

ECT Policy



Thorn Grove Primary School

Together we nurture curious, respectful, aspirational individuals

Approved by Governing Body on:	10 July 2025
<i>L.Vose</i> Headteacher	<i>T.Buckley</i> Chair of Governors
Next review due by:	July 2027

Contents

PRINCIPLES	1
ROLES	1
POLICY	2
1. Preliminary Visits	2
2. The Initial Stage	2
3. The Induction Mentor	2
4. Induction Tutor	2
5. Appraising Teacher Performance	3
6. Problems	3
7. Training	3
8. Extra-Curricular Activities	3
9. Conclusion	3

PRINCIPLES

This policy is consistent with the BFET (Bright Futures Educational Trust) vision: the best *for* everyone and the best *from* everyone. Early career teachers joining Thorn Grove Primary School are valuable assets, bringing up to date knowledge, enthusiasm and a new perspective to the school. In the first two years of teaching, however, there is a great deal of information to be acquired very quickly in terms of subject knowledge and pedagogy, procedure, responsibilities and relationships with staff and students. The school has a responsibility to ensure that teachers in the first two years of their career become effective in their role by offering a planned and supportive training programme for this particular stage in a teacher's professional development.

The school complies with the legal framework set out in the DfE 'guidance for schools concerning statutory guidance for appropriate bodies, headteachers, school, staff and governing body'

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

<https://www.gov.uk/government/publications/supporting-early-career-teachers>

ROLES

The Induction Team consists of the Induction Tutor and Induction Mentor. The Induction Tutor for early career teachers or Early Career Lead (ECL) is the Headteacher. In addition, a Senior Leader will take on the role of Induction Mentor.

Roles and Responsibilities:

- To manage the effective induction of a teacher in the first two years of their career
- To ensure the early career teacher understands the school/department/year organisation
- To support the early career teacher in demonstrating their performance against the teaching standards is satisfactory by the end of the early career induction period.
- To meet the early career teacher at frequent intervals for a professional review
- To help the early career teacher to recognise his/her own talents and to use them, so they are equipped to be an efficient and successful teacher
- To encourage realistic self-evaluation and target setting by the early career teacher and to offer support with their on-line training.
- To provide constructive and balanced feedback from observations, which includes identifying developmental needs
- To help the early career teacher to identify training needs and to provide appropriate support
- To provide clear, open lines of communication
- To promote a trusting climate
- To be role models
- To be good listeners
- To praise and encourage.

POLICY

1. Preliminary Visits

- 1.1. Following an appointment, all new staff are welcome to visit the school before actually taking up the post.
- 1.2. Appointees have the opportunity to attend training days and staff meetings if they are able.
- 1.3. The purposes of initial visits are:
 - To be introduced to the ECT Induction Team and other staff, including associate staff
 - To be shown around the school and to identify teaching rooms
 - To be given information on/shown equipment and resources available for use, including information technology
 - To be provided with curriculum documents relevant to the subjects they will teach
 - To be given an outline of the school pastoral system
 - To discuss timetable issues
 - To be given information regarding the first day of appointment.

2. The Initial Stage

- 2.1. At the beginning of term, it is the Induction Tutor/ECL's responsibility to ensure that each early career teacher has a staff handbook so that they have the essential information required for the first week of term.
- 2.2. The training day on the first day of term allows the early career teacher to take part in Key Stage, Class team and pastoral meetings and training sessions.
- 2.3. The Induction Tutor/ECL will arrange a preliminary meeting with all early career teachers to determine the purpose and frequency of future meetings and to answer any queries.
- 2.4. If possible, in the first weeks of term the early career's teacher will not be used to cover for absent colleagues

3. The Induction Mentor

- 3.1. The Induction mentor will attend all required training.
- 3.2. They will provide weekly mentoring to their early career teacher in year 1 and fortnightly mentoring in year 2.
- 3.3. The Induction mentor will ensure that the early career teacher receives appropriate schemes of work and guidance with regards to policy on record keeping, health and safety and other administrative procedures.
- 3.4. The induction mentor will be available to give advice on the methodology appropriate to the school's aims, classroom management and the resources available within the school.
- 3.5. The induction mentor will provide help and advice with issues such as subject knowledge, subject-specific pedagogy, classroom management, rewards and sanctions, different teaching styles, record keeping, report writing and parents' evenings.

4. Induction Tutor

- 4.1. The Induction Tutor will help and advise the early career teacher with pastoral matters, curriculum, assessment, safeguarding, behaviour management and reporting arrangements.
- 4.2. To observe, meet with and write the termly assessment report.
- 4.3. To work with the ECT to create targets and actions for the next term.

5. Appraising Teacher Performance

- 5.1. The early career teacher will have lessons formally observed by experienced colleagues. In year 1 the Induction Tutor/ECL will observe at least one lesson per term and the subject mentor will observe one lesson per half term, where possible. In year 2, observations will be in line with the school's appraisal policy.
- 5.2. The Headteacher also observes every teacher new to the school in the first two months of their contract.
- 5.3. As well as formal observations, it may be possible for the early career teacher to work in a team-teaching situation.
- 5.4. Following a formally observed session, the mentor will provide feedback on the lesson observed, helping the early career teacher to analyse his/her performance and set targets for improvement. The feedback should take place in private and not in the staffroom.
- 5.5. The Induction Tutor will also spend time with the early career teacher and will offer advice and guidance on pastoral management and will formally observe at least 1 lesson per term.
- 5.6. At the end of each term, the Induction Tutor/ECL and subject mentor will conduct a review with each early career teacher and ask for feedback on the school's support of new members of staff. The reviews will be agreed by all parties.

6. Problems

- 6.1. Should the early career teacher be experiencing any problems or be deemed a cause for concern, the induction mentor and/or the induction tutor should refer the matter to the Headteacher.
- 6.2. In the case of unsatisfactory progress, the procedures outlined in the statutory guidance will be followed.

7. Training

- 7.1. A newly employed early career teacher will be expected to attend school induction sessions alongside all new staff.
- 7.2. Arrangements will be made within school for early career teachers to observe experienced colleagues teaching. The early career teacher will have an opportunity to observe lessons across all subject areas.
- 7.3. Funding will be made available for the early career teacher to participate in training which will enhance their professional development. This will include attendance at the early career teacher conference and all necessary webinars, and engaging with on-line materials.

8. Extra-Curricular Activities

The early career teacher will be expected to contribute to the extra-curricular life of the school. Opportunities will be made available for early career teachers to assist with trips, visits and residential courses.

9. Conclusion

As a school we accept and welcome the responsibility of assisting early career teachers, to achieve a smooth transition into the school environment and to embark upon a successful teaching career.

