Springwell School

ECT Policy

Last review: June 2025

Next review: June 2026

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Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF).
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.

Principles

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 22nd April 2025
- The Early career framework reforms
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- Early career teacher induction: COVID-19 absence exemption

The 'relevant standards' referred to below are the Teachers' Standards.

The induction programme will be underpinned by the ECTE (Early Career Teacher Entitlement), enabling ECTs to understand and apply the knowledge and skills set out in the ECTE.

Prior to the ECT serving their induction, the Co-Headteachers and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically 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.

The programme is quality assured by HISP teaching school hub, our 'appropriate body (AB)'.

Posts for Induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory 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).
- Have an appointed induction mentor, who will have QTS.
- 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 or classes.
- Take part in similar 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 normally teach outside the age range and/or subjects they have been employed to teach.

Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Their designated induction mentor, who will provide regular structured mentoring sessions within the school day and targeted feedback.
- Observations of their teaching at regular intervals specifically two observations per term, one informal from the ECTs mentor and one formal from either the induction tutor or a member of SLT and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current areas for improvement and strengths.
- Opportunities to observe experienced teachers through best practice observations at least four times per term, either within the school or at another school with effective practice.
- Learning walks from the induction tutor twice per term to gather teaching standards evidence, support the ECTs wellbeing and celebrate strengths with the drop ins.

Assessments of ECT performance

Progress reviews will take place each term

Progress reviews will take place each term, whereby a report is written by the induction tutor summarising the ECTs strengths and areas for improvement against specific teaching standards

within that term. Evidence is gathered from two observations, drop ins, learning walks and feedback from ECTs, AHTs and meetings that the induction tutor has had with the ECTs.

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 ECT's induction tutor who is Jo Hughes (AHT).

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 is continuously shared with the ECT.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against all of the teaching standards. One of the Co-Headteachers 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 one of the Co-Headteachers, induction tutor and the ECT. The ECT also includes reflective comments within this report.

HISP and Springwell school use an online platform called ECT manager to report, view and sign these documents between the school and the accredited body. ECTs will be given a log in and password at the start of their employment. (See HISP TSH Appropriate body handbook for further information).

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for 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 should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

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.

In year one of induction the support plan is called a 'personal support plan.' In year two of induction the support plan is called a cause for concern plan (C4CP). These are reviewed every four weeks by the induction tutor, instead of progress reviews and shared with the appropriate body, alongside the support plan.

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.

Procedures

Roles and Responsibilities

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, targets and keep these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECTE based induction.
- Contribute to evidence of their progress against the teaching standards.
- Participate fully in the monitoring and development programme.
- Attend Springwell's new teacher induction training sessions.
- Participate in scheduled classroom and best practice observations, progress reviews and formal 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.
- Undertake the online ECTE induction training with support from the allocated mentor.
- Attend external ECTE based induction training.
- 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 at an early stage if there are difficulties in resolving issues with their induction tutor or within the school.

Role of the Co-Headteachers

The Co-Headteachers 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 (HISP TSH) when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance (see section above).
- 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 based induction programme is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure that progress reviews and 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 (noting that up until 1 September 2022, any absences due to coronavirus – in the form of school

closure, sickness, or self-isolation – will not count towards the 30-day absence limit that would extend the NQT's induction)

- 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.
- 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.

Role of the Induction Tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary).
- Carry out termly progress reviews throughout the induction period.
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- 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 each half term, 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.
- Oversee and manage the ECT's, mentors, AHT's and own contributions towards the ECTs evidence towards their teaching standards.
- Support the ECT to ensure they undertake four best practice observations per term.
- Undertake two learning walks in each ECTs class per term.
- Ensure that the ECT has an AM or PM release out of class each week in their first year of induction, or fortnightly in their second year of induction, to undertake various ECT jobs and workload.
- Ensure that mentors are released AM or PM fortnightly to meet their ECTs.
- 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.

Role of the Induction Mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback.
- 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 based programme.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring.
- Act promptly and appropriately if the ECT appears to be having difficulties.

Role of the Governing Board

The governing board 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 Co-Headteachers are 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 it 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.
- If it wishes, request general reports on the progress of the ECT on a termly basis.

Monitoring & Evaluation

This policy will be reviewed **annually** by SLT. At every review, it will be approved by the full governing board.