



*United in Faith, Love and Learning*

## **POLICY – EARLY CAREERS TEACHERS [ECT]**

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This policy has been adopted from the Mother Teresa Academy Trust as part of St Paul's ongoing partnership with the Trust. While the school has not yet formally joined the Trust, governors have agreed to align key policies in preparation for potential future integration. This approach ensures increasing consistency, strengthens best practice, and supports a smooth transition should the school fully join the Trust. During this partnership phase, policies will continue to be reviewed locally to ensure they remain appropriate to the context of St Paul's Catholic Primary School and compliant with statutory requirements.

St Paul's whole school community (all staff, governors, parents and volunteers working in the school) are committed to safeguarding and promoting the welfare of our children. At St Paul's we recognize our duties under the Equality Act 2010. Everyone has the right to be treated with dignity and respect.

# Early Career Teachers (ECT) Policy for



Mother Teresa  
Catholic Academy Trust

## Document Control:

Date	Version	Changes	Central Team Approval	Director Approval
30.01.26	V1.0		M Baines	D Kenny

## Review Schedule:

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**OUR VISION** is to create a nurturing and enriching educational community where the light of Christ shines brightly, guiding the journey of our children aged 2-19. In unity, we will provide an exceptional Catholic education that empowers children to achieve their highest potential, guided by the light and truth of Christ. Together, we build a future filled with hope, love, and the promise of a brighter tomorrow.

## **1. Statement of Intent**

Mother Teresa Catholic Academy Trust's induction process aims to:

- Run an ECT (Early Careers Teacher) induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide a programme appropriate to the individual needs of the ECT through the completion of the ECF Induction Programme and frequent review of performance against the Teaching Standards with guidance from the appropriate body;
- Provide guidance and support to enable ECTs to achieve satisfactory progress by the end of their induction period;
- Provide ECTs with examples of good practice both at Mother Teresa Catholic Academy Trust and at other schools;
- Help ECTs form good relationships with all members of the school community and stakeholders;
- Help ECTs become aware of the school's role in the local community;
- Ensure ECTs become reflective practitioners who reflect on their own and observed practice and take action to improve their teaching practice as a result of this process;
- Provide opportunities to identify areas for development and to form action plans to meet identified targets.
- Ensure all staff understand their role in the ECT Induction programme

## **2. Definitions**

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.

Mother Teresa Catholic Academy Trust's delivery partners provides a full induction programme to ensure the appropriate guidance, support, training, to include the development of skills, knowledge, expectations and observations, are provided through a structured but individual programme.

This programme will enable an ECT to form a secure foundation upon which a successful teaching career can be built.

### **3. Policy Detail**

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.

- 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 programme is quality assured the schools 'appropriate body'.

### **4. 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'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 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.

## **5. 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.

## **6. Roles & Responsibilities**

### **Role of the Headteacher**

The Headteacher at each school plays a significant and leading role in the process of inducting new colleagues to the profession. While the implementation of the Induction Programme will be led by an Induction Tutor/coordinator, who oversees individual induction, the Headteacher or a member of the Senior Leadership Team will also observe each ECT early in the academic year.

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Notify the Appropriate Body when an ECT who is taking up a post in which they will be undertaking induction joins the school, before the appointment begins;
- Where relevant, obtain documentation from the ECT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the ECT's induction programme and period;
- Appoint an Induction Tutor (who must hold QTS) and ensure that an appropriate cycle of observations, 4 progress reviews and 2 formal assessments is scheduled (ideally in advance) and takes place;

- Maintain accurate records of periods of employment that will count towards the induction period and when ECTs leave the school part way through a period;
- Monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more;
- Periodically inform the Governing Body about the school's induction arrangements;
- Ensure termly progress reports are completed (on pro-rated time scale for part-time staff) and sent to the Appropriate Body as required;
- Participate appropriately in the Appropriate Body's Quality Assurance procedures;
- Consult and agree with Appropriate Body the exceptional cases where it may be appropriate to shorten or extend the induction period;
- Keep all relevant documentation, evidence and forms on file for 6 years
- Provide interim assessment reports for staff moving in-between formal assessment periods and notify the Appropriate Body when an ECT serving induction leaves the school/college;
- Retain all relevant documentation/evidence on file for six years.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an Induction Tutor or other suitably experienced colleague. In addition to the statutory requirements the Headteacher will:

- Observe and give written warnings to an ECT at risk of failing to meet the required standards.

### **Early Career Teacher (ECT):**

The ECT has a vital part to play in their own induction.

Before the period starts:

- Checking with the DfE Teaching Agency that they have been awarded QTS before starting an induction period; and
- Providing evidence that they have QTS and are eligible to start induction.

Once the period has started 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
- At the earliest opportunity following appointment meet with their Induction Tutor to discuss and agree priorities for their induction programme and development, and keep these under review;
- Agree with their tutor how best to use their ECT reduced timetable allowance;
  - Using the Early Career Framework and delivery partner to support planning the induction programme;
  - Record evidence of their progress against the core standards, using the appropriate body's guidance
  - Participate fully in the agreed monitoring and development programme;
  - Raise any concerns with their Induction Tutor as soon as practicable;
  - Consult their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution;
  - Keep track of and participate effectively in the scheduled classroom observations, 4 progress reviews and 2 formal assessment meetings;
  - Agreeing with their Induction Tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
  - Retain copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the ECT has a break/change of employer during the induction period.

In addition to the above:

- Whilst not serving induction, ECTs should comply with the limits on supply teaching for those employed in a relevant school, seeking approval from the relevant Appropriate Body to extend the limits.

### **Induction Co-Ordinator:**

The Induction Co-ordinator oversees the induction of ECTs when there is more than one ECT working in the School at one time. The Induction Co-ordinator is responsible for the quality assurance of the induction programme. The Induction Co-ordinator ensures that all evidence is adequately recorded and that the delivery provider has a consistent approach to induction.

### **Induction Tutor:**

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into the school's systems and structures. The Induction Tutor is the first point of contact for an ECT and will have regular meetings with the ECT, complete termly reports with the ECT and ensure core standards are being met. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision, as per the guidance from the appropriate body and delivery partner. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of ECT performance.

The Induction Tutor will:

- Provide guidance and effective support to the ECT(with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't 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

### **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

## **The ECF Lead**

The ECF Lead will:

- Be a senior leader in school with responsibility for overseeing the effective implementation of the ECF Programme;
- Make sure the programme complements Statutory Induction;
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Ensure the ECT's post is a suitable post in which to serve induction;
- Ensure that an appropriate induction programme is in place;
- Ensure the ECT has both a reduced timetable (10% ECT time) and PPA time as necessary;
- Make sure timetables allow for engagement;
- Ensure the Induction Tutor is appropriately trained and has time to carry out their role;
- Act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- Ensure third party observation of an ECT, particularly if progress towards meeting the standards may be at risk, and follow guidance from the appropriate body;
- Maintain ECT engagement;
- Select an appropriate mentor;
- Follow the process for changing mentors;
- Quality assure the programme.

## **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

## **7. Entitlement and continuing professional 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 of the Teachers' Standards for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for ECTs at Mother Teresa Catholic Academy Trust are as follows:

- Structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these;
- Help and guidance from an Induction Tutor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate;
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme;
- Observe experienced colleagues teaching;
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to the appropriate body without delay.

Where an ECT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Headteacher will support the Induction Tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to help a failing ECT improve.

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised with the Induction Tutor in the school in the first instance. Where the Induction Tutor does not resolve them, the ECT should raise concerns with the Headteacher.