



THOMAS WILLINGALE SCHOOL AND NURSERY

Early Career Teacher (ECT) Policy

**Summer 2025
Review Summer 2026**

1. Aims

Thomas Willingale School and Nursery aims to:

- Facilitate an ECT induction programme that meets the statutory requirements of the ECF (Early Career Framework)
- 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

The Early Career Framework (ECF) can be found here: [Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [News: DfE: Early Career Framework Reforms: Statutory Induction Guidance and Appropriate Body Guidance Update \(25th March 2021\) | UCET](#) The 'relevant standards' referred to below are the [Teachers' Standards](#).

3. The induction programme

The following sets out the statutory minimum for ECT induction programmes:

For a full-time ECT, the induction programme will last for two academic years and will follow a sequenced programme based on the ECF. Part-time ECTs will serve a full-time equivalent.

The induction programme content will be provided by Saffron Walden Teaching School Hub.

The programme is quality assured by Teach First, our 'appropriate body'.

3.1 Posts for induction

The **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) and be a member of the Senior Leadership Team. The Induction Tutor will be responsible for the completion of the teacher's two termly assessment documents and their interim progress reports
- Have an appointed Mentor. The Mentor will be an experienced member of staff who has been carefully matched to the ECT. The Mentor will work closely with the ECT in a supportive and coaching capacity, meeting on a weekly basis in year one and a fortnightly basis in year two.
- Have a reduced timetable to allow them to undertake activities in their induction programme, with, in Year 1, no more than 90% of the timetable of our existing teachers on the main pay range. In Yr2, the ECT will teach 95% of the timetable of existing teachers.
- 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.
- Not have unreasonable demands made upon them.
- Not 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.

The **Mentor** will:

- Be provided with one hour per half term for self-directed learning
- Be provided with one seminar per half term for face-to-face training
- Attend induction training with ITT provider in September
- Attend an introduction session to Year 2 with ITT provider in Summer 2

3.2 Support for ECTs

We support ECTs with:

- Their designated Induction Tutor, who will provide monitoring and support, and co-ordinate their assessments and progress reviews
- Weekly Mentor coaching sessions in year one, fortnightly sessions in year two
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress against the Teaching Standards at which we will review their objectives and revise them in relation to their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice, health and safety permitting.

3.3 Assessments of ECT performance

Regular assessment meetings will take place between the ECT and their Induction Tutor. These meetings will review the evidence gathered during the preceding assessment period, and draw from the ECT's work as a teacher, their lesson observations (which take place with the Induction Tutor and/or Headteacher and/or Mentor) and from the evidence collected against the meeting of each of the Teaching Standards.

At the end of the Autumn and Spring Terms, formal assessment reports will be completed by the Induction Tutor that show how the ECT is performing against the Teaching Standards. Targets for improvement in each area of the teaching standards will be added as necessary and support will be planned with the ECT Mentor to meet these targets. The report will be agreed by the ECT and the ECT will add their own comments.

When complete, the formal reports will be uploaded to the Saffron Walden ECT Manager portal for review by the awarding body.

3.4 At-risk procedures

Progress of the ECT will be closely checked by the Induction Tutor. If it becomes clear the ECT is not making sufficient progress by the end of the Autumn Term, additional monitoring and support measures will be put in place immediately, meaning:

- Additional support meetings will be held with the Induction Tutor and Mentor.
- Appropriate objectives set to guide the ECT towards satisfactory meeting of the Teaching Standards.
- The awarding body will be notified.

If there are still concerns about the ECT's progress at their next formal assessment at the end of Spring One, the Induction Tutor and/or the Headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

4. Roles and responsibilities

4.1 Role of the ECT

The ECT will:

- Provide evidence that they have Qualified Teacher Status (QTS) and are eligible to start the 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
- 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 forms

When the ECT has any concerns, they will:

- Raise these with their Mentor and/or Induction Tutor as soon as they can
- Raise these with the Headteacher
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school

4.2 Role of the ECT Induction Tutor

The ECT Induction Tutor will:

- Review the evidence provided by the ECT that they are eligible to begin induction
- Agree, in advance of the ECT starting, who will act as the appropriate body
- 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 (see section 3.1 above)
- Appoint a Mentor
- Ensure the appointed Mentor is appropriately trained and has sufficient time to carry out their role effectively

- Ensure that the ECT's teaching is observed each half term and that sufficient time is given for the ECT to prepare for this (two week's notice period)
- Undertake formal assessment meetings during the induction period, coordinating input from and with other colleagues as appropriate
- Ensure that observation feedback is provided either on the same day or, the following day
- Quality assure the observation feedback with the Headteacher and/or Member of the Senior Leadership Team and/or Mentor to ensure that feedback is constructive, supportive and that clear, manageable targets are set
- Ensure the ECT's progress is reviewed regularly
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that observation feedback provided (alongside the Headteacher) is constructive, supportive and contains clear, manageable targets
- Ensure 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. In the first instance this will mean notifying the ECT Coordinator
- Ensure that the ECT is offered additional training to support their ECT Induction programme as and when appropriate
- Maintain and keep accurate records of employment that will count towards the induction period
- When necessary, make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Ensure that, should it be necessary, a support programme is drawn up for the ECT
- Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the Mentor

The Mentor will:

- Provide guidance and effective support to the ECT including instructional coaching
- Hold weekly meetings with the ECT in year one and fortnightly meetings in year two.
- Carry out regular progress reviews throughout the induction period
- Work with the Induction Tutor to plan for and provide additional training and support for the ECT towards meeting the Teaching Standards where appropriate
- Attend induction training with induction provider (Saffron Walden Teaching Hub) in September
- Attend an introduction session to Year 2 with the induction provider in Summer 2

4.4 Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the ECT Induction Tutor 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 procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements. If it wishes, request general reports on the progress of the ECT

5. Monitoring arrangements

This policy will be reviewed **annually** by Jackie Burgess, ECT Induction Tutor. At every review, it will be approved by the full governing board.