



A School Partnership In Rural England

Motto : ‘ **We Aspire to Inspire**’

**Our Values** – using the initials of the names of the schools.

**K** – Kindness

**U** – Understanding

**P** – Patience

**H** – Honesty

**L** – Love

**B** – Boldness

## **Early Career Teachers (ECT) Induction Policy**

### **Document History**

New Policy - Reviewed and approved by Federation GB 19 November 2019

Reviewed and approved by Federation GB 26 November 2020

Reviewed and approved by Federation GB 30 November 2021

Renamed ECT Induction Policy, reviewed and approved by Federation GB 15 November 2022

Reviewed and approved by Federation GB 28 November 2023

Reviewed and approved by Federation GB 10 December 2024

Reviewed and approved by Federation GB 25 November 2025

Reviewed and approved by Federation GB 24 March 2026

Annual Review

*The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.*

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

### **Leeds & Broomfield Church of England Primary School**

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

*"As many hands build a house, so many hearts make a school."*

*(Matthew Ch 7 24-27)*

**RESPECT      RESILIENCE      EMPATHY      CURIOSITY      HONESTY**

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

### **Ulcombe Church of England Primary School**

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices (good or bad) is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in their wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

*"One body, many members, learning together surrounded by God's inclusive love."*  
(Corinthians 12:12-14)

**TRUST      RESPECT      HOPE      ENDURANCE**

## **Rationale**

The ECT induction process at ASPIRE federation ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

## **Purposes**

Our 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 provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate coaching and support through the role of an ECT Mentor;
- to provide ECTs with varied examples of good practice;
- to help ECTs form good relationships with all members of the school community;
- to help ECTs become aware of the school's role in the local community;
- to encourage reflection on their 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 help ECTs perform satisfactorily against the current Teachers' Standards.

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.

## **Roles and Responsibilities - The Governing Body**

The governing body will be fully aware of the contents of the DfE Initial Teacher Training and Early Career Framework 2024 which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

## **Roles and Responsibilities - The Head of School/ executive Head of school/ EHT**

The Head of school/ EHT plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an ECT Mentor, the head of school/ EHT will also observe each ECT as required, but at least once a term.

Statutory responsibilities are:

- Selecting an ECT Mentor and ensuring they are registered with Kent LA;

- Registering the ECT with the DFE and Appropriate Body
- Ensuring an appropriate induction programme is organised via the chosen Appropriate
- Body (currently Kent School teaching Hub - (KTSH))
- Informing KTSH as to whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Head of school/ EHT may not delegate these responsibilities, many of the associated tasks will be carried out by an ECT Mentor or other suitably experienced colleagues.

In addition to the statutory requirements the Head of school/ EHT will:

- Observe and (if necessary) give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing Appropriate Body immediately;
- Keep the governing body informed about ECT induction arrangements and the results of formal assessment meetings.

### **Roles and Responsibilities - The ECT Mentor**

The principal requirement for the ECT Mentor is to provide regular support and coaching of the Early Career Framework (ECF). The mentor will match judgements about ECT performance against the Teachers' Standards. The role also requires the ECT Mentor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, providing opportunities to participate in additional support, e.g. partnership with other teachers in school, providing support and guidance and enabling the rigorous but fair assessment of ECT performance.

### **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 are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis;
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported;
- Help and guidance from an ECT Mentor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the ECT Mentor and other key staff as appropriate;
- Time and regular opportunities to meet with other ECTs and teachers.
- Observe experienced colleagues teaching;
- A reduction of 10% of the average teacher's workload (reducing to 5% during the second year). This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time 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;
- Opportunities for further professional development based on agreed targets.

## **Lesson Observation, Review and Target Setting**

These will be followed and completed in accordance with the DfE guidelines on ECT induction.

## **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) 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;
- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.

(All of the above will be clearly referenced to the ITT and ECF (see Appendix 1) )

## **At Risk Procedures**

If an 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 of school/ EHT will support the ECT Mentor and ECT in observations and in planning an appropriate programme to ensure satisfactory completion of the ECT year 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 head of school in the first instance. Where the school does not resolve them the ECT should raise concerns with the Aspire Induction Lead who will support or signpost to the Appropriate Body if necessary.