



**ST PANCRAS**



**EARLY CAREERS TEACHERS  
(ECT'S)  
POLICY**

Policy approved by governors on

Policy reviewed - Annually

Next review due – June 2026

**St Pancras Catholic Primary School**

**Policy for the statutory induction of Early Career Teachers (ECTs)**

## **Purpose**

Our school's statutory induction processes have been developed to ensure our ECTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students. Statutory induction for ECTs supplements the school's induction process for all new staff and ensures the ECT is provided with appropriate guidance, support, training, development opportunities, monitoring and assessment through a structured but flexible individual programme.

Our induction processes will:

- support each ECT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.8 and successfully complete their statutory induction period
- ensure each ECT receives their statutory entitlements: trained induction tutor and dedicated ECF mentor with QTS; a reduced timetable for professional development (in addition to PPA time), observation of experienced teachers; have no unreasonable demands made of them; a pre-planned induction programme; a support plan when necessary; an ECF-based induction programme; formal observation of teaching at least each half-term with verbal and written feedback; regular meetings with the induction tutor and half-termly reviews of progress; fair and rigorous assessment against all of the Teachers' Standards; two formal assessment meetings and reports, and a named contact at the Appropriate Body for Suffolk Appropriate Body - this is Unity Teaching Hub.
- ensure each ECT accesses an ECF-based induction programme with dedicated support from their mentor
- provide appropriate support, advice and guidance to each ECT based on individual talents and needs including lesson observations each half-term
- provide examples of good practice and facilitate each ECT observing effective teaching based on their development needs
- support ECTs to develop positive relationships with all members of the school community for the enhancement of pupil outcomes
- encourage ECTs to become reflective practitioners, supported by ECF resources and personnel to aid personal development
- acknowledge success and celebrate good practice
- provide opportunities for professional development beyond the ECF if required
- support an understanding of the full role and responsibilities of a teacher

This policy is underpinned by a whole school commitment to support teachers new to the profession to develop their skills, pedagogy, and practice.

## **Roles and responsibilities Governing Body**

The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance. Prior to an ECT being employed the Governing Body will carefully consider the school's capacity to fulfil its obligations towards each ECT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

## **Head of School**

The Head of School has a significant role in the statutory induction process and will:

- ensure all ECTs are registered with an Appropriate Body
- work closely with the Appropriate Body throughout the statutory induction period, including quality assurance processes and any necessary fidelity checks
- ensure an appropriate ECF-based induction programme is in place
- appoint an induction tutor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained
- appoint a dedicated ECF mentor who has qualified teacher status, the time, and skills to undertake the role, and is appropriately trained
- ensure an appropriate, pre-planned induction programme is drawn up by the induction tutor and ECT
- ensure the ECT is provided with all statutory entitlements
- ensure the ECT has a suitable role to undertake induction as in paragraph 2.17<sup>1</sup> of the statutory guidance
- ensure assessment and monitoring is carried out and evidence of progress towards meeting the Teachers' Standards is recorded in professional reviews, progress reviews and assessment reports
- ensure the ECT is made aware (in writing), at any point during induction they are deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure the Appropriate Body is contacted at any point during induction the ECT is deemed 'not on track' to meet all the Teachers' Standards by the end of the statutory induction period
- ensure a support plan is put in place for any ECT deemed 'not on track' in order to bring them back on track
- ensure the support plan is shared with the Appropriate Body and work with them to bring the ECT back on track
- make a final recommendation to the Appropriate Body as to whether the ECT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' statutory guidance paragraph 1.8, and should pass their induction period
- keep the governors informed about induction arrangements for ECTs in the school.

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<sup>1</sup> [Statutory guidance](#)

## **Induction Coordinator**

Many tasks associated with the Head of School may be delegated to the induction tutor or other suitably experienced colleagues.

The induction coordinator will:

- ensure ECT is kept up to date on their progress and there will be nothing unknown, no surprises, at the time of a formal assessment.
- have responsibility for the day-to-day oversight of the pre-planned induction programme
  - undertake, and/or, arrange lesson observations as necessary, at least each half-term
- provide opportunities for the ECT to observe experienced teachers to support their understanding and professional development
- have oversight of the ECT's use of the timetable reduction for professional development
  - arrange support when necessary
- ensure rigorous and fair assessment throughout the induction process including professional reviews, progress reviews and assessment reports
- liaise with the dedicated ECF mentor to ensure pertinent information is considered
- inform the Head of School and the Appropriate Body, at the earliest opportunity, if concerns arise that the ECT is not 'on track' to meet all the Teachers' Standards, 'consistently over a sustained period' by the end of the statutory induction period'
- write a support plan and work with the ECT to bring the ECT back 'on track'
- share the support plan with the ECT, Head of School and Appropriate Body
- seek support, advice, and guidance from the Appropriate Body as necessary
- ensure reviews and assessments are completed on time so that the Appropriate Body can meet its obligations and ensure ECTs are informed of outcomes within the statutory timeframe.

## **Dedicated ECF induction mentor**

The mentor has the main responsibility for working with the ECT and the ECF throughout the statutory induction period.

The induction mentor will:

- work collaboratively with ECT and others in the school to ensure ECT receives a highquality ECF-based induction programme
- meet regularly with the ECT for structured mentor sessions based on the ECF
- provide targeted feedback and weekly instructional coaching based on ECF training programme and take prompt action if ECT appears to be having difficulties
- provide, or broker, effective support when required, which may be phase or subject specific
- ensure Head of School and ECT are aware if there are any concerns the ECT is not on-track to meet the Teachers' Standards by the end of the statutory induction period
  - work with the school and ECT if a support plan is required

## **ECT**

The ECT is expected to participate fully in the induction process, including all ECF activities, and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.8<sup>2</sup>.

The ECT will:

- provide evidence of Qualified Teacher Status
- collaborate with the induction tutor to agree a pre-planned induction programme
- agree with the induction tutor how the reduced timetable will be used
- provide evidence of how the Teachers' Standards are being met throughout the induction period
- participate fully in the monitoring and development programme
- work closely with the ECF dedicated mentor to access all aspects of the ECF to develop skills, pedagogy and practice to impact positively on outcomes for children/pupils/students
- participate effectively in observations, professional reviews, progress reviews and formal assessment meetings
- retain personal copies of both formal assessment reports.

If an ECT has any concerns about induction processes they should be raised within the school in the first instance. Where the school is not able to resolve the concerns the ECT should raise concerns with the Appropriate Body named contact: Emma Hepburn:

[EL.ECTenquiries@suffolk.gov.uk](mailto:EL.ECTenquiries@suffolk.gov.uk) . These contact details are also provided in the Suffolk Induction Handbook. ECTs will be reminded that their professional association is another source of advice and support.

### **The Early Career Framework**

From 1 September 2021, the Head of School is expected to ensure ECTs receive an ECF-based training programme that is embedded into induction practices in the school

The school will follow a provider-led Full Induction Programme.

### **Monitoring, assessment, and reporting**

The induction coordinator and ECT will undertake a professional review of practice by half-term in October, February and June over the course of two years. These will support ECT and induction tutor to gather evidence related to the Teachers' Standards and will be used to write formal reports. These will be uploaded to ECT Manager.

Progress reviews will be completed via ECT Manager by December and April for all ECTs.

The first formal report will be completed by mid July yearly for full time ECTs.

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### **Appropriate Body**

The Appropriate Body has the main quality assurance role for statutory induction. The school will work with the Appropriate Body by participating in quality assurance visits, phone calls and requests for information as appropriate.

### APPENDIX ITEM

#### **At risk procedures**

If any ECT encounters difficulties in their performance against 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.
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

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.

Where necessary, the Head/Appropriate Body's adviser will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT programme and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

### **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.

Where the school is unable to resolve any concerns, the ECT should raise concerns with the Appropriate Body.

This policy is based on and follows the guidance and statutory requirements set out in [Induction for early career teachers \(England\) - GOV.UK](#)