



Park House School

ECT Policy

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Park House School

Early Career Teachers Policy



Approval and review:

This policy is the responsibility of: Deputy Headteacher

This policy was approved by the Local Governing Body on:

This policy is due for review by: March 2026

This Policy applies to Park House School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the HR Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT HR Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT HR Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

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1. Introduction and aims

The staff and governors of our school recognise that the appointment of an ECT makes a valuable contribution to the development of our school. Through the development of a real partnership there is an opportunity to bring new ideas, approaches and thinking to the school as well as the school influencing the beginning of a new career for the ECT. Governors and staff understand that early experiences in teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the confidence and awareness necessary for good and outstanding teaching.

We will ensure that ECT induction in our school:

- Complies with statutory requirements and fully aligns with the Early Career Framework
- Helps the ECT to build upon the knowledge, skills and understanding developed in initial teacher training
- Provides a foundation for longer-term professional development, within the context of individual needs
- Includes systematic, fair and rigorous assessment procedures, based on evidence of the ECT's professional practice over time
- Provides sufficient and timely support in order to meet the national teachers' standards and to make improvements where needed.
- provides opportunities for the ECT to observe other members of teaching staff to see effective practice and to visit other schools/settings where possible
- ensures reasonable level of duties and responsibilities eg. by delaying subject leadership

2a. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021.
- The [Early career framework reforms](#).
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

This policy complies with the Trust's Funding Agreement and Articles of Association.

2b. Links with other policies

This policy links to the following policies and procedures:

- Greenshaw Learning Trust HR Policy
- GLT Induction and Probation Policy

3. Links with other policies

- The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.
- Prior to the ECT serving their induction, the headteacher 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 the Ambition Institute and National Teacher Accreditation, our 'appropriate body'.

4. Roles and responsibilities

- [Induction for early career teachers \(England\) statutory guidance, Revised March 2021](#)

(See pages 34 – 40)

The Early Career Teacher is expected to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment reports.

The Headteacher/principal is expected to:

The Headteacher 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 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 4.1 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 ECF-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 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

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- 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.

There may also be circumstances where the headteacher/principal is expected to:

- Obtain interim assessments from the ECT's previous post;
- Act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- Ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- Notify the appropriate body as soon as absences total 30 days or more;
- Periodically inform the governing body about the institution's induction arrangements;
- Advise and agree with the appropriate body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- Consult with the appropriate body in cases where a part-time ECT has completed a period covering, but not equivalent to, two school years and has met the necessary requirements to reduce induction;
- Provide interim assessment reports for staff moving school in between formal assessment periods; and
- Notify the appropriate body when an ECT serving induction leaves the institution.

Induction tutor is expected to:

The induction tutor will:

- Provide guidance and effective support to the ECT(with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment doesn't occur.
- 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 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.
- 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.

Induction tutors are also expected to raise any concerns around an ECT's progress with the Appropriate Body at any point within the induction, including the sharing of any support plans.

Mentors are expected to:

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 ECF-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.

Please note that the mentor and induction tutor are two discrete roles held by different individuals. {See *'Induction for early career teachers (England)'* statutory guidance, paragraphs 2.41 - 2.43, page 20.}

5. ECT induction

Reduced timetable

In the first year of induction, ECTs will have a 10% reduction in their timetable and in the second year a 5% reduction. This is in addition to the timetable reduction for planning, preparation and assessment time (PPA) and can support ECTs in their professional development, eg ECF-based training activities, including self-directed study.

ECF training programme

ECTs will receive a programme of training that enables them 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. Early career Framework-based training is embedded as a central aspect of induction. It is not an additional training programme.

Suitable post for induction

A suitable post will:

- Provide the ECT with an ECF-based induction programme;
- Provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- Include the appointment of an induction tutor who is expected to hold QTS;
- Include the appointment of a designated mentor who is expected to hold QTS;
- Provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- Not make unreasonable demands upon the ECT;
- Not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- Not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- Involve the ECT regularly teaching the same class(es);

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- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged in; and
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

6. Support, monitoring and assessment of ECTs

Ongoing Support

ECTs are supported through:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and coordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, 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 needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

Monitoring and assessment

Ongoing monitoring and support plays a vital role in building a picture of the ECTs' performance over time and hence ensuring that needs are well met. Alongside this, there are key points of assessment and review, see below.

YEAR 1 of 2				
Term	Ongoing	Observations	Progress meetings	Reports
1	Ongoing monitoring and support	Observation and written feedback		
2	Ongoing monitoring and support	Observation and written feedback	Progress Review (+Tracker)	Progress report to AP
3	Ongoing monitoring and support			
4	Ongoing monitoring and support	Observation and written feedback	Progress Review (+Tracker)	Progress report to AP
5	Ongoing monitoring and support			
6	Ongoing monitoring and support	Observation and written feedback	Assessment meeting (+Tracker)	REPORT ONE

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YEAR 2 of 2				
Term	Ongoing	Observations	Progress Meetings	Reports
1	Ongoing monitoring and support	Observation and written feedback		
2	Ongoing monitoring and support	Observation and written feedback	Progress Review (+Tracker)	Progress report to AP
3	Ongoing monitoring and support			
4	Ongoing monitoring and support	Observation and written feedback	Progress Review (+Tracker)	Progress report to AP
5	Ongoing monitoring and support			
6	Ongoing monitoring and support	Observation and written feedback	Assessment meeting (+Tracker)	FINAL REPORT

Observations

ECTs will receive several types of observation and feedback over the course of their induction including:

- Weekly drop ins (5-15 minutes) by their mentor with verbal feedback during weekly meetings:
- Formal full lesson observations by the ECT Lead with written feedback each term
- Developmental Drop Ins in line with the Park House School coaching model

Assessment reports

There are two formal assessment reports, one at the end of the first year and one at the end of the second year, which are completed online.

The first report shows performance against each standard with a judgement about whether progress is satisfactory for this stage. The ECT will be expected to add their comments as part of this online process.

The final assessment report, again shows performance against each standard and will include a recommendation to the appropriate body on whether the ECT has met /not met the Teachers' Standards or whether an extension is being requested.

7. In the event that satisfactory progress is not being made

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, ensuring that:

- 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.

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

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 or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

The headteacher/principal and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the standards
- an effective support programme is in place to help improve performance, including time deadlines and points of review / evaluation and
- the headteacher/principal has explained to the ECT the consequence of failure to complete the induction period satisfactorily.

Although unusual, 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. If this is the case, for as long as the ECT remains at the setting, the induction process and support continue in parallel with the capability procedure. The Appropriate Body will be kept informed. Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another setting.

Making an appeal

If an ECT fails induction, or has their induction extended, the Appropriate Body will advise the ECT of their right to appeal, who to appeal to and the time limits etc. In England, the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. Further guidance on the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>