



School Policy 12a – Early Careers Teachers Induction Policy

The Governors' Committee responsible for this is the Curriculum, Teaching and Learning Committee. The people in the school who prepare the text of this policy for the Headteacher, and the Governors is the Senior Assistant Headteacher Quality of Teaching, Teacher Education and Staff Development. This policy was reviewed in **November 2025** and is reviewed annually.

Introduction

Learning to teach well is a vital goal for our educational system. For teachers new to the profession, it is essential to understand how children learn, develop knowledge and skills, and can be supported to establish solid foundations for future learning. Effective teaching approaches ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies, all of which are critical for student success.

Our school motto, "Academic excellence for each person in a Christian community," reflects our commitment to the entire community and aligns with our curriculum vision. For Early Career Teachers (ECTs) joining our school and the profession, it is essential that they are given the support and resources needed to thrive, be well-educated, and learn with confidence as part of our school community.

Our support program for ECTs is designed not only to comply with statutory processes and guidelines but also to embody the ethos of our school. We aim to enable ECTs to realise their potential and actively contribute to their role and the broader school community. By fostering an environment of support and growth, we ensure that our teachers are well-equipped to provide the highest quality education and uphold the values that our school represents.

All qualified teachers employed in a state school in England must, by law, complete an induction period of two school years satisfactorily. This induction period is the bridge between Initial Teacher Training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Early Career Framework (ECF), with monitoring and an assessment of performance against the [Teachers' Standards](#).

The programme should support an ECT in meeting the Teachers' Standards by the end of the induction period and equip them with the tools to be an effective and successful teacher. The Teachers' Standards apply to all ECTs; they form part of the framework of professional standards for teachers and are the standards which underpin all the subsequent standards.

This Early Career Teachers Induction Policy has been written in line with the DfE Statutory document, [Induction for Early Careers Teachers, updated April 2024](#) and the [Early Career Framework](#).

Rationale for this policy

The first years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate support. At Archbishop Tenison's, our induction programme is designed to facilitate a seamless transition from training to the teaching profession by providing appropriate guidance, support, and challenge. Our ECT induction programme aims to help ECTs build a strong foundation for a successful teaching career.

The two-year ECT induction programme is designed to help ECTs establish a solid foundation for a successful teaching career. Archbishop Tenison's work in collaboration with The Collegiate Trust, the Sussex Coast Schools Alliance and are partnered with UCL/IOE to deliver the Full Induction Program for the Early Career Framework. Both the Sussex Coast Schools Alliance and The Collegiate Trust ensure the quality of the training sessions.

Archbishop Tenison's ECT induction program is structured to fulfil statutory requirements while making a substantial impact on the professional and personal growth of our ECTs. It provides support aimed at helping them develop competence in meeting the Teachers' Standards and making a valuable contribution to our school.

Responsibilities

The Governors will be fully informed of the Department for Education's statutory guidance on induction for early career teachers (England), which outlines the school's responsibility to provide the necessary monitoring, support, and assessments for ECTs. Before deciding to appoint an ECT, careful consideration is given to whether the school has the capacity to meet all its obligations over the two-year induction period. The Governors will stay informed about induction arrangements and the progress of ECTs through the Headteacher's report and/or direct communication with the Induction Tutor at the school. The Chair of the CTL Committee will share relevant information regarding current ECT with the Chair of both the EPC and SFP committees where relevant.

The Headteacher plays a significant and leading role in the process of inducting new colleagues into the profession. Their statutory responsibilities include:

- Ensuring an appropriate induction programme and support are in place
- Appointing a suitably experienced teacher to the role of induction tutor
- Recommending to the appropriate body (Wandle Teaching School Hub) whether an ECT has met the requirements for satisfactory completion of the induction period
- Ensuring each ECT has a school-based mentor

Many of the tasks associated with the above responsibilities will be carried out by the induction tutor and mentor, but the Headteacher will make the final recommendation to the Wandle Teaching School Hub, acting as the Appropriate Body.

In addition to the statutory requirements, the Headteacher will:

- Observe and give written warnings to any ECT at risk of failing to meet the Standards
- Keep the Governing Body informed and up to date about induction arrangements and ECT progress

The Induction Tutor is primarily responsible for the management of the overall process of initiating ECTs into the teaching profession. This role involves not only coordination but also maintaining records of activities and monitoring the quality of the provision. Key tasks include organising a central induction program, providing support and guidance, and conducting rigorous, fair, and consistent assessments of ECT performance.

The induction tutor leads ECTs and mentors in the ECF provision, working in collaboration with the delivery partner, Sussex Coast Schools Alliance, and The Collegiate Trust. The induction tutor will ensure that ECTs are building strong and successful relationships with their mentors.

Other responsibilities include:

- Supporting each Mentor to ensure each ECT enjoys consistent, high-quality provision throughout the year, and ensuring that any concerns about a ECT's progress is picked up on early and appropriate support is put in place.
- Ensuring that the monitoring Progress Reviews in terms 1, 2, 4 and 5 are conducted as well as the two formal assessments points are completed and submitted to the appropriate body by the agreed deadline
- Observing ECTs routinely, either individually or with the relevant Mentor. After each observation, the observer will provide feedback and coaching to the ECT and debrief to the relevant Mentor.
- Ensuring that where an ECT is not satisfactorily meeting the Teachers' Standards appropriate support is put in place and all relevant parties have been notified of any necessary measures.

The mentor monitors the progress of and provides day to day support for an ECT. A mentor is assigned to each ECT with the role of providing support, both informally and through a formal timetabled slot. The mentor's responsibilities include offering effective, regular, and targeted feedback to the ECT and contributing to assessments of the ECT's progress against the Teachers' Standards.

Meetings between Mentors and their ECTs will focus on developing knowledge and skills relating to the Teachers' Standards, namely but not exclusively:

- Teaching and learning strategies, with a focus on judiciously implementing approaches to meet the needs of different groups of learners and facilitate their progress.
- Classroom and behaviour management.

- Effective lesson planning for both sequences of lessons and individual lessons.
- Summative and formative assessment.
- Personalizing provision to meet the needs of various cohorts of learners.
- Effective use of the learning environment.
- Targeting individual professional development needs.
- Support with data tracking, collections, and analysis.
- Assistance with Parents' Evening preparation.

Much of the learning for ECTs is self-directed study. The mentor's role is crucial in providing support and guidance to help ECTs manage their studies, stay aligned with the curriculum, and foster their engagement. Mentors play a pivotal role in both supporting and challenging ECTs to grasp theoretical concepts and apply them in practical settings. They collaborate with the ECT and colleagues to ensure they receive high-quality ECF-based induction, including phase- or subject-specific support and coaching.

The mentor will be allocated sufficient time to fulfil their role effectively and meet the needs of the ECT. They are required to attend regular mentoring sessions and receive mentor training as necessary.

Additionally, the mentor is responsible for frequent drop-ins on the ECT's lessons. These observations should focus on specific aspects of the ECT's teaching, agreed upon in advance and informed by the Teachers' Standards and the ECT's personal professional needs. Feedback should be prompt and constructive, with specific steps provided for addressing areas of development. All written records will indicate any identified developmental needs.

At the end of each year of the induction period, the Mentor is to support the Induction Tutor in completing an accurate formal assessment of the ECT's progress in relation to the Teachers' Standards and discussing this with the ECT. Similarly, at the end of each term where a formal assessment is not scheduled, the Mentor is to support the Induction Tutor in carrying out Progress Reviews to monitor the progress their ECT is making.

Where an ECT is experiencing difficulties, it is the Mentor who is responsible for recognising this, for liaising with the ECT and the Induction Tutor, and for ensuring that an appropriate support programme is put in place and monitored.

The ECT is responsible for both monitoring and evidencing their progress against the Teachers' Standards, as well as participating fully in the agreed development program provided by the Tutor, ECF Programme Provider, the School, and at the departmental level.

Each ECT is given a reduced timetable—10% in their first year of induction and 5% in their second year. This time off timetable should be specifically used to undertake activities in their induction programme, such as:

- Regular scheduled meetings with their Mentor
- Attendance at training provided by the College and the Tutor ECF Programme Provider
- Undertaking self-directed study to support identified development needs and fulfil their engagement with the ECF
- Planned observations of colleagues within their Department
- Planned observations of colleagues across the School
- The ECT is responsible for fully participating in observations, tracking their progress against the Teachers' Standards, and engaging in both formal and informal assessment processes. They should also ensure that formal observations and assessments are carried out in accordance with this policy, and any concerns should be raised immediately with their Mentor.

Each ECT should be proactive in their own career development. Our induction program ensures that new teachers receive the support and monitoring needed to fulfill their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills, and achievements in relation to the Teachers' Standards, as developed during their training.

Assessment and Quality Assurance

The assessment of ECTs will be rigorous and objective:

- The criteria used for formal assessments will be shared and agreed upon in advance.
- Both formative assessment (e.g., lesson observation and target setting) and summative assessment (termly induction reports) will be utilised.
- Assessment will incorporate the views of all teachers involved in the ECT's development to obtain a reliable overall perspective.
- Evidence for assessment will include planning documents, work produced by pupils, progress data, and relationships with staff, students, and parents, in addition to formal observations of teaching.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be provided to the ECT concerned.

The Induction Tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period. Progress reviews will take place each term where a formal assessment is not scheduled.

ECTs will have a formal assessment carried out by either the Headteacher or the Induction Tutor. ECTs will 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). The evidence

used in these assessments will be clear and transparent and copies provided to the ECT and Appropriate Body.

At risk procedures

If any ECT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

1. **Initial concern** - the following procedures will be put into place:
 - tutor and ECT identify the difficulties
 - Agreed action plans will be developed with specific support outlined for securing an improvement in practice
 - early warning of the risk of failure will be given and the school's concerns communicated to the Wandle Teaching School Hub acting as the Appropriate Body without delay
2. **Continued concern** - the Headteacher and Appropriate Body's manager will support the Induction Tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation.
3. **Improvements not achieved** - despite the additional support, the Headteacher, Induction Tutor and Appropriate Body manager will meet with the ECT to explain their options and provide advice on next steps.
4. The ECT will 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 (Mentor, Induction Tutor, Headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named Appropriate Body (AB) contact.

The first named point of contact for the AB is Denys Wallace, Director of the Wandle Teaching School Hub.

Post ECT Induction

Once the ECT Induction has been completed and QTS has been gained, staff should refer to the New Staff Induction Handbook.

*Reviewed November 2025
Next review November 2026*