

Newton-le-Willows Primary School & Nursery



Early Careers Teacher (ECT) Policy

Status:	STATUTORY		
Responsible Person/People:	Mrs. Chisnall, Mrs. McCormack, Mr. Ibbotson School Staff		
Responsible Governor:	Mr. Bradley		
Approved by:	Mr. Bradley	Signature: <i>M. Bradley</i>	Date: Autumn 2025
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Aims

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher.

Newton-le-Willows Primary School's induction process ensures the provision of appropriate guidance, support, and training, including the development of skills, knowledge, and expectations, as well as structured observations, through a 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.

Newton-le-Willows Primary School's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which will enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school.

The school aims to:

- Implement an ECT induction programme that fully meets all statutory requirements and is underpinned by the Early Career Framework (ECF), which was introduced on 1st September 2021.
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.
- Ensure all teachers new to the profession have the best start in their careers and area supported in developing highly effective practice.
- Ensure all staff new to our school understand what s of them and gain the support to achieve these expectations.
- Provide individualised support through high-quality mentoring.

Newly Qualified Teacher (NQT) Induction Transitional Arrangements

This policy applies to all ECTs who start their induction on or after the 1st September 2021.

ECTs who have started but not completed their induction before 1st September 2021 will continue to follow the NQT Induction Policy. They have until 1st September 2023 to complete their induction within 3 terms (a single academic year) as outlined in the previous NQT induction guidance. Where possible, at the discretion of the Headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1 year induction.
- An Induction Mentor for the remainder of the NQT's 1 year induction.

If they don't complete their induction by the 1st September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year induction period.

Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for Early Career Teachers (England) from 1st 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.

The ECT Induction Programme

The induction programme will act as a 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 Careers Framework (ECF), with monitoring and an assessment of performance against the Teacher Standards.

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 last for 2 academic years. Part-time ECTs will serve a pro-rata equivalent induction period, based on their contracted hours. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Rainbow Teaching School Hub, our 'appropriate body' for our ECT's. From September 2025, the National Institute of Teaching (NIoT) will take over this role.

Currently, Best Practice Network deliver the Early Career Framework for Newton-le-Willows Primary Early Career Teachers.

4. Assessment

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.
- 'Drop-ins' during their teaching from their mentor at regular intervals, in relation to a specific target focus and follow up discussions with prompt and constructive feedback.
- Formal observations made by their mentor and Induction Tutor at the end of each half term to inform progress.

- 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.

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 conducted by 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 ten working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

If 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.

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:

- Continue to deliver process reviews
- Revise the ECT's objectives and support plan in line with the Teachers' Standards
- Share these with the ECT, Headteacher and appropriate body

4.5 Capability procedures

In the event of serious capability concerns, the Headteacher can decide to instigate capability procedures in line with our capability policy. They will inform the appropriate body when these procedures are instigated.

The ECT's induction process will continue alongside these capability procedures for as long as the ECT remains at the school, or the procedures are concluded.

Roles and Responsibilities

5.1 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 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 function 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 conduct their role effectively.
- Make sure the Induction Mentor is appropriately trained and has sufficient time to conduct 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 conducted 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 sure the Governing Body are 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).
- Conduct regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Conduct progress reviews in terms where a formal assessment does not 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.
- To notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress.

5.4 Role of the Induction Mentor

The Induction Mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.
- Work with the ECT, and colleagues within the school who participate in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme.
- 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.
- Work with the Induction Tutor to ensure any concerns or additional support are dealt with effectively and timely.
- The Induction Mentor will take part in the relevant training.

5.5 Role of the Governing Body

The Governing Body 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.

Monitoring Arrangements

The Senior Leadership Team will annually review this policy. At every review, the Full Governing Body will approve it.

Equality

Newton Primary School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all staff, pupils, parent/carers and visitors always. All personnel are responsible for ensuring that we implement this policy.

Equality means that discrimination based on race, religion, gender, sexuality, language, disability or family background is not acceptable.

Links with other Policies

This policy links to the following policies and procedures:

- Appraisal Policy
- Disciplinary Policy
- Pay Policy