

St. Michael's CE School



EARLY CAREER TEACHER (ECT) INDUCTION POLICY

STATUTORY POLICY	
Reviewed By:	Angela Harris
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Governor Sign Off	Linda Goodchild
Next Review Due	July 2027

EARLY CAREER TEACHER (ECT) INDUCTION POLICY

Mission: *St. Michael's Church of England School, established upon Christian foundations and living out the Christian faith, is committed to providing every child with an excellent education.*

Vision: We serve our community through the values of humility, gentleness, and compassion, where every child can flourish academically, personally, and spiritually, guided by the wisdom and love of God.

Bible Verse: *"...your inner self, the unfading beauty of a gentle and quiet spirit, which is of great worth in God's sight." 1 Peter 3:3-4 (NIV)*

Motto: *Working together for the Good of All*

School Values

Love - Serve - Grow

Introduction

At St Michael's we have due regard for our duties under the Equality Act 2010. Through the delivery of this Policy we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale

The first two years of teaching are 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. St. Michael's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Induction Programme will enable Early Career Teachers (ECTs) to establish a secure foundation upon which a successful teaching career can be built. Through high-quality

mentoring, professional development and reflective practice, ECTs will be supported to flourish professionally and contribute positively to the life and vision of St Michael's CE School.

Purposes

St. Michael's induction process has been designed to meet statutory requirements and make a significant contribution to the professional and personal development of ECT's, providing support which should enable them to develop competence in the Teaching Standards and make a valuable contribution to St. Michael's. Specifically, we aim to:

- provide support to meet the generic and individual needs of all ECTs through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- 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 into the profession and support ECTs in meeting the Teachers' Standards and fully engaging with the Early Career Framework programme.

The whole staff will be kept informed of this school 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.

Roles and Responsibilities

The Board of Governors

The Board of Governors will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfill all its obligations. The Board of Governors will be kept aware and up to date about induction arrangements and the progress of ECTs through the Headteacher's report and/or direct contact with the ECT coordinator in school. The Governing Board will ensure that appropriate resources, staffing capacity and mentoring arrangements are in place before appointing an ECT and will monitor the effectiveness of the school's induction arrangements through regular leadership reports.

A dedicated member of staff is given the role of ECT Induction Tutor and manages all ECTs. A mentor will be assigned to each ECT to support them throughout their 2 years.

Senior Leadership Team (SLT)

The Senior Leadership Team at St. Michael's 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, a senior leader will undertake supportive drop-ins, professional dialogue and review meetings throughout the induction period to ensure that ECTs receive appropriate support, challenge and developmental feedback. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the appropriate body whether an ECT has met the requirements for satisfactory completion of the Induction period.

In reality, many of the tasks associated with the above will be carried out by the ECT Induction Tutor but the Headteacher will make the final recommendation. In addition to the statutory requirements the Headteacher will:

- ensure that any concerns regarding progress towards the Teachers' Standards are identified early, communicated clearly and supported through an appropriate action plan
- keep the Board of Governors aware and up to date about induction arrangements and ECT progress

Induction

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 St. Michael's school 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.

In addition to the Induction Tutor, who has responsibility for coordinating induction and completing formal assessment processes for ECTs, a mentor is assigned to each ECT to provide support on an informal daily/weekly basis and through a formal weekly timetabled slot. The mentor will contribute to the judgements about the progress against the Teachers' Standards.

Entitlement

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 are as follows.

- Access to a structured two-year induction programme which commences upon appointment and is reviewed regularly throughout the induction period.
- Structured visits to the school prior to taking up appointments (when possible) with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance on Induction from the Induction Tutor who are adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, Inclusion Team Managers etc.
- Access to the school's chosen Early Career Framework (ECF) provider programme, including training materials, mentor sessions, self-study activities and opportunities to apply learning within classroom practice.
- ECTs: A reduction of 10% of the average teacher's workload in Year 1 and a 5% reduction in Year 2 (in addition to PPA time). This time is used for participating in the schools Induction programme and/or meetings with mentors and the ECT Programme.
- Regular observation of teaching and learning, including supportive drop-ins, coaching conversations and formal observations, in line with statutory guidance and the school's monitoring procedures.
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an ECTs at risk of not meeting the Standards.

Assessment & Quality Assurance.

The assessment of ECTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (formal assessment reports completed at the end of each assessment period in accordance with statutory guidance) will be used.

- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Assessment will draw upon a range of evidence including classroom practice, professional dialogue, pupil outcomes, wider professional responsibilities, engagement with the ECF programme and progress towards the Teachers' Standards.
- The mentor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- Termly reports will give details of:
 - o areas of strength
 - o areas requiring development
 - o evidence used to inform judgement
 - o targets for coming term
 - o support to be provided by the school

At risk procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Where there are concerns that an ECT may not be making satisfactory progress, these concerns will be communicated promptly to the Appropriate Body and the ECT, together with details of the support and monitoring arrangements being implemented.

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.

The named contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Standards.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school mentor in the first instance. If the ECT has further concerns after this fact they should raise them with a member of the Senior Leadership Team (SLT). Where the school does not resolve them the ECT should raise concerns with the named LA contact.

Wellbeing and Workload

St Michael's CE School recognises that the first years of teaching can be demanding and is committed to supporting the wellbeing of Early Career Teachers.

ECTs will receive their statutory timetable reduction and will be supported through mentoring, coaching, professional dialogue and access to wider wellbeing support where appropriate.

Leaders will monitor workload and wellbeing throughout the induction period and seek to ensure that ECTs can balance professional development with classroom responsibilities.

Monitoring and Review

The Headteacher and ECT Induction Tutor will monitor the effectiveness of this policy annually.

The Governing Board will receive updates on the effectiveness of induction arrangements through the Headteacher's report.

This policy will be reviewed annually or sooner if statutory guidance changes.

The named contact for our ECT programme is:

Wandsworth Teaching School Alliance

Course offered through: University College London (UCL)

This policy was agreed and adopted in readiness for the new academic year 2026/2027