

# OAKDALE PRIMARY SCHOOL



## **Policy for the Induction of Early Career Teachers (ECTs) at Oakdale Primary School**

Status	Statutory
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## 1. Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of an Early Career Teacher (ECT). This period represents the crucial bridge between initial teacher training and a sustained, successful career in the profession. Induction is designed to provide structured support, professional guidance, and protected time so that ECTs can embed the knowledge, practice, and behaviours required to meet the Teachers' Standards with increasing confidence and competence. As outlined in the DfE's *Induction for Early Career Teachers (England)* statutory guidance [Induction for early career teachers \(England\)](#).

Through a carefully planned programme, based on the Initial Teacher Training and Early Career Framework (ITTECF) [Initial Teacher Training and Early Career Framework](#), ECTs are entitled to high-quality mentoring, a reduced timetable, and regular opportunities for observation and feedback. This ensures that their development is nurtured in a supportive environment, while maintaining the highest expectations for pupil progress and safeguarding professional standards.

Our school has adopted the Provider led programme. This will include ongoing monitoring and assessment of performance against the Teacher Standards [Teachers' standards: overview \(publishing.service.gov.uk\)](#).

## 2. Purpose

Our school's induction process is designed to make a significant contribution to both the professional and personal development of ECTs. The first two years of teaching are not only demanding but also of considerable significance in shaping an ECT's long-term success in the profession. We therefore place great importance on providing a structured and supportive induction programme that nurtures effective practice, builds confidence, and lays the foundations for sustained professional growth.

The purposes of induction are to:

- provide programmes that are tailored to the individual needs of each ECT;
- ensure high-quality coaching and guidance through the support of a trained Mentor;
- offer regular opportunities to observe, learn from, and reflect upon good practice;
- support ECTs in developing positive relationships across the school community and with wider stakeholders;
- promote understanding of the school's role in the local community;
- encourage critical reflection on both personal and observed teaching practice;
- recognise, celebrate, and share examples of good practice;
- identify and address areas for development in a constructive and supportive manner;
- develop a clear understanding of the breadth of a teacher's professional roles and responsibilities;
- establish a firm foundation for longer-term professional development;
- provide regular, constructive feedback on performance through both verbal and written channels led by the Induction Tutor;
- support ECTs to make secure progress towards meeting and sustaining the Teachers' Standards.

This policy reflects a whole-school approach to teacher induction, recognising that the quality and commitment of those who lead, support, and supervise the process are critical to its success. All

staff will be kept informed of the school's induction policy and encouraged to contribute to its implementation. The school is also committed to ensuring that both Induction Tutors and Mentors receive appropriate training and ongoing development to fulfil their roles effectively.

### **3. Roles and Responsibilities**

Successful induction relies on a shared commitment across the school community, with clearly defined responsibilities for those involved in supporting and assessing ECTs.

#### **The Governing Body**

The governing body has a strategic role in ensuring that the school meets its statutory obligations with regard to ECT induction, in line with the DfE's *Induction for Early Career Teachers (England)* statutory guidance. Governors must be satisfied that the school provides the necessary monitoring, support, and assessment arrangements to enable ECTs to succeed. Prior to the appointment of an ECT, careful consideration will be given to whether the school has the capacity to meet both statutory and developmental responsibilities.

The governing body will:

- be kept regularly informed about induction arrangements and the progress of ECTs;
- hold leaders accountable for ensuring that appropriate support, mentoring, and assessment are in place;
- monitor the school's adherence to statutory requirements and its commitment to developing ECTs within a supportive, professional environment.

#### **The Headteacher**

The headteacher has overall responsibility for the implementation of the induction programme, ensuring that the policy is enacted consistently and that ECTs receive the entitlement set out in statutory guidance. This includes securing the necessary resources, appointing an Induction Tutor and Mentor, and ensuring ECTs have a reduced timetable in accordance with the Early Career Teacher Entitlement (ECTE).

Statutory responsibilities are:

- ensuring an appropriate induction programme is set up (including a 10% release time in Year One and 5% in Year Two of induction);
- ensuring the ECT is accessing the ECTP either via a Provider led or School led programme
- recommending to the Appropriate Body (AB) whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction (ensuring progress reports are submitted on time to the AB in Terms 1, 2, 4, and 5 and assessment reports at the end of Terms 3 and 6).

While the Head teacher may or may not delegate these responsibilities, many of the associated tasks will be carried out by the Induction Tutor. In addition to the statutory requirements the Head teacher 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 governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

### **The Induction Tutor**

The Induction Tutor has a central role in coordinating, monitoring, and assessing the ECT's progress. It entails not only a co-ordination role but also keeping records of activities and monitoring the quality assurance of provision. It is the role of the Induction Tutor to ensure all Mentors are adequately trained in order to fulfil their role to a high standard and to quality assure the work of Mentors. Their responsibilities also include:

- carrying out regular progress reviews and formal assessments;
- ensuring ECTs receive constructive feedback, both verbal and written;
- working closely with the Mentor to ensure that support and developmental needs are aligned;
- maintaining accurate records for quality assurance and reporting to the headteacher and Appropriate Body.

### **The Mentor**

In addition to the Induction Tutor (who has the responsibility for the formal assessment of the ECTs) a Mentor is appointed to provide on-going support on a daily basis and to work alongside the ECT as they engage with the ECTP based on the ITTECF. The Mentor holds regular meetings with the ECT and contributes to the judgements about the ECTs performance against the Teachers' Standards helping to provide the Induction Tutor with evidence to support the progress made by the ECT. It is also the role of the Mentor to support the ECTs engagement in the ECTP and ensure this learning impacts positively upon the ECTs progress towards meeting the Teacher Standards.

The Mentor provides the sustained, developmental support that underpins the induction process. Their responsibilities include:

- meeting regularly with the ECT to provide professional guidance and coaching;
- modelling and sharing examples of effective practice;
- supporting reflection and helping the ECT identify next steps for improvement;
- fostering the professional confidence and resilience needed to meet the Teachers' Standards consistently.

*(The two roles of Induction Leader and Mentor may sometimes be undertaken by the same person)*

### **Named Roles**

(Note: In schools with a larger cohort of ECTs, an Induction Lead may be appointed to provide oversight, coordination, and support for the work of Induction Tutors.)

- The school's **Induction Lead** is: Ms Ilona Wrigley
- The school's **Induction Tutor** is: Mrs Kirsti Britton
- The **Governor with responsibility for ECTs** is: Mrs Diane Ward

#### **4. Entitlement**

While ECTs are expected to be proactive in shaping their own professional growth, the school recognises its responsibility to provide a supportive, developmental induction programme that enables them to meet the Teachers' Standards and make a successful transition into the profession. The programme builds upon the skills, knowledge, and achievements gained during initial teacher training and Qualified Teacher Status (QTS) and provides a structured framework for ongoing professional development.

ECTs are entitled to:

- A structured induction programme that begins upon appointment, is underpinned by the ITTECF, that will be formally reviewed on a termly basis.
- Pre-induction contact, including structured visits prior to starting, to familiarise themselves with the school, discuss the ITTECF, identify areas for development, and agree how support will be provided.
- An Induction Tutor, who is suitably trained and prepared to coordinate the induction process, monitor progress, and provide developmental feedback.
- A Mentor, who meets regularly with the ECT to provide coaching, professional dialogue, and practical strategies to support classroom practice.
- Regular opportunities for professional dialogue with senior leaders, subject leaders, phase leaders, and other key colleagues.
- Opportunities to collaborate with peers, including other ECTs and recently inducted teachers, to share practice and develop confidence.
- Access to professional role models, including opportunities to observe experienced colleagues within the school and, where possible, in other schools.
- Protected time, including a timetable reduction of 10% in Year 1 and 5% in Year 2 (in addition to statutory Planning, Preparation and Assessment [PPA] time), specifically for participation in ECTP-based activities and professional development.
- Regular lesson observations, with timely verbal and written feedback that identifies strengths, areas for development, and next steps.
- Clear target setting and developmental support, aligned with the Teachers' Standards and reviewed regularly.
- Opportunities for further professional development, tailored to individual needs and linked to agreed induction targets.

This entitlement ensures that ECTs are supported, challenged, and developed within a professional environment that prioritises both their growth and the highest standards of teaching and learning for pupils.

#### **5. Lesson Observation and Target Setting**

Lesson observation and target setting are central to the developmental and assessment process for ECTs. They provide structured opportunities to celebrate strengths, identify areas for development, and ensure progress towards meeting the Teachers' Standards.

In line with the DfE's statutory guidance on induction, the following arrangements are in place:

- Formal lesson observations will take place at least once each half term, conducted by the Induction Tutor, Mentor, or another appropriately experienced colleague. Observations will focus on agreed areas of practice and be developmental in nature.
- Feedback will be provided promptly after each observation, both verbally and in writing, with clear reference to strengths, areas for improvement, and next steps.
- Weekly mentor meetings will provide regular opportunities to review progress against agreed short-term targets and to adapt support where necessary.
- Formal review meetings will be held at the end of each term, where progress against the Teachers' Standards will be discussed and recorded. These meetings will normally involve the ECT, the Mentor, and the Induction Tutor; the headteacher may also attend.
- Written progress reviews and formal assessment reports will be completed at the end of each term (progress reviews) and at the end of years one and two (formal assessments). These reports will be shared with the ECT, who will be invited to add their comments before submission to the Appropriate Body.

Through this cycle of observation, feedback, and review, ECTs are supported to refine their practice, take ownership of their professional development, and make secure progress towards sustained competence in the Teachers' Standards.

## **6. Assessment and Quality Assurance**

The assessment of ECTs will be both rigorous and fair, ensuring that judgements are based on clear evidence and consistent application of statutory guidance. The purpose of assessment is to provide an accurate picture of progress towards the Teachers' Standards while supporting the ECT to become a reflective and effective practitioner.

### **Principles of Assessment**

- The criteria for assessment will be transparent and shared with the ECT in advance.
- A combination of formative assessment (e.g. lesson observation, pupil progress, book scrutiny, and target setting) and summative assessment (termly progress reviews and formal assessment reports) may be used.
- Assessment will be informed by the professional judgements of all those who contribute to the ECT's development, ensuring a balanced and reliable overall view.
- ECTs will be encouraged and supported to develop expertise in self-evaluation, using reflection as a key tool for improvement.
- The Induction Tutor will ensure that assessment procedures are applied consistently and in line with statutory expectations.

### **Assessment Records and Reporting**

- ECTs will receive copies of all records, including written feedback from observations.
- Progress reviews will take place at the end of each term where a formal assessment is not scheduled.
- Formal assessments will be carried out at the end of the first year (term 3) and the end of the second year (term 6). Each report will detail:
  - strengths and areas of success (linked to the Teachers' Standards);
  - areas requiring further development (linked to the Teachers' Standards);
  - evidence used to inform judgements;

- agreed targets for the next stage of induction.
- The ECT will have the opportunity to add comments to each report before it is submitted to the Appropriate Body.

### **Engagement with the Early Career Training Programme**

The ECTP underpins the professional development entitlement of all ECTs. Participation in the ECTP programme will be reviewed each term to ensure entitlement is being met and that development is taking place. However, in line with statutory guidance, the ECTP is a framework for professional learning and support, not an assessment tool. Judgements about progress will continue to be made solely against the Teachers' Standards.

### **Quality Assurance**

The school is committed to robust quality assurance. The Induction Tutor and headteacher will work with the Appropriate Body to ensure that assessment processes are transparent, consistent, and fair. Regular moderation and monitoring will take place, and feedback from the Appropriate Body will be used to strengthen induction provision across the school.

## **7. At Risk Procedures**

When concerns arise about an Early Career Teacher's progress, they will be raised at the earliest opportunity rather than delayed until a formal assessment point. A clear and recorded diagnosis of the issues will be made with direct reference to the Teachers' Standards, and the ECT will be fully informed of the concerns alongside clear expectations that, with the right support, the identified weaknesses can be addressed. A structured Support Plan will then be put in place, setting out agreed and attainable targets, practical steps for improvement, and clear timelines for review. This plan will be reinforced by additional support such as opportunities to observe experienced colleagues, increased mentoring sessions focused on the areas of concern, and access to targeted CPD. Progress against the plan will be closely monitored through regular meetings and lesson observations, with evidence, feedback, and records shared with the ECT at each stage. If concerns continue, areas requiring improvement will be clarified and addressed through an updated Support Plan. The Appropriate Body will be notified immediately when an ECT is deemed at risk of not meeting the Teachers' Standards, and the headteacher and Induction Tutor will work with the Appropriate Body to review the support in place, undertake joint observations where necessary, and agree on further actions. Throughout this process, transparency will be maintained, and the ECT will be kept fully informed of concerns, expectations, and the support available to help them succeed.

## **8. ECT Concerns**

If an ECT has concerns about their induction, mentoring, or the support they are receiving, these should first be raised within the school, usually with the Mentor, Induction Tutor, or headteacher. If concerns are not resolved at school level, the ECT has the right to escalate them directly to the named contact at the Appropriate Body: CentralHR@meridiantrust.co.uk, Further contact details are provided in the ECT Induction Handbook.

This policy is based on and follows the guidance and statutory requirements set out in the DfE's statutory guidance for induction and Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

[Induction for early career teachers \(England\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/induction-early-career-teachers-england-2022.pdf)