

Spires Federation

Policy

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Early Career Teacher Policy

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Introduction

At Spires, we aim to provide the highest quality education to enable every pupil to achieve and make a positive contribution to society. We understand that children need to be motivated if they are to succeed in life, and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination. We expect all of our learners to achieve their potential, regardless of their personal circumstances, through educational provision delivered in a manner whereby learning is made as relevant, purposeful, coherent and enjoyable as possible.

To ensure that this aim is met, we believe that it is important to fully nurture, develop and support all staff at every stage of their career. The following policy is therefore aimed at enabling an Early Career Teacher (ECT) to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. The Early Career Framework (ECF) provides an evidence base which will ensure that all ECT's receive the appropriate professional development by clearly setting out what each ECT should learn in their first two years as a teacher. Through the ECF, our ECT's will receive the appropriate support, training and guidance necessary to develop their skills and knowledge base.

The full and core induction programmes include high-quality development materials, underpinned by the ECF, which will support early career teachers to develop the essential knowledge and skills to set them up for a successful and fulfilling career in teaching.

The School will have three ECF options:

- The Full Induction programme (FIP): This is provided by a local Teaching School Hub via lead/national providers.
- The is the Core Induction Programme (CIP): The Spires Federation delivers their own training using DfE-accredited materials and resources. This package must be 'fidelity checked' by the Appropriate Body.
- The School Based Programme: The Spires Federation designs and delivers their own ECF-based induction. This package must be fidelity checked by the Appropriate Body.

Purpose

Spires will have an induction process that has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include

- to follow the statutory guidance, in conjunction with the local Teaching School Hub, to ensure compliance and to plan for a successful programme of support;
- to provide appropriate counselling 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 reflection on their own and observed 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 and guidance with career development;
- to help ECTs perform satisfactorily against the Teachers' Standards.

All school 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.

Roles and Responsibilities

The Local Governing Body

The local governing body will be expected to be fully aware of the contents of the DfE's statutory guidance on the Early Career Framework, which sets out a 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 local governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Appropriate Body

Once an ECT has been appointed, the Headteacher must notify the Appropriate Body in advance of the ECT taking up post. Failure to do so may delay the start of the induction period. At registration, the Appropriate Body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

The Headteacher

The Headteacher will play a significant and leading role in the process of inducting new colleagues to the profession. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an Induction Tutor or other suitably experienced colleagues. In addition to the statutory requirements the Headteacher will:

- observe and 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 local governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor / ECF Lead

The principal requirement for the Induction Tutor is to be responsible for the overall management of initiating ECTs into the teaching profession and into a school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, liaising with the Teaching School Hub to be the lead for the ECF programme, being an advocate for ECT in school and providing opportunities for these beginner teachers to participate in additional supporting activities, e.g. brokering CPD opportunities, providing support and guidance and the rigorous but fair assessment of ECT performance.

Mentor

The role of the Mentor has been significantly enhanced under the new ECF policy. In addition to the Induction Tutor, who has the responsibility for the formal assessment of the ECT, a Mentor is appointed to provide on-going support on a daily basis. The Mentor will contribute to the judgements about the performance against the Teachers' Standards and is responsible for keeping a record of mentor meetings. Mentors will be asked to provide a summative comment about the ECT's progress against the Standards prior to each assessment point. The Headteacher should identify a person to act as the ECT's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work

successfully in this role. Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training, where appropriate.

Entitlement

The ECT should be proactive in his/her own career development. In addition to this, our schools' induction programmes will ensure 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 an induction programme are as follows:

- enrolment onto the ECF two-year programme with the Teaching School Hub. This will provide rigorous training for both ECT and their mentors. All training content is aligned to the ECF and provides ECT with training in the 5 core areas;
 1. Behaviour management
 2. Pedagogy
 3. Curriculum
 4. Assessment
 5. Professional Behaviours
- The ECT will have weekly mentor meetings in year 1 of the ECF (fortnightly) and 20 hours of mentoring in year 2;
- Mentors will receive training of 36 hours across the 2 years of the programme;
- The ECT will have regular progress checks (terms 1, 2, 5 and 5 based on a FTE contract) and 2 formal assessment points at the end of year 1 and year 2;
- help and guidance from an Induction Tutor who is adequately prepared for the role and will coordinate the induction programme;
- regular meetings with mentor, senior managers, subject coordinators, phase specialists and other key staff where 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 in year 1 and 5% reduction in year 2;
- 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, Reviewing and Target Setting

An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the Induction Tutor or another suitable person from inside or outside the institution.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective. ECTs should have formal assessments carried out by either the Headteacher or the Induction Tutor. Mentors should not carry out formal assessments unless they are also acting as the Induction Tutor. ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for each assessment point:

- evidence for assessments must be drawn from the ECT's work as a teacher during their induction;
- to ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents;
- there is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme;
- judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

ECT assessment will continue to be against the Teachers' Standards only and not against the Early Career Framework (ECF).

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 teaching 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 Headteacher/named contact at the Appropriate Body will support the Induction Tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the induction period 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. There must never be any surprises about areas of concern for the ECT.

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 Essential Guide to Induction.

This policy is based on and follows the guidance and statutory requirements set out in [Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/statutory-induction-guidance-2018.pdf)- 'Statutory guidance on Induction for early career teachers (England)