



The King's (The Cathedral) School

**Policy for the Induction of Early Career Teachers (ECTs)
at The King's (The Cathedral) School**

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Policy for the Induction of Early Career Teachers (ECTs) at The King's (The Cathedral) School

Rationale

We are committed to ensuring that our Early Career Teachers to develop expertise in all areas of the Initial Teacher Training and Early Career Framework (ITTECF). This will allow them to gain Qualified Teacher Status (QTS), meet the Teachers' Standards and make a seamless transition from ITT to the Early Career Teacher (ECT) programme. Our school will integrate the ITT experience and providers within the ECT programme.

The first two years of teaching as an ECT are not only very demanding but also of considerable significance in the professional development of an Early Career Teacher (ECT). Our school's induction process ensures that the appropriate guidance, support and professional development to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individualised programme explicitly linked to the [Early Career Framework \(ITTECF\)](#).

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built. Our school has decided to adopt the Full Induction Programme (FIP) School based [ECF](#) provided by the Cambridgeshire and Peterborough Teaching Hub.

This programme will include ongoing monitoring and assessment of performance against the Teacher Standards.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

Purposes

Our School's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- To collaborate with ITT providers to ensure that training and experience are aligned with the ECT programme
- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate coaching and support through the role of an identified Mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- to encourage and enable reflection on an ECTs own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to provide regular feedback on practice both verbal and written by an Induction Tutor;
- to help ECTs perform satisfactorily against the Teachers' 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. Our school is fully committed to the training and development of the Induction Tutor and Mentor in addition to the ECT.

Roles and Responsibilities

The Governing Body

The governing body will be fully aware of the contents of the DfE's Statutory Guidance on Induction for Initial Teacher Training and Early Career Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ITT and ECTs. Careful consideration is given, prior to any decision to work with ITT providers and ITTs and to appoint an ECT, as to whether the school currently has the capacity to fulfil all of its statutory and non-statutory obligations. The governing body will be kept aware and up to date about induction arrangements and the progress made by ITTs and ECTs during induction.

The School's Induction Leader is Alison Amps.

The School's Induction Tutor is Alison Amps.

The Headteacher

The Headteacher at The King's (The Cathedral) School plays a significant and leading role in overseeing the implementation of the ITTECT policy, ensuring that all statutory and non-statutory requirements are met. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up (including a 10% release time in Year One and 5% in Year Two of induction);
- ensuring the ECT is accessing the ECF via the FIP;
- ensure that adequate resources, support and time are given to ITT/ECT mentors;
- recommending to the Appropriate Body (AB) whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction (ensuring progress reports are submitted to the AB in Terms 1, 2, 4, and 5 and assessment reports at the end of Terms 3 and 6).

Many of the associated tasks will be carried out by the Induction Tutor. In addition to the statutory requirements the Head teacher will:

- Give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

The principal requirement for the ECT Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into our school's systems and structures. It entails not only a co-ordination role but also keeping records of activities and monitoring the quality assurance of provision. Responsibilities:

- To coordinate the induction programme for ECTs. This includes ensuring that the programme aligns with the Early Career Framework (ECF) and meets the individual needs of each ECT;
- ensure that ECTs receive regular monitoring and support. This involves observing ECTs' teaching practices, providing feedback, and offering guidance to help them meet the Teachers' Standards;
- Carry out assessments and regular progress reviews of ECTs to evaluate the ECTs' performance against the Teachers' Standards and provide constructive feedback to support their professional development;

- Liaise with the Cambridgeshire and Peterborough Awarding Body to ensure that ECTs complete their induction to teaching. This includes complying with any fidelity checks and keeping the Appropriate Body informed about the ECTs' progress;
- To stay informed about all relevant legislation and statutory guidance for induction to ensure that the school's induction practices comply with current regulations and best practices;
- To work in partnership with the Headteacher to implement the ITTECT policy effectively to ensure that the induction programme is well-integrated into the school's overall professional development strategy;
- To support mentors by providing training and resources to ensure that mentors are well-equipped to guide and support ECTs.

Mentor

In addition to the Induction Tutor (who has the responsibility for the formal assessment of the ECTs) a Mentor is appointed to provide on-going support on a daily basis and to work alongside the ECT as they engage with the ECF. The Mentor holds regular meetings with the ECT and contributes to the judgements about the ECTs performance against the Teachers' Standards helping to provide the Induction Tutor with evidence to support the progress made by the ECT. It is also the role of the Mentor to support the ECTs engagement in the ECF and ensure this learning impacts positively upon the ECTs progress towards meeting the Teacher Standards.

Responsibilities

- Provide valuable advice and assistance, sharing their knowledge and experience to help ITT/ECTs make Regularly observe ITT/ECTs' teaching practices and provide constructive feedback to help ECTs understand their strengths and areas for improvement, fostering continuous professional development;
- Serve as role models, demonstrating professionalism, integrity, and positive values by showcasing the behaviours expected from ITT/ECTs and inspire them by sharing their own successes and how they overcame challenges;
- Provide encouragement and motivation, especially during challenging times. They help ITT/ECTs stay engaged and motivated in their professional journey;
- Offer career guidance, helping ECTs explore career options, set goals, and develop contacts;
- To assist ECTs in navigating their career paths and achieving their professional aspirations;
- To engage in their own professional development to enhance their mentoring skills;
- To work closely with Induction Tutors to ensure a cohesive approach to supporting ECTs. This collaboration helps align the mentoring process with the overall induction programme.

Entitlement

The ECT should be proactive in his/her own career development. However, our 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). The key aspects of the induction programme for ECTs at The King's (The Cathedral) School are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis;
- Structured visits made to the school, prior to taking up appointment, with time to discuss the ECF, developments needed and how they will be assisted in meeting their targets;
- Help and guidance from an Induction Tutor who is adequately prepared for the role and will co-ordinate the induction programme;
- Regular meetings with Mentors, Senior Managers, Subject Leaders and other key staff where appropriate;

- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme;
- Time to observe experienced colleagues teaching both within this school and visiting other settings;
- A reduction of 10% of the average teacher's workload in Year One and 5% in Year Two. This time is used primarily for participating in the ECF and is in addition to the statutory 10% non-contact time (PPA) already allocated to teachers;
- Have teaching observed by experience colleagues on a regular basis;
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate;
- Opportunities for further professional development based on agreed targets.

Lesson Observation, and Target Setting

These will be followed and completed in accordance with the DfE's guidelines on ECT induction as also outlined in the ECT Induction Handbook provided by the LA acting as the Appropriate Body. In summary each ECT is observed formally once each half term. Targets are reviewed during each half term at the weekly meetings. In addition, targets and progress towards meeting the Teacher Standards is reviewed formally at the end of each term at a review meeting. The review meeting is where the end of term progress report or formal assessment report is shared with the ECT and the ECT is invited to add their comments to the report before it is submitted to the Appropriate Body (AB). Those in attendance at the end of term review meetings include the ECT, Mentor and Induction Tutor, the Headteacher may also attend these meetings.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance;
- Formative assessment (e.g. lesson observation, target setting, pupil progress, book scrutiny) and summative assessment (termly induction reports) will be used;
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view;
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation;
- The Induction Tutor will ensure that assessment procedures are consistently applied;
- Copies of any records will be passed to the ECT concerned including a copy of each of the end of term progress / assessment reports;
- Assessment reports at the end of Terms 3 and 6 will give details of:
 - areas of strength (linked to the Teacher Standards)
 - areas requiring development (linked to the Teacher Standards)
 - evidence used to inform judgements,
 - targets for the next period of induction (linked to the Teacher Standards)

Engagement in the ECF will be reviewed each term. However, this is a programme of CPD to support effective progress towards meeting the Teacher Standards. The ECF is not and will not be used as an assessment tool.

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 (the school will not wait until the end of term when the assessment report is submitted to the LA).

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 teacher and LA Appropriate Body ECT Induction Manager will support the Induction Leader and ECT. Such support will take the format of a review of the support plan, observing the ECT in the classroom and planning an appropriate programme to ensure satisfactory completion of induction 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 does not resolve them the ECT should raise concerns with the named Appropriate Body contact. Details are included in The ECT Induction Handbook given to all schools by the AB.

This policy was agreed and adopted in February 2025. It will be reviewed:

- as part of the school's development cycle;
- prior to this date should there be any changes to statutory requirements.

This policy is based on and follows the guidance and statutory requirements set out in the DfE's statutory guidance for induction and Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

https://assets.publishing.service.gov.uk/media/6629237f3b0122a378a7e6ef/Induction_for_early_career_teachers_England_statutory_guidance_.pdf