



HADRIAN SCHOOL

Early Career Teachers (ECT)

Co-ordinator: Alex Rayner

Review Date: September 2025
Next Review: September 2026

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Policy: Early Career Teachers Policy

Hadrian School, Bertram Crescent, Newcastle upon Tyne, NE15 6PY, Telephone 0191 2734440

Websites - School: www.hadrian.newcastle.sch.uk

HEADS: www.headstraining.co.uk





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1 Rationale

Early Career Teachers represent an exciting opportunity to bring new ideas and a fresh outlook to our school. However, they require a logically planned and rigorous induction programme if the initial years are to be successful ones. All staff in school contribute to supporting a teacher new to the profession. The Head & Deputy Teacher, Senior Leadership Team and Subject Leads have a significant role in the process of ensuring that expertise, advice and support is available as necessary. This policy aims to clarify some of the roles and requirements necessary following the appointment of an ECT.

2 Aims & Purposes

Our induction process has been designed to make a significant contribution to the professional and personal development of the ECT.

We aim to:

- Ensure there is access to a well-structured training and induction programme underpinned by the ECF.
- Provide regular support through the allocation of a well-trained mentor and induction tutor.
- Give access to examples of best practice linked to teaching, learning and assessment.
- Celebrate successes, identify areas for further development and provide support where needed.
- Support the ECT to develop positive relationships with all members of the school community.
- Help the ECT to understand the roles & responsibilities of a teacher.
- Provide a firm foundation for longer term professional development.
- Support the ECT the best we can to perform towards the Teachers' Standards.

3 School Arrangements

Appropriate meeting dates will be agreed between the ECT and their mentor/induction tutor and they will have occasionally paired PPA time for mentors to support mentees. One or more meetings may take place before they take up their post, as part of the transition process.

During the meetings the new member of staff will be made aware of:

- School personnel, their roles and responsibilities.
- School layout – emergency exits, toilets, classrooms & resource rooms etc.
- Term dates, school times, meeting dates and times.
- Signing in/out procedures, fire drill arrangements and other safety and security issues.
- Emergency procedures.
- Arrangements for first aid.
- Accident and incident reporting.
- Class Information.



- Curriculum information.
- SENCO information.

3.1 Policies

The ECT will be given time to ensure they have read and agreed to the following policies:

- The Health and Safety Policy,
- Child Protection Policy,
- ICT/Social Media Policy,
- All policies related to Safeguarding,
- Relationship Support Policy
- Staff Handbook.

3.2 Timetable Reduction

In the first and second years of induction the ECT is entitled to a reduced timetable.

In the first year, arrangements will be made to enable 10% of the timetable (as well as 10% for PPA time) to be kept for professional development. This means that the ECT teaches for no more than 90% of the time that another teacher would be expected to teach. This release time is protected and allocated at appropriate intervals.

In the second year the ECT is entitled to a 5% reduction in timetable. This is timetabled through staff team lead activities enabling the ECT to be released through class – this is protected.

All sessions are arranged by the Mentor or ECT when best suits the class in relation to professional development and cover. We encourage these sessions to not be a fixed schedule to allow for flexibility in joining a range of sessions and participating with other classes timetables.

4 Roles & Responsibilities

4.1 The Governing Body

The governing body are fully aware of the contents of the DfE's Statutory Guidance on Induction for Early Career Teachers which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given by our school, prior to any decision to appoint an ECT, whether we currently have the capacity to fulfil all obligations. The governing body will be kept aware and up to date by the school Induction Tutor about induction arrangements and will receive general reports on the progress of the ECT.



4.2 Head Teacher

The Head Teacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction. The Statutory Induction Guidance will be checked to ensure that all other responsibilities are fulfilled.

4.3 Induction Tutor

The induction tutor will:

- Provide or coordinate guidance for the ECT's professional development.
- Ensure that the ECT's practice is reviewed and feedback provided.
- Carry out regular reviews throughout the induction period.
- Undertake two formal assessment meetings and will consult with other colleagues as appropriate.
- Ensure the ECT is clear about their progress towards the Teacher's Standards.
- Share progress review records and formal assessment records with the ECT, Head Teacher and appropriate body.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- Ensure the ECT is aware of how they can raise any concerns about their induction programme or their personal progress/journey.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way.

4.4 Mentor

The mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback and support.
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction to help ensure the ECT receives a high-quality ECF-based induction programme.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Complete records on the appropriate online platform as specified by the Lead Provider



4.5 ECT

The ECTs are proactive in his/her own professional development and will engage with:

- An induction programme that will commence upon appointment.
- Their mentor/induction tutor, senior leaders and other key staff where appropriate.
- Experienced colleagues when observing learning.
- Advice and guidance following any review activities.
- Opportunities for further professional development based on agreed outcomes.

They will also be expected to:

- Discuss with their induction tutor how best to use their reduced timetable allowance.
- Provide evidence of their progress against the Teachers' Standards.
- Raise any concerns with their induction tutor as soon as possible.
- Consult the Head or Deputy Head Teacher, at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the school.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Retain copies of all assessment reports and progress reviews.

5 Assessment & Progress Reviews

5.1 Progress Reviews

Progress reviews will take place in each term where a formal assessment is not scheduled. This will be at the end of terms 1, 2, 4 and 5.

Progress reviews are not formal assessments and there is no requirement for the ECT to create evidence specifically to inform a progress review. ECTs are expected to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review will be retained and given to the ECT after each meeting. The record will clearly state whether the ECT is on track to successfully complete induction. Evidence will be briefly summarised by the induction tutor and the agreed development targets noted.

Objectives will be reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.



5.2 Formal Assessments

ECTs will receive a formal 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 formal assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. learning observations, pupil progress, pupil voice, learning walks and drop ins) and summative assessment at assessment points one and two will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of assessments will be retained by the school and the original given to the ECT.
- Formal assessment reports will give details of:
 - areas of strength,
 - areas requiring development,
 - evidence used to inform outcome/s,
 - outcomes for the next formal assessment period.

(All of the above will be clearly referenced to the Teachers' Standards)

The final assessment meeting is at the end of the induction period, and will form the basis of the Head Teacher's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

5.3 Interim Assessments

When the ECT leaves after completing one term or more but before the next formal assessment would take place, the induction tutor or Deputy Head Teacher is expected to complete an interim assessment. This is expected to take place before the ECT leaves to ensure that the ECT's progress and performance since the last assessment are captured.

6 Unsatisfactory Progress

If there are any concerns regarding unsatisfactory progress towards the Teacher's Standards, the following will be put into place:



- Support will be provided to hopefully enable issues to be proactively resolved.
- Agreed, attainable outcomes for action with specific and practical steps outlined for securing an improvement in practice.



- Support will be clearly outlined and matched closely to the outcomes identified.
- Where appropriate, experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching, learning, assessment and record keeping.
- Early warning of the risk of failure will be given and the school's concerns communicated to the Head Teacher & appropriate body promptly.

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 with an appropriate time frame.

Where necessary, the Head or appropriate body's adviser will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory successful completion of the induction and that all steps have been taken to improve the situation. The ECT must be made aware of any concerns, at all stages, throughout the induction process.

If necessary, the Head Teacher or School Business Manager can seek advice from HR should concerns remain.

7 Addressing ECT Concerns

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

8 Links with Other Policies

The Early Career Framework and Statutory Guidance for ECT Induction should be read in conjunction with this policy:

- [Early career framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework)
- [Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/legislation/statutory-induction-guidance-2018) Revised March 2021
- [Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/legislation/teacher-recruitment-and-retention-strategy-supporting-teachers-to-make-a-difference)
- [The Early Career Framework: Useful links, resources and guidance • Chartered College of Teaching](https://www.collegeofteaching.org.uk/early-career-framework-useful-links-resources-and-guidance)

Confirmation that the ECT Policy in respect of Hadrian School has been discussed by the Governing Body.

Signed by:

Chair of Governors: Marian Stokle

Date: September 2025

Head Teacher: Chris Rollings

Date: September 2025

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Head Teacher: _____ Date: _____

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