECT Lead.
- Maintain regular contact with the ECT Lead to update on the ECT's progress.
- Keep records of meetings, feedback, and observations.

When the ECT Mentor has any concerns:

- They will address these with the ECT and collaborate on potential solutions.
- Consult with the ECT Lead to seek additional support if necessary.

### **Assessment & Quality Assurance**

The assessment of ECTs will be rigorous but also objective and in line with statutory guidance and ECF entitlements. Termly assessment reports will give details of:

- Areas of strength.
- Areas requiring development.
- Evidence used to inform judgement.
- SMART targets for the coming term.
- Support to be provided by the school.

All teachers involved in the ECT's development are eligible to contribute evidence to this process to ensure a reliable overall view of progress. The ITT coordinator will quality assure the induction process, ensuring a consistent, high-quality induction for all ECTs.

### **Monitoring Procedures**

This policy will be reviewed annually by the Deputy Headteacher responsible for Teaching and Learning and approved by the Full Governing Board.

### Links with Other Policies

This policy links to:

- Appraisal
- Grievance
- Pay
- Staff Development and CPD Policy



Signed:.....  
Chair of Local Governing Body

15.03.25

Date: .....