



**Park Brow  
Primary School**

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## **Early Career Teacher (ECT) Induction Policy Park Brow Community Primary School 2025-2026**

### **Introduction**

At Park Brow Community Primary School, we are committed to providing a supportive and structured induction process for Early Career Teachers (ECTs). This policy outlines our approach to ensuring compliance with statutory requirements and supporting ECTs in their professional development.

### **Purpose**

The purpose of this policy is to:

- Ensure ECTs receive a high-quality induction based on the Early Career Framework (ECF).
- Provide guidance on roles and responsibilities within the induction process.
- Support ECTs in achieving the Teachers' Standards.

### **Scope**

This policy applies to all Early Career Teachers at Park Brow Community Primary School.

### **Induction Programme**

Our induction programme is based on the Early Career Framework (ECF) and lasts for 2 years (or part time equivalent). It includes:

- **Timetable Reduction:** ECTs will have a 10% reduction in their teaching timetable in the first year and a 5% reduction in the second year.
- **Mentoring and Support:** ECTs will receive regular mentoring sessions from a designated induction mentor.
- **Professional Development:** ECTs will participate in structured training sessions designed to align with the ECF's key areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours.

### **Roles and Responsibilities**

#### **Headteacher**

- Overall responsibility for the implementation of the induction process in accordance with statutory requirements.
- Ensure ECTs are provided with a proper induction programme and comply with all registration and assessment processes.
- Ensure the ECT has access to a trained induction tutor and mentor.

### **Induction Tutor**

- Holds formal responsibility for monitoring, supporting and assessing the ECT.
- Carries out regular progress reviews and formal assessments at the end of Year 1 and Year 2.
- Produces formal assessment reports following DfE templates.

### **Induction Mentor**

- Provides ongoing support focused on the ECT's professional development.
- Delivers mentoring interactions based on the ECF framework.
- Holds regular scheduled meetings with the ECT (minimum weekly in Year 1, fortnightly or as required in Year 2).

### **Appropriate Body**

- Responsible for monitoring, quality assurance and compliance.
- Validates decisions on passing, extending or failing an ECT's induction.
- Provides support and guidance where there are concerns.

### **Early Career Teacher**

- Expected to engage fully with the induction programme and reflective practice.
- Attend scheduled training sessions and meetings with the mentor and induction tutor.
- Maintain professionalism and meet the Teachers' Standards throughout.

### **Assessment and Review**

**Progress Reviews:** Conducted regularly to assess the ECT's development against the Teachers' Standards. Reviews areas of progress against the teacher standards. Highlights any concerns early to ensure appropriate support is in place.

**Formal Assessments:** Two formal assessment meetings will occur, one at the end of the first year and one at the end of the second year. These assessments are informed by evidence gathered during progress reviews.

### **Record Keeping**

All documentation related to the induction process will be maintained in a secure and confidential manner, with access restricted to relevant staff.

### **Liaison with Appropriate Body**

We will maintain regular communication with our designated appropriate body to ensure the quality of the induction process and report on the progress of ECTs.

### **Monitoring, Support and Intervention**

#### **Observations and Feedback**

- ECTs will receive regular observations – at least once per half term.
- Constructive oral and written feedback provided, with clear targets for development.

### **Additional Support**

- Where an ECT is not meeting expectations:
  - An action plan will be devised collaboratively with the ECT, mentor and induction tutor.
  - Increased observation, professional dialogue, and targeted CPD will be provided.
  - The Appropriate Body will be informed early for support and guidance.

**Policy Review**

This policy will be reviewed annually to ensure its effectiveness and compliance with current regulations