

# WEST PARK ACADEMY

## Early Career Teacher (ECT) Induction Policy and Guidelines



**Date Reviewed: November 2023**

**Date to be Reviewed: October 2025**

## 1. Rationale

The first years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support.

The ECF (Early Career Framework) 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 [see here](#) .

This programme will enable an ECT (Early Career Teacher) to form a secure foundation upon which they might fulfil their professional responsibilities, and on which they can build a successful teaching career.

The ECF 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 ECTs will be following a provider-led programme. Our accredited provider of choice is UCL, in partnership with the North East Training School Partnership (NETSP). The Appropriate Body (AB) is Darlington (for ECTs due to complete in 2024) or Tees Valley Teaching Hub (2024 onwards).

## 2. Purpose

West Park Academy's induction process has been designed to meet statutory requirements (ECF) [see here](#) and make a significant contribution to both the professional and personal development of ECTs, providing support which will enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECTs address any areas of concern
- provide a foundation for longer-term professional development
- to help ECTs meet all the core standards

The whole staff will be kept informed of the school Induction Policy and encouraged to participate, wherever possible, in its implementation and development. 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 is a crucial factor in its continued success.

## 3. Roles and Responsibilities

The following roles and responsibilities are based on those outlined within the DfE's statutory induction guidance for ECTs.

**Trustees** should:

- a) ensure compliance with the statutory induction guidance
- b) be satisfied that school has the capacity to support the ECT

- c) ensure the principals are fulfilling their responsibility to meet the requirements of a suitable post for induction
- d) investigate concerns raised by an individual ECT as part of the Trust's grievance procedures

### **The Principal**

The Principal, 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:

- a) have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- b) check that the ECT has been awarded QTS
- c) ensure that the appropriate body has been notified when an ECT is taking up a post in which they will be undertaking induction
- d) 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.
- e) 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
- f) ensure that an appropriate induction programme is in place
- g) ensure that the ECT's progress is reviewed regularly, including through observation and feedback on their teaching
- h) ensure that assessments are carried out and reports completed and sent to the appropriate body
- i) ensure an ECT receives a 10% timetable reduction in their first year of induction and a 5% timetable reduction in the second year
- j) recommend to the appropriate body whether an ECT's performance against the Teachers' Standards is satisfactory or requires an extension
- k) ensure that all relevant documentation relating to an ECT's induction is retained on file for six years

### **Induction Tutor**

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

- a) have due regard to the requirements set out in the DfE's statutory guidance for the induction of ECTs
- b) co-ordinate and oversee the ECT's professional development, in line with the requirements of the appropriate body
- c) 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
- d) ensure that the ECT's teaching is observed, and feedback provided on a half-termly basis
- e) ensure that all documentation concerning an ECT is submitted in line with the requirements of the appropriate body
- f) take prompt and appropriate action if an ECT appears to be having difficulties
- g) co-ordinate a programme of induction from UCL that complements the ECF
- h) support the ECT mentor
- i) keep the Principal informed of the ECT's progress

j) 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

### **ECT Mentor**

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

- a) act as a critical friend, mentor, and coach
- b) provide effective support
- c) 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
- d) ensure that they are fully prepared for each meeting
- e) 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
- f) engage fully with the mentor training and development provided
- g) work with the ECT to identify, on a half-termly cycle, their development needs
- h) share any concerns about the ECT's progress with the ECT and the induction tutor and address these through a supportive programme

### **Early Career Teacher (ECT)**

The ECT is expected to:

- a) provide evidence that they have QTS and are eligible to start induction
- b) meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- c) agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme
- d) provide evidence of their progress against the Teachers' Standards
- e) participate and engage fully in the agreed monitoring and development programme
- f) raise any concerns with their induction tutor as soon as practicable
- g) 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
- h) keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- i) agree with their induction tutor the start and end dates of the induction period
- j) retain copies of all assessment reports

The Trustee with responsibility for ECT's is Mr J McKellar, Mrs Emma Farrow is the ECT Induction tutor, Mrs Plum Harrison is the ECT Mentor.

## 4. Entitlement

ECT's should be proactive in his/her own career development. However, the induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

ECTs have the right to:

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- a) be employed in a post that enables them to teach classes within the age range and subjects for which they have been trained
- b) a 10% reduction of the normal teaching timetable in the first year and a 5% reduction in the second year
- c) help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the ECF induction programme in the school
- d) meet termly with their induction tutor to review progress
- e) meet weekly (in first year) and fortnightly (in the second year) with their mentor
- f) time and regular opportunities to meet with other ECTs.
- g) observe experienced colleagues teaching
- h) have their teaching observed by experienced colleagues, at least once every half term, with at least three of these observations being carried out by the induction tutor or members of the SLT
- i) to receive prompt written as well as oral feedback on the teaching observed and to receive advice, as necessary
- j) access external training and CPD as appropriate

## 5. Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective and developmental. Mentors should not carry out formal assessments or progress reviews. The following principles apply:

- a) ECTs should not be assessed against the ECF, but instead the Teachers' Standards
- b) ECTs should receive a formal assessment in the final term of the first year and the final term of the second year of induction
- c) 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 Yr 1			ECT Yr 2		
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.

## 6. At risk procedures

Principals and induction tutors 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:

- a) The progress reviews and formal assessment points provide an important mechanism to review whether an ECT is on track to successfully complete induction
- b) 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
- c) 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
- d) If it is apparent that an ECT is not making satisfactory process 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
- e) 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 ETC's objectives and support plan
- f) Progress reviews should clearly capture the ECT's unsatisfactory performance against the Teachers' Standards
- g) 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.

### 7. Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Mentor, Induction Tutor, Principal) in the first instance.

Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body (AB) contact.

The named AB contact is, Joanne Neasham - ECT Induction Manager for Darlington  
The named AB contact is John Hardy – ECT Induction Manager for Tees Valley

This policy was agreed and adopted in **November 2023**.