MURDISHAW WEST PRIMARY and NURSERY SCHOOL

ECT POLICY

Autumn 2026

Policy Title	ECT POLICY
School/HBC	School
Written by	V Edwards
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Signed by Chair of Governors	D Cox
Date	
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Rationale

The first year of teaching is 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 early teaching careers through appropriate transitional support. The school's induction process is aimed at ensuring a smooth

transition from training into the teaching profession through appropriate guidance, support and challenge. The school's ECT Induction programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

Purposes

The school's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECT's, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to the school. Specifically, the school will:

- provide support to meet the generic needs of all ECTs and specific needs of individual ECT's
- provide individualised support through high quality mentoring
- provide ECT's with examples of good classroom practice
- help ECT's form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help ECT's address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help ECT's meet all the teacher standards at an appropriate level

The whole staff will be kept informed of the school's ECT 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 (Refer to the Generate Teaching Hub Appropriate Body (AB) handbooks for induction for full details)

The Governing Committee, Headteacher, Coordinator and ECT all have a duty to ensure that the ECT is registered with an AB *before* induction can commence.

The Governing Body

The governing body will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECT's. 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 committee will be kept aware and up to date about induction arrangements and the progress of ECT's through the headteacher's report and/or direct contact with the ECT coordinator in school.

The Headteacher

The headteacher plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to a coordinator, the headteacher will also observe each ECT at least once each term and provide appropriate oral and written feedback. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the AB whether an ECT has met the requirements for satisfactory completion of the Induction period.

Many of the tasks associated with the above will be carried out by a coordinator but the headteacher will make the final recommendation to the AB. In addition to the statutory requirements the head teacher will:

- observe and give feedback, including, when necessary written warnings to any ECT at risk of failing to meet the standards and inform the Appropriate Body of any such early at the earliest opportunity
- keep the governing committee aware and up to date about induction arrangements and ECT progress

Induction Coordinator (Induction Tutor)

The principal requirement for the ECT coordinator is to be responsible for the overall management of initiating ECT's into the teaching profession and into the school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance.

As appropriate and upon request, the coordinator (and ECT) will meet with the AB person as part of the AB quality assurance process of induction in the school.

Mentor

In addition to the coordinator, who has the responsibility for the formal assessment of ECT's, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The mentor will contribute to the judgements about the progress against the Teachers' Standards.

Assessments written at the end of each period of induction should have contributions relating to progress and next steps allied to the teacher standards parts A and B and accompanying evidence from the ECT, the coordinator/tutor and the mentor.

Entitlement

The induction programme ensures that new teachers are provided with the 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 the teachers' standards as achieved during training.

The key aspects of the school's induction programme for ECT's are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
- Meet with the coordinator/tutor in the first week of taking up appointment in school to develop

to look at the ECF training programme and outline the schedule for training, self-directed study and regular mentoring interactions an action plan which meets their needs from the end of ITT and the start of the induction year. The plan will link to the teacher standards.

- Help and guidance from an Induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the school's induction programme and/or meetings with mentor attending external CPD delivered by Appropriate Body, and other external training.
- Regular observation of ECT's teaching by experienced colleagues (at least once every half term).
- Prompt written, as well as oral feedback on teaching observed with targets and advice as necessary allied to objectives on the ECF programme.
- Confronting of any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner.
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed action plan and success criteria for any areas identified as making an ECT at risk of not meeting the teacher standards during each period of induction.

Assessment & Quality Assurance

The assessment of ECT's will be rigorous and objective.

- The criteria used for professional progress reviews and formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Assessment will draw on views from all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.
- The coordinator will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.
- The assessment reports at the end of term 3 and term 6 will give details of:
    - areas of strength
    - areas requiring development
    - evidence used to inform judgement
    - targets for the coming term
    - support to be provided by the school

At risk procedures

If any ECT encounters difficulties with meeting 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 not meeting the teacher standards in induction periods one and/or two, or at risk of failing induction in the third and final period of induction will be given and the school's concerns communicated to the AB 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.

The named AB contact will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the standards.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, coordinator, headteacher) in the first instance. Where the school does not resolve them the ECT should raise concerns with the named AB contact.