



EARLY CAREER TEACHER INDUCTION POLICY

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Reviewer(s)	Vice Principal / ECF Induction Tutor
Approved by	Principal September 2025
Review by Date	January 2027

Roles & Responsibilities:

Principal	Dr Ian Gross
Vice Principal	Ms Liz Jennings
ECF Induction Tutor	Ms Aimee Gorham / Ms Louisa Horner
Induction Mentor	Ms Aimee Gorham / Ms Louisa Horner

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AIMS

The school aims to:

- Run an ECT Induction programme that meets all the statutory requirements underpinned by the Early Career Framework (ECF)
- Provide ECTs with a supportive environment that equips them with the tools to be effective and successful teachers and encourages a spirit of lifelong learning
- Make sure all staff understand their role in the ECT induction programme

SCOPE

The Worthgate School has no ECTs who started their Induction prior to the introduction of the new Framework (Sep 2021). For any ECTs starting their Induction this academic year, they will receive the full two-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 \(England\)](#) 01 September 2021
- The [Early Career Framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [The Teachers' Standards 2011, updated 2021](#)

WORTHGATE ECT 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 Principal, Vice Principal and ECF Tutor will:

- Check the ECT has been awarded QTS
- Clarify whether a two-year Induction is appropriate (or whether there is a need for a parttime equivalent, or grounds for exemption)
- Agree on, access and build a programme utilising own and existing resources (UCL)
- Agree on and enrol ECT with an Appropriate Body (ISTIP)

The programme is quality assured by

- Our Appropriate Body (ISTIP)
- Our existing partnership with ECT Induction Delivery Partners (through UCL)
- Inclusion of ECT delivered sessions and ECT feedback in regular departmental reviews
- Regular reporting to the CGS Governors' Board

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate good to excellent performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed Induction Tutor who has leadership experience in Teaching, Learning and Curriculum
- Have an appointed Induction Mentor who specialises in the ECT's subject(s)

- 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 (= 23.4 of the regular 26 delivery hours / periods per week)
 - In their second year, this will be no more than 95% of the timetable of our existing teachers (= 24.7 of the regular 26 delivery hours / periods per week)
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to our other teachers
- 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

We support ECTs with:

- Their designated Induction Tutor, who will provide day-to-day monitoring and support, offer weekly delivered sessions informed by the ECF curriculum, and coordinate ECT assessments
- Their designated Induction Mentor, who will provide weekly structured mentoring sessions, lesson observations and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place half-termly 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
- Attendance at regular professional development, such as our INSET calendar, ISTIP conferences and any appropriate CPD requests made by the ECT
- Regular demonstrations of processes, platforms and actions we expect our teachers to utilise, including assessment, feedback, reporting, parent consultations, appraisal and breaktime duties

Formal assessment will:

- Take place in the Summer Terms of the ECT's first and second years and will be carried out by the ECT's Induction Tutor
- 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 (ISTIP)
- Be recorded in a report that clearly shows how the ECT is performing against the Teacher Standards. The Induction Tutor and Principal will also recommend to the Appropriate Body in the final assessment report at the end of the programme whether the ECT's performance is satisfactory overall against the Teacher Standards
- Allow the ECT to add their own comments
- Be signed by the Principal, Induction Tutor and the ECT
- Be sent before the deadline set by the Appropriate Body (ISTIP)

If the ECT leaves their post after completing one term or more but before the next formal assessment would take place, the Induction Tutor should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured and can be passed on to an ECT's next place of work, as required.

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 Teacher 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 will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

ROLES AND RESPONSIBILITIES

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 with their Induction Mentor
- Agree with their Induction Mentor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based Induction
- Provide evidence of their progress against the Teacher Standards
- Participate fully in all aspects of the Induction programme, including:
 - Delivered sessions – weekly
 - Mentor meetings – weekly
 - Classroom observations of their own practice
 - Peer observations of their colleagues' practice
 - Progress reviews – half-termly
 - Formal assessment meetings and reports
- 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

Role of the Principal

The Principal 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
- 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
- Maintain and keep accurate records of employment that will count towards the Induction period
- Make the Governors' Board aware of the Induction arrangements in place for the ECT
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the Teaching Standards is satisfactory
- Participate in the Appropriate Body's quality assurance procedures of the Induction programme
- Keep all relevant documentation, evidence and forms on file for six years

Role of the Induction Tutor

The Induction Tutor will:

- 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
- 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
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way, and that ECTs are not asked for any evidence that requires the creation of new work
- Make the Governors' Board aware of the Induction arrangements in place for the ECT
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the Teaching Standards is satisfactory
- Participate in the Appropriate Body's quality assurance procedures of the Induction programme
- Keep all relevant documentation, evidence and forms on file for six years
- Provide guidance and effective support to the ECT (with the Appropriate Body where necessary)
- Carry out regular progress reviews throughout the Induction period
- Undertake two formal assessment meetings during the Induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment does not occur
- Inform the ECT following progress reviews of their progress against the Teacher Standards, and share records with the ECT, Principal and Appropriate 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

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 are involved 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

Role of the Governors' Board

The Governors' 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 Principal is fulfilling their responsibility to meet the requirements of a suitable Induction post
- Investigate any 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
- Request general reports on the progress of the ECT on a termly basis

MONITORING AND EVALUATION

The evidence that will demonstrate the success of this policy include:

- Up to date ECF curriculum in use; work scrutiny on dedicated ECF-based resources
- Feedback from ECTs during departmental reviews
- ECT progress reviews and assessments
- ECT final Induction results

POLICY LINKS

- Teaching and Learning, Assessment & Reporting
- ALS Policy
- Safeguarding
- PSHE Policy

Date for review: the school will review this policy annually and evaluate its effectiveness.