



Hounslow Town Primary School Early Careers Teacher (ECT) Policy

Approved by:	FGB	Date:
Last reviewed on:	April 2025	
Next review due by:	April 2027	

Aims

The school aims to:

- lead an effective ECT programme that meets all statutory requirements
- provide ECTs with a supportive environment that develops and equips them with the tools to be effective and successful teachers

Legislation and Statutory Requirements

Statutory induction lasts two full academic years or the equivalent. ECTs must complete this programme satisfactorily to be eligible to continue teaching in maintained schools in England. Absence and part-time working are addressed in accordance with DfE guidance.

This policy is based on the DfE's statutory guidance and relevant legislation, including:

- Education (Induction Arrangements for School Teachers) (England) Regulations 2012.
- Statutory Induction Guidance for Early Career Teachers (2023).
- Early Career Framework (2021). This will be replaced by the Initial Teacher Training and Early Career Framework (ITTECF) in September 2025
- Teachers' Standards (2011, updated 2021).

The school is committed to complying with all statutory requirements and to providing ECTs with the full entitlement to support, mentoring, and professional development.

Roles and Responsibilities

Headteacher

- ensure statutory compliance with the induction process
- check that the ECT has been awarded QTS
- assign an induction tutor
- oversee the induction tutor's roles and responsibilities
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- ensure that formal assessments are carried out and reads and signs formal reports in a timely manner
- make the governing board aware of the support arrangements in place for ECTs
- participate in the Appropriate Body's quality assurance procedures of the induction programmes

Induction Tutor

- liaise with the Appropriate Body
- notify the Appropriate Body when an ECT has joined the school and requires induction
- keep up to date with statutory requirements and undertake professional development where necessary
- ensure ECTs have access to a reduced teaching timetable (10% in Year 1, 5% in Year 2)
- oversee the ECT's progress against the Teachers' Standards
- coordinate assessment points and make informed judgements at the end of each induction year
- provide and monitor progress reviews and formal assessments
- provide guidance and effective support to ECTs and their mentors
- monitor mentors' support of ECTs
- ensure that the ECT's teaching is regularly observed (half termly for Year 1, and termly for Year 2) and constructive feedback is provided promptly
- ensure mentors have adequate time to meet with and support their ECT weekly
- undertake formal assessment meetings, coordinating input from other colleagues as appropriate
- write accurate and timely progress reviews and formal assessments
- maintain and keep accurate records
- take prompt, appropriate action if the ECT appears to be having difficulties

Mentors

- deliver ECF-based mentor and coaching sessions (weekly for Year 1 and fortnightly for Year 2)
- foster reflective practice and promote continuous professional learning
- provide support around assessment and review periods
- engage weekly with UCL Extend website to access ECF materials and training opportunities

ECT

- provide evidence of QTS and eligibility to commence induction
- engage proactively with the ECF-based induction programme on a weekly basis
- show commitment to meeting the Teachers' Standards
- utilise ECT release time to work towards ECF-based activities, targets and continued professional development opportunities
- reflect on feedback and seek support where needed
- participate in scheduled classroom observations, progress reviews and formal assessment meetings
- keep professional relationships with colleagues and the wider school community including parents
- actively engage with the wider life of school as set out in the teaching standards
- if any concerns, raise these with the induction tutor as soon as they can
- promptly consult the Appropriate Body if there are difficulties in resolving issues with the induction tutor or school

Governing Body

- ensure the school complies with statutory guidance
- be satisfied that the school has the capacity to support ECTs
- ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction period
- investigate concerns raised by any ECTs as part of the school's grievance procedure
- provide oversight but not engage in performance assessments of individual ECTs

Induction Support

Each ECT will:

- be provided with the necessary employment tasks, experience and support to enable them to demonstrate good performance against the relevant standards throughout, and by the end of, the induction period
- have an appointed induction tutor and mentor, who will have QTS
- have a reduced timetable (by 10% in Year 1 and 5% in Year 2) to allow them to undertake activities in their induction programme
- regularly teach the same class or classes
- take part in similar planning, teaching and assessment processes to other teachers working in similar posts

The school will support ECTs with:

- their designated induction tutor who will provide day-to-day monitoring and support, and coordinate their assessment
- observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- monitoring in line with the school's monitoring and assessment policy which may include, amongst other things, book looks, planning checks and data analysis
- regular professional reviews of their progress, during which their objectives are reviewed and revised in relation to relevant standards, and their current needs and strengths
- opportunities to observe experienced teachers with effective practice

Assessment of ECT Performance

- formal assessments and meetings will take place half termly for Year 1 ECTs and termly for Year 2 ECTs
- these meetings are to be informed by clear, transparent evidence gathered during the preceding assessment period, drawn from the ECT's work as a teacher and from their induction programme.
- after these meetings, formal assessment reports will be completed that clearly show how the ECT is performing against the relevant standards, celebrates successes and has clear steps for improvement
- at the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.
- the ECT will then add their comments to the final form
- once read and signed by the headteacher, the form will be sent to the Appropriate Body who will make the final judgement as to whether the ECT has passed their induction period.

Additional Support Procedures

If at any point the ECT is not on track to meet the Teachers' Standards, additional monitoring and support measures must be put into place immediately, meaning:

- an action plan will be created with targets and support strategies
- additional observations and review sessions will be scheduled
- the Appropriate Body will be informed and involved
- in some cases, the induction period may be extended

Wellbeing and Professional Conduct

Safeguarding and Wellbeing

The school has a duty of care to its ECTs and is committed to safeguarding and supporting their wellbeing.

ECTs:

- receive safeguarding training as part of their induction and refresher sessions will be implemented each academic year or as necessary
- are encouraged to discuss workload and wellbeing with their mentor and induction tutor
- have access to pastoral and mental health support

Behaviour and Conduct

ECTs must consistently demonstrate high standards of personal and professional conduct as outlined in Part Two of the Teachers' Standards. This includes:

- maintaining a professional attitude
- safeguarding pupils' welfare
- upholding school policies

Policy Monitoring and Review

The implementation and impact of this policy is monitored by:

- the induction tutor and headteacher through internal quality assurance processes
- feedback from ECTs, mentors, induction tutor and headteacher
- governing board oversight

This policy will be reviewed every two years and will be updated to reflect changes in statutory guidance or school practice.

Terms

ECT – Early Careers Teacher

ECF – Early Careers Framework

ITTECF – Initial Teacher Training and Early Career Framework

DfE – Department for Education

AB – Appropriate Body

IT – Induction Tutor

QTS – Qualified Teacher Status