ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Early Career Teacher Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

Early Career Teacher Policy

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links, and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

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1. Aims for ECTs

At Alderman Richard Hallam Primary School, we pride ourselves on ensuring Early Career Teachers (ECTs) are given every chance to succeed, learn and develop their pedagogy within our school. We ensure all ECTs are given support, opportunities to learn from experienced practitioners and time to develop and enhance their own teaching practice.

At ARH, we strive to invest in every teacher and build their confidence as they will stand as a role model and inspire the young minds of our pupils.

Our aims include:

- To run an effective ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) and, for ECTs joining after September 2025, the Early Career Teacher Entitlement.
- To provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- To make sure all staff who are involved in the ECT induction programme understand their role.

This policy reflects a structured whole school approach for ECT teacher induction at ARH and recognises that the quality and commitment of the people who supervise the induction are the crucial factors in its continued success.

2. Legislation and Statutory Guidance

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.

3. The ECT Induction Programme

At ARH, we pride ourselves on providing a supportive induction programme that goes above and beyond the statutory minimum for ECT induction programmes. ARH have chosen to take the funded provider-led route with the Leicester & Leicestershire Teaching School Hub (LLTSH). The LLTSH have chosen to use 'Teach First' to deliver the ECT programme using face-to-face and online delivery methods. The induction programme will be underpinned by the the updated Initial Teacher Training and Early Career Framework (ITTECF) enabling ECTs to understand and apply the knowledge and skills set out in this framework. The programme is quality assured by Leicester & Leicestershire Teaching School Hub who are also our 'appropriate body'.

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 usually 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.

3.1 Posts for induction

Each ECT will:

- Be provided with the essential employment tasks, a range of experience and support to enable them to demonstrate ample 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 part of the SLT.
- Have an appointed induction mentor, who will have QTS and a range of teaching experience.
- 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, in the same year group.
- Take part in similar team 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.

3.2 Support for ECTs

At ARH, we support ECTs with:

- A designated Induction Tutor to ensure consistent and high-level support. This role will be undertaken by our ECT Lead, who will be a member of the Senior leadership Team. They will provide frequent monitoring and support and co-ordinate ECTs' assessments and training.
- A designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback. We aim to ensure each ECT is in the same year group as their mentor to provide ease of communication and efficient daily support.

- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback. These will be conducted formally by the ECT Lead and informally by each ECT induction mentor.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which the Induction Tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Providing ample opportunities to observe experienced teachers with effective practice within the school.

3.3 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 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 to 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.

3.4 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 support plan, and any other information requested, will be shared with the appropriate body for them 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 will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

4. The Early Career Teacher Entitlement [1]

4.1 What is the ECTE?

Early career teacher entitlement (ECTE) is a 2-year programme that supports early career teachers (ECTs) when they start their teaching career. It is designed to develop professional skills and provide knowledge and skills to meet the Teacher Standards.

4.2 How does it link to the Teachers' Standards?

In order to align these core areas to the existing Teachers' Standards, the content of the ECTE is presented in eight sections:

- High Expectations (Standard 1 – Set high expectations)
- How Pupils Learn (Standard 2 – Promote good progress)
- Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)
- Classroom Practice (Standard 4 - Plan and teach well-structured lessons)
- Adaptive Teaching (Standard 5 – Adapt teaching)
- Assessment (Standard 6 – Make accurate and productive use of assessment)
- Managing Behaviour (Standard 7 – Manage behaviour effectively)
- Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

4.3 What is the purpose of Induction?

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the ITTECF, with monitoring and an assessment of performance against the Teachers' Standards The programme should support the ECT and provide them with the necessary training to ensure that they can demonstrate that their performance against the

[1] https://www.gov.uk/government/publications/early-career-teacher-entitlement/early-career-teacher-entitlement

Teachers' Standards is satisfactory by the end of the period. Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher.

5. Roles and Responsibilities

5.1 Role of the ECT

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 ECTE.
- Provide evidence of their progress against the relevant standards through their teaching practice.
- Participate fully in the monitoring and development programme according to the school's chosen route. In this instance, to follow the 'Teach First' modules and complete them successfully.
- Attend all training co-ordinated by the Leicester and Leicestershire Teaching School Hub and attend all professional development meetings at ARH.
- Participate in scheduled classroom observations, progress reviews and formal and informal 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 (LLTSH) at an early stage if there are difficulties in resolving issues with their Induction Tutor or within the school.

5.2 Role of the Headteacher

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- 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.
- Make sure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECTE is in place.

- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.
- Make the governing board aware of the support arrangements in place for the ECT and inform them with the results of formal assessment meetings.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the appropriate body's quality assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence and forms on file for 6 years.

5.3 Role of the Induction Tutor

The Induction Tutor will:

- Provide excellent guidance and effective support to the ECT (with the appropriate body where necessary).
- Carry out regular and productive progress reviews throughout the induction period.
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues (mentors, team members etc.) 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 regularly, 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.

5.4 Role of the Induction Mentor

The Induction Mentor will:

- Regularly meet with the ECT for scheduled mentor sessions to provide targeted feedback. These sessions will be structured by 'Teach First' and will include short, informal observations with specific focuses.
- 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 ECTE.

- Provide or arrange effective support – including subject-specific, or phase-specific coaching and mentoring.
- Attend mentor training held by the LLTSH and delivered by 'Teach First' to help implement the 'instructional coaching' approach to mentoring.
- Act promptly and appropriately if the ECT appears to be having difficulties.

5.5 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 the Governing Body 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.
- The Governing Body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

6. Monitoring Arrangements

This policy will be reviewed and edited **annually** by the ECT Lead.

Next review date: September 2027

7. Links with other Policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay