



Purpose

This policy outlines how the school complies with the [Statutory Guidance for the Induction of Early Career Teachers \(ECTs\)](#) (September 2021, revised April 2023).

The ECT induction period is not only very demanding, but is also of considerable significance in the professional development of a new teacher. Our school's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This will allow our ECTs to build a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Review

The policy should be updated annually by the Governing Body, who should be aware of their responsibilities within section 5.13 of the Statutory Guidance.

Appointment of an Appropriate Body for ECT Induction

Prior to commencing employment, the School has appointed United AB, run by the Swindon and Wiltshire Teaching School Hub, as the appropriate body to oversee the induction of ECTs.

The post

Prior to advertising a post, the Headteacher shall decide if it is a suitable post for the induction of ECTs and mark the advertisement appropriately. To be suitable the school must be able to provide:

- An additional 10% of non-contact time in the 1st year and 5% in the 2nd year
- Access to an Early Career Framework based induction programme
- An experienced teacher with QTS to act as Induction Tutor
Our induction tutor is Anne Cuthbert
- Experienced teacher(s) with QTS to act as ECF Mentor
- A post where the teacher regularly plans for the needs of the same class, or classes
- A contract that is at least the full-time equivalent of one term
- The requirements outlined in Section 2.17 of the Statutory Guidance.

The Governing Body should also consider if the school has the capacity to support an ECT, bearing in mind:

- The experience and expertise of the rest of the teaching staff
- The fact that an ECT should not ideally mentor students, lead subjects or undertake significant numbers of additional duties.

Prior to the contract commencing, the Headteacher should give consideration as to the class/classes to be taught, ensuring that they are not unreasonably demanding for the setting.

ECF

The school will ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ECF evidence ('learn that') statements and practice ('learn how to') statements.

As a school we will provide ECTs with:

- **A Full Induction Programme:** a funded provider led programme through **Ambition Institute** (DfE funded training provider)

Personalised programme

The school believes in investing in its staff, and consequently aims to provide personalised support in addition to the ECF training, which considers the developmental needs of the ECT.

This should include:

- The opportunity to observe high quality teaching within the school and within other local schools.
- Regular meetings with a suitably trained ECF mentor and Induction Tutor to discuss emerging issues.
- A commitment to provide the opportunity to attend some external CPD as required.
- The opportunity to discuss key issues with colleagues, especially curriculum leaders, SENDCOs and those responsible for pastoral care.
- Being observed by their Induction Tutor each term (half term for year 1 ECTS), being given written feedback and having the opportunity to discuss the lesson in a supportive environment.
- A progress check against the Teachers' Standards each term when a formal assessment does not take place.
- A formal assessment against the Teachers' Standards at the end of each academic year (or equivalent for part-time contracts).

Legal duties

The school will:

- Ensure the ECT is aware of the named contact for ECT Induction at United AB, for the academic year 2024-25 this is Linda Bedford unitedab@unitedlearning.org.uk.
- Ensure each ECT has an ECT Induction Summary document to ensure consistency throughout their induction period.
- Retain copies of any paperwork and completed assessment securely for 6 years (held on ECT Manager). If an ECT leaves during, or at the end of, their induction year they will be given copies of their assessments.
- Share general reports on the progress of an ECT on a termly basis with the governing body if requested (but they are not automatically entitled to have access to an individual's assessment forms). The exception to this would be when an ECT has raised concerns about a particular issue/assessment via the grievance procedures.
- Ensure that it meets the legal requirements detailed within the statutory ECT induction guidance. Sections 5.3-5.7 and 5.13.

If the ECTs performance is a concern, the school is committed to:

- Ensuring that the ECT is aware of any concerns regarding their progress throughout the induction process.
- Providing additional resources to support them.
- Informing the Appropriate Body immediately if they feel their ECT is not on track to pass induction.
- Offering the ECT support through an initial support plan which will be shared with United AB.
- If concerns continue, working with the ECT and United AB to provide action plans that cover a four week period, detailing what the ECT needs to do to improve (clearly linked to the Teachers' Standards) and how the school will support him or her. These action plans will be reviewed systematically with a cycle of support and review continuing until the ECT is back on track.
- Having a representative from United AB visit the school to address any concerns and offer advice.

Addressing ECT Concerns

- If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance to their induction tutor. Where the school does not resolve them, the ECT should raise concerns with the named United AB contact – Linda Bedford unitedab@unitedlearning.org.uk 01202 527818 ext. 5145.

This policy was agreed and adopted on 15.10.25.

It will be reviewed on:

- as part of the school's development cycle: October 2026
- prior to this date should there be any changes to statutory guidance.