

Stanhope Primary School

Early Career Teacher Policy

2025



Date of Approval:	Summer 2025
Date of Next Review:	Summer 2027

Stanhope Primary School
Masters Road Wellesley
Aldershot Hampshire
GU11 4GJ



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Early Career Teacher (ECT) Policy

1. Rationale

The ECT induction process at Stanhope 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 initial teacher training and early career framework from 30 January 2024
- 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 induction programme.

3. Early Career Teachers (ECT) induction transitional arrangements

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

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 Early Career Framework is delivered and quality assured by South Farnham Educational Trust (SFET) Teaching School Hub, who act as our 'appropriate body'.

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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 a Senior Induction Lead, an Induction Mentor and Induction Tutor who will be either a named senior or experienced and competent member of staff.

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
- 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 carried out by 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.

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.

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.

- 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)

5. Roles and responsibilities

For Early Career Teachers 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 SLT Induction Lead, an Induction Tutor and who will be either a named senior or experienced and competent member of staff.

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

The SLT Induction Lead has a key coordinating role. The SLT induction lead has responsibility for ensuring the mentor and early career teacher have the appropriate timetables to ensure that they can make the most of the programme.

Whilst the mentor will monitor the progress of the ECT and their self-directed study in their weekly interactions, the SLT induction lead role has overall responsibility for the success of the ECT's CPD, including ensuring that the mentors and ECTs engage with the Full Induction Programme.

The induction tutor provides regular monitoring, guidance and support, and coordination of professional development and assessment.

The induction tutor will:

- attend Appropriate Body training sessions
- provide, or coordinate, guidance for the ECT's professional development (with the Appropriate Body where necessary)
- facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teacher's Standards
- observe the ECT's teaching at regular intervals (termly minimum) and provide constructive feedback
- undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (typically at the end of terms three and six)
- carry out progress reviews in terms where a formal assessment does not occur (typically terms one, two, four and five)
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and Appropriate Body
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress

- take prompt, appropriate action if an ECT appears to be having difficulties (contributing to support plans as appropriate/required)
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents

The mentor will work on the Early Career Framework (ECF) training and instructional coaching activities with the ECT. The mentor has a key role in supporting the ECT during induction and is separate to the role of the induction tutor. They will work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme.

Mentoring is a very important element of the induction process and the mentor will be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes meeting regularly with the ECT for structured mentor sessions to provide effective targeted feedback and attending mentor training where appropriate.

The mentor will:

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme
- attend ECF mentor training seminars (induction training and half termly seminars)
- watch 7-10 minute weekly familiarisation videos and ensure that their ECT is engaging with ECF self-directed learning tasks, developmental activities and training
- provide, or broker, effective support, including phase or subject specific mentoring and coaching
- take prompt, appropriate action if an ECT appears to be having difficulties

The SFET act as **the Appropriate Body** and take steps to ensure that:

- all stakeholders receive appropriate, relevant and timely information
- the Headteacher has verified that the award of QTS has been made
- Headteachers have provided a suitable post for induction (with a reduced timetable in addition to PPA time) and put in place an ECF-based induction programme for the ECT
- induction tutors and mentors have the ability and sufficient time to carry out their role effectively
- monitoring, support, assessment and guidance procedures in place are fair and appropriate
- the ECT is provided with a named contact(s) within the Appropriate Body with whom to raise concerns or questions
- participating schools are provided with access to an online tool for the duration of the ECT induction
- ECTs' records and assessment reports are maintained
- partnership agreements are signed and in place for all schools
- adequate Quality Assurance procedures and evaluations take place
- assessments are reviewed and any appropriate interventions are put in place

- where an ECT may be experiencing difficulties, action is taken to address areas of performance that require further development and support
- a clearly defined cause for concern process is in place, including an appeals process and that any school/ECT requiring additional support is able to access this in a timely manner
- all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents
- agreement is reached with the ECT and the Headteacher is consulted where a reduced induction period may be appropriate or is deemed to be satisfactorily completed
- agreement is reached with the ECT and the Headteacher is consulted in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction
- a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties are notified
- the Teaching Regulation Agency is provided with details of ECTs who have started; completed (satisfactorily or not); require an extension to; or left school part-way through an induction period; together with details of the type of induction an ECT is accessing
- Data Protection and GDPR is met and as the data processor, obtain and process data provided by the school to fulfil the requirements of the ECT induction process. This information will be removed from the online tool after six years.

6. Monitoring arrangements

This policy will be reviewed every other year by the Governing Body.