

MAYBURY PRIMARY  
SCHOOL

# Early Career Teacher (ECT) Policy 2026

Produced: Summer 2021  
Review date: Spring 2027





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## Early Career Teacher (ECT) Policy

### **Mission**

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

### **Vision statement**

Believe. Achieve. Succeed.

### **1. Rationale**

The ECT induction process at Maybury Primary School ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual 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.

### **2. Aims**

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- 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 ECT induction programme.

### **3. Legislation and statutory guidance**

3.1 This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021
- The Early career framework reforms
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

The 'relevant standards' referred to below are the Teachers' Standards.

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

#### **4 The induction programme**

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The 2-year induction has no adverse impact on ECTs' pay or career progression opportunities. ECTs are still able to progress on the pay scale both during and after induction.

The programme is quality assured by the Xavier Teaching School Hub (currently Salesians Teaching School Alliance), with Teach First our 'appropriate body'

For newly qualified teachers (from September 2021 known as Early Career Teachers or ECTs) the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual ECT level.

Each Early Career Teacher is provided with an Induction mentor and Induction Assessor/Tutor who will be either a named senior or experienced and competent member of staff.

Each Early Career Teacher will undertake Safeguarding training as part of their induction.

##### **4.1 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, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% 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

##### **4.2 Support for ECTs**

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback. These observations are front weighted so that ECTs get the support they need at the start of their year, and any issues are not left unresolved. Therefore, in the first term observations are mostly weekly, carried out by the ECT Induction Mentor, SLT members (including the tutor) and subject leaders.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

The Induction mentor is responsible for the day to day management of the induction of Early Career Teachers.

Induction mentors will be supported in their role by:

- being provided with information from the Xavier Teaching School Hub, with Teach First, relevant to the induction process;
- being offered training provided by the Xavier Teaching School Hub, with Teach First, on the Role of the Induction mentor.
- having meetings with the member of staff responsible for the overall induction programme in the school.
- having their role as an induction mentor/tutor as part of their appraisal process
- through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme.

#### **4.3 Assessments of ECT performance**

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 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.

At the half term, mid-term targets will be set and progress against the previous targets assessed, this will be recorded in the ECT's handbook. At the end of each term, new targets are set,

previous ones reviewed, this is again recorded in the ECT's handbook, but the targets and an overview of the term are also put on the accredited provider (currently Salesians Teaching School Alliance) (Xavier Teaching School Hub, with Teach SouthEast) ECT Manager online programme. The ECT then has a chance to comment and sign the report, before it goes to the Headteacher to sign.

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.

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting, along with previous progress outcomes will be used by the Headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final online assessment form, by the ECT Induction Tutor. The ECT can also add their own comments to this final form. The form will be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

See attached [Xavier teaching school hub ECT Appropriate Body overview](#).

#### **4.4 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.

### **5. Roles and responsibilities**

#### **5.1 Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- 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
- Keep copies of all assessment reports

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 induction tutor or within the school

## 5.2 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
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure 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 sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- 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

### **5.3 Role of the induction tutor**

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work
- Monitor engagement of ECTs and mentors in the programme, including the weekly mentoring interactions and the self-directed study
- Conduct assessments
- Communicate with Xavier Teaching School Hub.
- Undertake termly formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate. These assessment meetings are recorded online and submitted to the appropriate body.
- Undertake half termly progress review meetings, which are recorded in the ECT's handbook.
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Observe the ECT at least once a term.

### **5.4 Role of the induction mentor**

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback. This will include lesson observations and professional discussions.

- Engage with self-directed study materials
- Attend and participate with mentor training seminars
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Carry out regular progress reviews throughout the induction period, the ECT and their ECT Induction Mentor will meet weekly to provide support and monitor progress. The mentor will attend the half termly progress review meetings alongside the ECT and the ECT Induction tutor.
- Undertake regular observations of the ECT's teaching and provide the ECT with copies of written summaries. In the first term observations are weekly and will be undertaken by the ECT Induction Mentor, SLT members (including the tutor) and subject leaders. In the subsequent terms the ECT Induction Mentor will observe the ECT half termly.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

### **5.5 Role of the governing board**

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis.

## **6. Monitoring arrangements**

This policy will be reviewed every year by the Local Advisory Committee.