



**Faith, Family and Fascination**

# **Early Career Teacher (ECT) Induction Policy**

**Boutcher C.E. Primary School**

Reviewed by:	Ashlie Hayles
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Last reviewed during:	Autumn 2025
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Next review due by:	Autumn 2026
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**"Love one another. As I have loved you, so you must love one another."  
*John 13:34***

# ECT INDUCTION POLICY

## **Rationale**

The first years of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. 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.

## **Purposes**

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. Specifically, we aim to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the Initial Teacher Training and Early Career Framework (ITTECF)
- 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
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form positive relationships with all members of the school community
- encourage reflection on their own and observed practice
- 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 support ECTs meet all the teachers' standards consistently by the end of the two-year induction period.

The whole 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.

## **Legislation and statutory guidance:**

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#)
- The [Initial Teacher Training and Early Career Framework \(ITTECF\)](#)
- The [Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

## **Roles and Responsibilities**

### **The Governing Body**

The governing body will be fully aware of the contents of the DfE's Statutory guidance on Induction for early career teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all its

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obligations over the induction period. For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Only continuous employment of 1 term or more will count towards the induction period.

The Governing Body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the Head Teacher's report and/or direct contact with the Induction Tutor in school.

The school's Induction tutor: Ashlie Hayles.

## The Head Teacher

The Head Teacher (Mrs Eilidh Verhoeven) at Boutcher CE Primary School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to the Induction tutor, the Head Teacher will liaise with the induction teacher throughout the induction period.

All schools that offer statutory induction are required to register their ECTs with an Appropriate Body. This service is separate to the **Early Career Framework programme** they are completing. Induction Tutors should register each new ECT with London South's Appropriate Body Service on **ECT Manager**.

## Provider led programme:

Appropriate Body (option we would choose)

The school will opt to use the London South's ECT training programme which is delivered in partnership with UCL. The school will register their ECTs with London South's AB service – the DfE funded provider route. This will be the preferred programme rather than a school led programme.

This service includes:

- Access to ECT Manager through LSTSH to submit progress reviews and assessments
- Registration of ECTs with the TRA
- Reviewing and authorising of progress reviews and assessment reports over 2 years
- Access to the ECT Manager help desk
- Additional support and advice for ECTs not meeting the Teacher Induction Standards including school visits.

## Induction Tutor

The principal requirement for the Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into Boutcher's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

This is a very important element of the induction process and the induction tutor have been given sufficient time to carry out the role effectively and to meet the needs of the ECT.

The induction tutor will make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They are able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

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## **Mentor**

The Induction Tutor, who has the responsibility for the formal assessment of ECTs, is also the Mentor appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. As the Induction Tutor and Mentor are the same person within our school, the judgements about the ECT's progress against the Teachers' Standards will be included from both aspects of the role (Induction Tutor and Mentor)

The role of the Mentor requires attendance on regular mentoring sessions and mentoring trainings that are provided by London South Teaching School Hub.

## **Entitlements**

Each ECT should be proactive in her/his own career development. 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.

The key aspects of the Induction programme for ECTs at Boutcher are as follows:

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in ITTECF's evidence and practice statements (see pages 11 to 27 of the ITTECF)
- Regular 1-to-1 mentoring sessions with their mentor/induction tutor with support and guidance given
- Professional reviews of progress, conducted by their induction tutor, to set and review development targets against the Teachers' Standards
- Observation of the ECT's teaching, with feedback
- Observation by the ECT of experienced teachers

Ensuring a reduced timetable is given:

- The ECT must have a timetable that is no more than:
  - 90% of the timetable of your school's existing teachers on the main pay range during their first year
  - 95% of the timetable of your school's existing teachers on the main pay range during their second year
- This is in addition to timetable reduction for PPA time, to which ECTs are also entitled

## **Assessments of ECT performance:**

Review the ECT's progress against the Teachers' Standards at regular intervals, with progress reviews held every term in which a formal assessment does not take place (the induction tutor will lead this). As part of this, review and revise objectives in relation to the Teachers' Standards and the needs and strengths of the ECT.

Keep written records of progress reviews and provide these to ECTs after each meeting. Make sure these:

- Clearly state whether the ECT is on track to successfully complete induction
- Briefly summarise the evidence collected by the induction tutor
- State the agreed development targets

The induction tutor should notify the appropriate body and the ECT, after each progress review, about whether the ECT is making satisfactory progress.

ECTs will have their formal assessment carried out by the Induction Tutor.

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ECTs will receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6).

Evidence used in assessments will be clear and transparent and copies provided to the ECT and appropriate body.

Inform the appropriate body, and put support in place, if the ECT is not making satisfactory progress.

Participate in the appropriate body's quality assurance procedures.

Notify the appropriate body if the ECT's absences total is 30 days or more.

**Note:** the induction period is automatically extended prior to completion when an ECT's absences per year of induction total 30 days or more – with the exception of statutory maternity leave, statutory paternity leave, statutory adoption leave, shared parental leave, parental bereavement leave, carer's leave or neonatal leave. See pages 34 to 36 of the [statutory guidance](#) for more detail.

At the end of the induction period, make a formal recommendation to the appropriate body about whether the ECT's performance against the Teachers' Standards is satisfactory or unsatisfactory, or if an extension should be considered.

## **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

The ECT will be made aware of any concerns, at all stages, throughout the induction process.

## **Addressing ECT Concerns**

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.

Links:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

<https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>

<https://www.legislation.gov.uk/ukxi/2012/1115/contents>

<https://www.gov.uk/government/publications/teachers-standards>