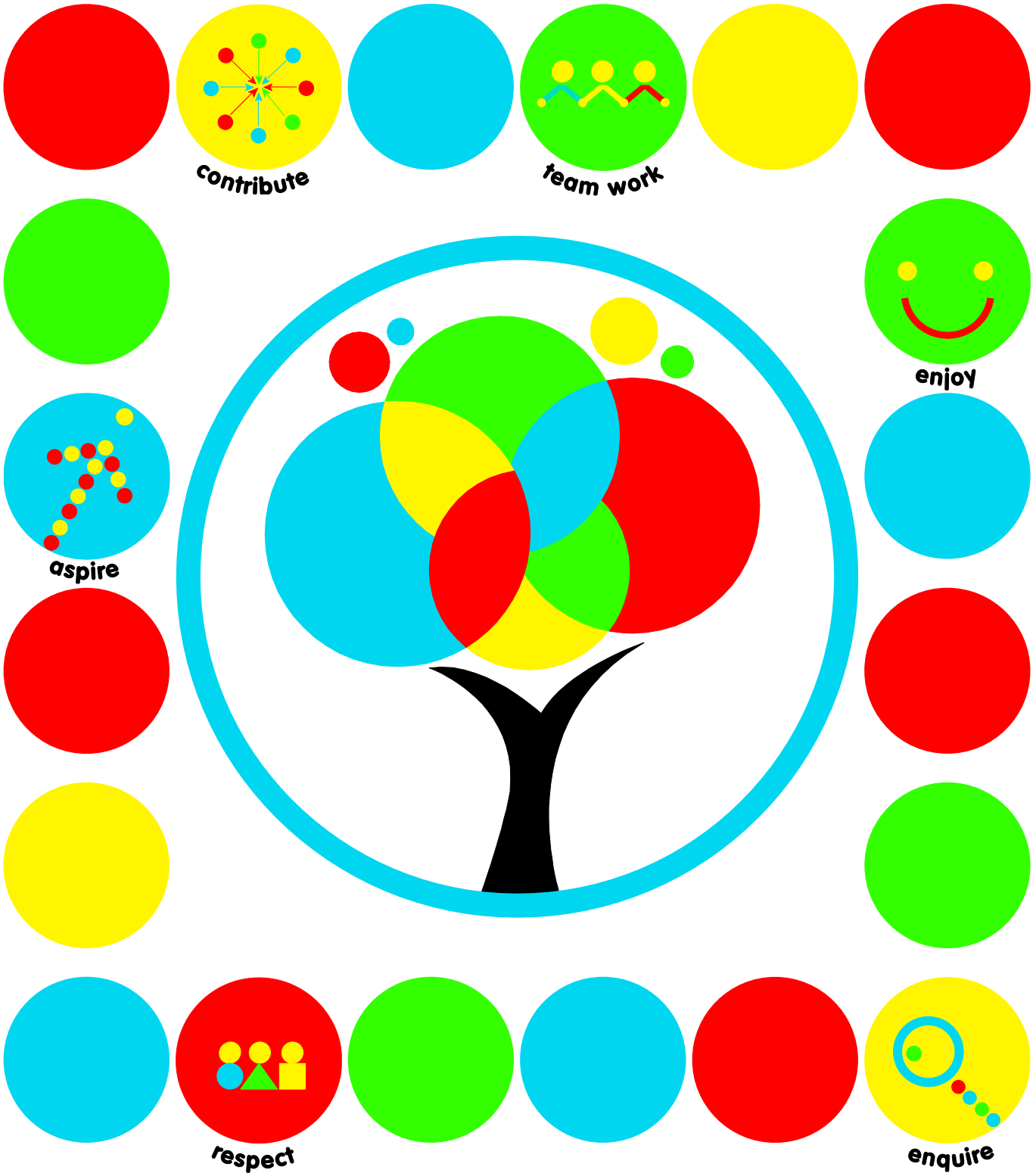


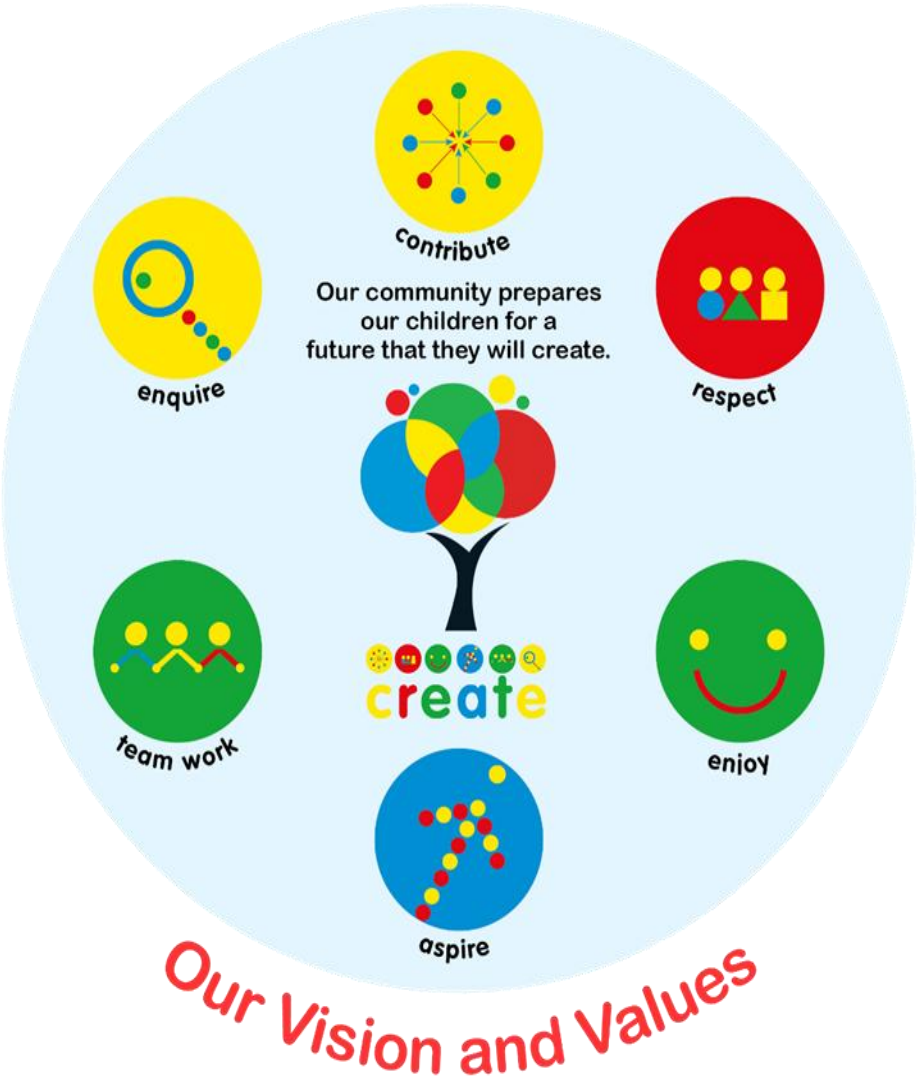
Early Career Teachers Induction Policy

Head teacher signature:

Chair of Governors signature:

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Thomas Buxton Primary School
Learning Together



Version Control		
Date	Version	**Comments**
12.11.2025	2	Updated module titles on page 12 to reflect UCL Module amendments

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1. Acronyms

DFE	Department for Education
ECF	Early Career Framework (the framework to support induction and professional development in the first two years)
ECT	Early Career Teacher (a teacher in the first two years of teaching)
EEF	Education Endowment Foundation
QTS	Qualified Teacher Status
SLT	Senior Leadership Team
ELTSH	East London Teaching School Hub
UCL IOE	University College London's Institute of Education

2. Rationale

Great schools cannot exist without great staff.

The introduction of the Early Career Framework (ECF) represents a welcome step change in support for early career teachers. It provides funded entitlement to a structured 2-year package of high-quality professional development, validated by the Education Endowment Foundation (EEF). These reforms are part of the Government's wider teacher recruitment and retention strategy, which aim to improve the training and development opportunities available to teachers.

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Nationally, approximately 15% of new teachers leave the profession within their first year of teaching. Our School's Early Career Framework (ECF) induction process ensures the appropriate guidance, support, and training are provided through a structured but flexible programme that supports ECTs in meeting the Teachers' Standards. (See ECF for

congruence between the Teachers' Standards and the 8 sections of the ECF, pp. 5, 7-42.)

Thomas Buxton Primary School wishes to recruit new teachers of the highest calibre to work with our children and aims to move those teachers forward onto highly successful careers. This programme will enable an ECT to form a secure foundation upon which they might fulfil their professional responsibilities, and on which they can build a successful teaching career.

3. Overall Strategy

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of the ECF induction include:

- To provide a high quality, evidence informed programme, appropriate to the needs of the ECT
- To provide appropriate coaching and support through the role of an identified mentor
- To ensure that the ECT engages with the ECF programme, facilitated by our chosen accredited provider, The East London Teaching School Hub (ELTSH)
- To provide ECTs with examples of good practice
- To help ECTs form strong and positive professional relationships with all members of the school community and other stakeholders

- To help ECTs become aware of the school's role in the local community and beyond
- To encourage reflection on their own and observed practice
- To provide opportunities to recognise and celebrate good practice
- To provide opportunities to identify areas for development
- To help ECTs meet all requirements of statutory induction
- To provide a foundation for longer-term professional development and growth

All staff will be kept informed of the school's ECT induction policy and encouraged to participate, wherever possible, in its implementation and development. It is important that there is both a sense of shared ownership and collective responsibility.

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 process are crucial factors in its continued success.

4. Success Criteria

All ECTs will receive their entitlement to a coherently structured programme of professional development and tailored support which will enable them to thrive and succeed.

The induction process will positively contribute towards the personal and professional development of the ECT and form a secure foundation upon which a successful teaching career can be built.

All ECTs will be successful in meeting the Teacher's Standards, which, in turn will ensure that the ECT has a positive impact on the children and young people for whom they teach.

5. Roles and Responsibilities

At Thomas Buxton Primary School, we strongly believe in our collective responsibilities to support and nurture our beginner teachers. The following roles and responsibilities are based on those outlined within the DfE's statutory induction guidance for ECTs.

5.1 Governing Body

Governors should:

- Ensure compliance with the statutory induction guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the SLT are fulfilling their responsibility to meet the requirements of a

suitable post for induction

- Investigate concerns raised by an individual ECT as part of the school's grievance procedures

5.2 Headteacher

The Headteacher, along with the appropriate body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. As such, they are expected to:

- Have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- Check that the ECT has been awarded QTS
- Ensure that the appropriate body has been notified when an ECT is taking up a post in which they will be undertaking induction
- Appoint induction tutors and mentors in line with paragraphs 2.41-2.43 of the statutory induction guidance; ensuring that both the induction tutor and mentor have the ability and sufficient time to carry out their respective roles effectively.
- Ensure that time is timetabled for the mentor and ECT to meet together on a weekly basis (1 hour) in the first year and on a fortnightly basis (1 hour) in the second year

- Ensure that an appropriate induction programme is in place
- Ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching
- Ensure that assessments are carried out and reports completed and sent to the appropriate body
- Ensure an ECT receives a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year
- Recommend to the appropriate body whether an ECT's performance against the teaching standards is confirmed or not.
- Ensure that all relevant documentation relating to an ECT's induction is retained on file for six years

There may also be circumstances where the Headteacher may need to:

- Alert the appropriate body where an ECT may be at risk of not completing induction satisfactorily
- Ensure third party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards
- Notify the appropriate body as soon as absences total 30 days or more
- Notify the appropriate body when an ECT serving induction leaves the school

5.3 Induction Tutor

The role of Induction Tutor is separate from the role of the mentor. The Induction Tutor is expected to:

- Have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- Co-ordinate and oversee the ECT's professional development, in line with the requirements of the appropriate body
- Carry out termly progress reviews throughout the induction period. In addition to the termly progress reviews, undertake two formal assessment meetings during the total induction period, in line with the appropriate body guidelines (refer to Section 11 for further information)
- Ensure that the ECT's teaching is observed, and feedback provided on a half termly basis
- Ensure that all documentation concerning an ECT is uploaded to ECT manager in a timely manner and in line with the requirements of the appropriate body
- Take prompt and appropriate action if an ECT appears to be having difficulties (refer to section 12 within this policy)
- Design and co-ordinate a programme of induction that complements the ECF
- Support the ECT mentor
- Keep the Headteacher informed of the ECT's progress
- Ensure that any assessment processes are not burdensome and do not add unnecessary workload to the ECT. The ECT is not expected to collect additional evidence against the ECF or the Teachers' Standards

5.4 ECT Mentor

The role of the mentor is separate from the role of the induction tutor. The mentor is expected to:

- Act as a critical friend, mentor, and coach
- Provide effective support
- Meet weekly (in the first year) / fortnightly (in the second year) with the ECT for structured mentor sessions to provide effective, targeted feedback. This will be in line with the requirements of the early career framework
- Ensure that they are fully prepared for each meeting
- Work collaboratively with the ECT and other colleagues involved in the induction to help ensure the ECT receives a high quality ECF-based induction programme which meets the training needs of the ECT in their care. At our school, this includes liaising with the team at ELTSH to ensure all requirements for observation are met.
- Engage fully with the mentor training and development provided
- Work with the ECT to identify, on a half-termly cycle, their development needs
- Share any concerns about the ECT's progress with the ECT and the induction tutor and address these through a supportive programme

5.5 ECT Career Teacher (ECT)

The ECT is expected to:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor to discuss and agree priorities for their induction programme 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 programme
- Provide evidence of their progress against the Teachers' Standards
- Participate and engage 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 if there are, or

may be, difficulties in resolving issues with their tutor / within their school

- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period
- Retain copies of all assessment reports

6. ECT Rights

ECTs have a responsibility to:

- Engage fully and pro-actively with the programme of mentoring, support, and
- assessment
- Evaluate, with support, their own performance and progress against the Teachers' Standards
- Engage fully and pro-actively with the ECF training and development, including the self-directed study

- Negotiate actions and professional development activities with their mentor and induction tutor
- Take increasing responsibility for their own professional development as the induction period progresses

7. Pre-Induction

Before ECTs start, and usually in the term before they take up their position, they should have:

- A timetable amounting to not more than 90% of that given to a main scale teacher in year one, and not more than 95% of the same, in year 2
- A copy of this ECF induction policy
- A copy of the DfE Teachers' Standards
- A staff handbook, containing reference to basic procedures on attendance, conduct, health and safety, safeguarding system
- A chance to meet their induction tutor, mentor and other colleagues as appropriate.

- A chance to ask any questions about the induction process
- The names of the school's representatives for professional associations and teachers' unions

8. Classroom Observation

All ECTs must be observed six times (one per half-term) during the first year of induction, with the first of those being inside the first 4 weeks. These observations may be carried out by the induction tutor, and/ or members of SLT.

All ECTs should also observe teaching by other practitioners at least once a half term.

Effective classroom observation should have the following characteristics:

- Be explicitly related to the Teachers' Standards
- Written feedback should be recorded on a lesson evaluation form
- A meeting between the ECT and the observer should occur within 48 hours to discuss the lesson
- The ECT should be encouraged to evaluate the lesson for themselves
- A record of all observations should be kept by both the induction tutor and the ECT

9. Early Career Framework (ECF)

The Early Career Framework is the evidence base which underpins the entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their careers.

Our school will follow a provider-led programme. Our accredited provider of choice is the East London Teaching School Hub (ELTSH) in partnership with University College London's Institute of Education (UCL IOE)

Training through the framework will occur through three strands – self-directed study, group seminars and instructional coaching. A virtual learning environment is also

available to mentors, ECTs and school leaders.

A brief overview of the framework is summarised below:

YEAR ONE – SIX MODULES	YEAR TWO – AN OVERVIEW:
One module each half-term. Carefully sequenced to fit day-to-day teaching and designed with national experts. Modules focus on: 1. Fulfilling professional responsibilities 2. Enabling pupil learning 3. Engaging pupils in learning 4. Developing quality pedagogy 5. Meeting pupils' needs 6. Making productive use of assessment Additionally, ECTs will engage in: 7. Self-directed study (4 ½ hours over the course of the module) 8. 2x 90-minute group seminars per module (occurring outside of the school day) 9. Weekly one-to-one instructional coaching with their mentor	1. Self-directed study 2. Phase / subject specific network and training sessions; led by subject / phase experts 3. Fortnightly one-to-one instructional coaching with their mentor – with opportunities to observe others' practice during this time on weeks when not meeting with mentor Prompts for reflection, critical to change teacher action over time & prevent over-reliance on habits 4. Additional research and resources to stretch ECTs 5. Career development modules (during the summer term): a) Research in the classroom b) Leading careers and employability c) Preparing to mentor d) Preparing for middle leadership

6. Weekly / Fortnightly ECT & Mentor Meetings

In line with the requirements of the school's nominated accredited provider, mentors will spend one hour per week with their ECT. This hour could include observing, providing feedback and instructional coaching to develop the ECT, or discussing a topic in depth to enhance the ECT's understanding of the topic within the school's context. These meetings reduce to one hour per fortnight in the second year of induction.

7. Assessment and Quality Assurance

- ECTs should not be assessed against the ECF, but instead the Teachers' Standards
- ECTs should receive a formal assessment in the final term of the first year and the final term of the second year of induction
- Termly progress reviews should be undertaken in each term where a formal assessment is not scheduled. These are not formal and should be formative in nature. Nonetheless, a written record is expected to be retained, with a record clearly stating whether the ECT is on track to successful complete induction.

Assessment Points

ECT YEAR ONE			ECT YEAR TWO		
Autumn Term	**Spring Term**	**Summer Term**	**Autumn Term**	**Spring Term**	**Summer Term**
Progress assessment point	Progress assessment point	Formal assessment point	Progress assessment point	Progress assessment point	Formal assessment point

- Evidence used to inform assessments should be transparent. It must be drawn from the ECT's work as a teacher during their induction
- The assessment process should not be burdensome. There is no need for the ECT to create anything new for the formal assessment
- Responsibility for assessment will involve all teachers who have a part in the ECT's development to gain a reliable, overall view
- The induction tutor will ensure that assessment procedures are consistently applied
- Copies of any records will be passed to the ECT concerned. Assessments will also

be provided to the appropriate body within the specified timeframe

- The appropriate body plays an important quality assurance role

8. Unsatisfactory Progress by ECTs

The Headteacher and Induction tutor should have due regard to paragraphs 4.1-4.10 of the DfE's statutory guidance for the induction of ECTs. The following principles apply:

- The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction

- It is the responsibility of the induction tutor to notify the appropriate body, after each progress review, stating whether or not the ECT is making satisfactory progress

- Where the induction tutor believes that the ECT is not making satisfactory progress, it is expected that a plan is put in place to assist the ECT in getting back on track

- If it is apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed and additional monitoring and support measures should be put in place by the induction tutor immediately

- If the ECT's progress is still unsatisfactory in subsequent progress reviews, following the first formal assessment point, induction tutors should continue to undertake the progress reviews and review the ECT's objectives and support plan

- Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards

- Where there are still concerns about an ECT's progress between formal assessment point one and formal assessment point two, the induction tutor should explain the consequences of failure to complete the induction period

satisfactorily

In a minority of particularly serious cases, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. The induction process should continue in parallel with any capability procedures.

9. Whistleblowing

If an ECT is dissatisfied with any aspect of their induction and cannot resolve this in collaboration with their mentor, the induction tutor, or the Headteacher they have the right to contact the Chair of Governors for our school, or the appropriate body.

10. Monitoring, Evaluation and Review

The process of induction should be monitored throughout the course of the programme, partly by means of the evidence generated by induction and quality assurance, and partly through the following:

- All ECTs will complete a full evaluation and written exit survey at the end of their induction period

- The induction tutor and mentor will evaluate the success of the programme each year and write a report on their recommendations for any amendments for the following academic year