



St Michael's
C.E. Primary School

Early Career Teacher Policy

Last reviewed: September 2026
Next review due: September 2027



"Courage to Flourish in the Love of God"

Our Theologically Rooted Christian Vision



Courage to Flourish in the Love of God

"I have come that [you] may have life, and have it to the full" (John 10:10)



*"Be strong and courageous... the Lord your God will be with you
wherever you go." (Joshua 1:9)*

These biblical texts underpin our vision summary, 'Courage to Flourish in the Love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values:

COURAGE



Phillippians 4:13

"I can do all things
through him who
strengthens me."

HOPE



John 1:5

"The light shines in
the darkness, and the
darkness has not
overcome it."

LOVE



1 Corinthians 13:4-8

"Love is patient and kind...
it does not rejoice at
wrongdoing but rejoices
with the truth."

FORGIVENESS



1 John 1:9

"If we confess our sins,
he is faithful and just
and will forgive us"

TRUST



Proverbs 3:5-6

"Trust in the Lord with all your
heart and lean not on your own
understanding; in all your ways
submit to him, and he will make
your paths straight."

COMMUNITY



Hebrews 10:24

"Let us be concerned for
one another, to help
one another to show
love and to do good."

THANKFULNESS



1 Thessalonians 5:18

"Be thankful in all
circumstances, for
this is God's will for you"

1. Aims

At St Michael's C.E. Primary School, we are committed to ensuring that Early Career Teachers receive high-quality induction, support and professional development so that they become confident, reflective and effective teachers.

The school aims to:

- run an ECT induction programme that meets all statutory requirements and is underpinned by the Initial Teacher Training and Early Career Framework;
- provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers;
- ensure that all ECTs receive their full statutory entitlement, including protected timetable reduction, mentoring, training and professional development;
- ensure that all staff understand their role in supporting ECTs;
- support ECTs to manage workload and wellbeing effectively;
- use mentoring, instructional coaching, observation, feedback and professional development to support strong progress against the Teachers' Standards.

2. Scope

This policy applies to all Early Career Teachers who have started, but not yet completed, their statutory induction period.

ECTs are exempt from the school's normal appraisal procedures during their induction period. Their progress and performance will instead be reviewed through statutory induction processes, including progress reviews and formal assessment points.

3. Legislation and Statutory Guidance

This policy is based on:

- the Department for Education's statutory guidance: *Induction for Early Career Teachers (England)*;
- the Initial Teacher Training and Early Career Framework;
- the Education (Induction Arrangements for School Teachers) (England) Regulations 2012;
- the Teachers' Standards.

The "relevant standards" referred to throughout this policy are the Teachers' Standards.

This policy complies with the Trust's funding agreement and articles of association.

4. The ECT Induction Programme

The induction programme at St Michael's C.E. Primary School is underpinned by the Initial Teacher Training and Early Career Framework. The school uses Tudor Grange Teaching School Hub as the Appropriate Body and follows the EDT Early Career Teacher Entitlement programme.

The Appropriate Body is responsible for quality assuring the induction process. The school will work with Tudor Grange Teaching School Hub to ensure statutory requirements are met.

For a full-time ECT, the induction period will typically last for two academic years. Part-time ECTs will serve a full-time equivalent induction period. Only continuous employment of one term or more will count towards the induction period.

Before an ECT begins induction, the Headteacher and Appropriate Body will agree that the post is suitable for induction.

4.1 Posts for Induction

Each ECT will:

- be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout, and by the end of, the induction period;
- have an appointed Induction Tutor who holds QTS;
- have an appointed Mentor who holds QTS;
- have access to the EDT programme through Tudor Grange Teaching School Hub;
- have a reduced timetable to allow them to undertake activities as part of their induction programme;
- regularly teach the same class or classes;
- take part in similar planning, teaching and assessment processes to other teachers working in similar posts;
- not be given additional non-teaching responsibilities without appropriate preparation and support;
- not have unreasonable demands made of them;
- not normally teach outside the age range and/or subjects they have been employed to teach;
- not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

4.2 ECT and ECT+1 Entitlement

ECTs are entitled to protected statutory time. This time must be used for professional development, mentoring, training, observation, coaching, reflection and work linked to the EDT programme.

At St Michael's C.E. Primary School:

- ECTs in Year 1 receive a 10% timetable reduction in addition to their PPA time.
- ECTs in Year 2 receive a 5% timetable reduction in addition to their PPA time.

ECT time is statutory, protected and should not be used for general cover or routine school duties.

4.3 Support for ECTs

ECTs at St Michael's are supported through a range of school-based, Trust-based and external professional development opportunities.

Support may include:

- weekly or fortnightly mentor meetings;
- engagement with the EDT online learning programme;
- research and professional learning linked to the EDT programme;
- regular focused drop-ins;
- shared notes from drop-ins and coaching sessions;
- team teaching;
- instructional coaching;
- modelling of strategies;
- rehearsal and practice of key teaching techniques;
- use of WalkThrus to support professional development;
- access to online videos and examples of best practice through the WalkThrus platform;
- support through the school's teaching and learning framework;
- observations of experienced teachers within school and across the Trust;
- planning support from partner teachers, phase leaders and subject leaders;
- support from senior leaders;
- Trust ECT study tours to high achieving schools;
- Trust ECT training sessions;
- support from the wider BDMAT team;
- Diocese training sessions;
- Tudor Grange Teaching School Hub training sessions;
- wellbeing check-ins;
- support with behaviour management;

- support from external agencies where appropriate, such as Beacon Behaviour Support.

As a two-form entry school, ECTs will also be supported by experienced partner teachers within their year group or phase. This provides opportunities for shared planning, team teaching, modelling, moderation and day-to-day professional discussion.

4.4 Monitoring, Observation and Feedback

ECTs will receive regular monitoring and feedback to support their development. This is developmental and is designed to help ECTs improve their practice over time.

Monitoring and support may include:

- regular informal drop-ins;
- focused observations linked to agreed targets;
- termly full lesson observations;
- feedback linked to the Teachers' Standards;
- coaching conversations;
- review of planning, assessment and pupil outcomes where appropriate;
- professional discussions between the ECT, Mentor and Induction Tutor.

At St Michael's, termly full lesson observations are usually conducted by the Mentor and the Induction Tutor. These observations are referenced against the Teachers' Standards and may inform progress reviews and formal assessment reports.

ECTs will not be expected to create unnecessary evidence or additional paperwork solely for the purpose of induction. Evidence should be drawn from normal teaching practice, professional discussions, observations, planning, assessment, training engagement and the ECT's work as a teacher.

4.5 Progress Reviews

Progress reviews will take place in terms where there is no formal assessment. These reviews will be led by the Induction Tutor and will consider the ECT's progress against the Teachers' Standards.

Progress reviews will:

- review current strengths and areas for development;
- identify progress against previous targets;
- set or revise objectives where appropriate;
- consider evidence from mentoring, observations, coaching and professional development;

- identify any further support required;
- ensure that the ECT is receiving their statutory entitlement.

Following each progress review, the Induction Tutor will notify Tudor Grange Teaching School Hub, as the Appropriate Body, as to whether the ECT is making satisfactory progress.

Progress reviews will be shared with the ECT, Headteacher and Appropriate Body where required.

4.6 Formal Assessment of ECT Performance

Formal assessment meetings will take place:

- at the end of the ECT's first year, usually term 3;
- at the end of the ECT's second year, usually term 6.

These formal assessment meetings will normally be carried out by the Induction Tutor. They will be informed by clear and transparent evidence gathered from progress reviews, observations, mentor feedback, professional discussions and the ECT's work as a teacher.

After each formal assessment meeting, a formal assessment report will be completed. This will show how the ECT is performing against the Teachers' Standards.

The ECT will have the opportunity to add their own comments. The report will be signed by the Headteacher, Induction Tutor and ECT before being submitted to Tudor Grange Teaching School Hub.

The final assessment report will include the Headteacher's recommendation to the Appropriate Body as to whether the ECT's performance is satisfactory against the Teachers' Standards.

The Appropriate Body makes the final decision on whether the ECT has satisfactorily completed induction.

If an ECT leaves the school after completing one term or more but before the next formal assessment point, an interim assessment will be completed to capture progress and performance since the last assessment.

4.7 At-Risk Procedures

If concerns arise during a progress review, observation, mentoring session or formal assessment point that an ECT is not making sufficient progress, additional support will be put in place promptly.

This may include:

- clearly identifying the areas requiring improvement;
- setting precise and achievable objectives linked to the Teachers' Standards;
- increasing the frequency of mentoring, coaching or drop-ins;
- providing additional modelling, team teaching or observation opportunities;
- involving phase leaders, subject leaders or senior leaders where appropriate;
- seeking advice from Tudor Grange Teaching School Hub;
- creating a support plan with clear actions and review points.

The progress review record or formal assessment report will be shared with the Appropriate Body, alongside the support plan, for it to review.

The ECT will be fully informed of any concerns, the evidence used to inform these concerns and the support being provided.

If concerns continue, the Induction Tutor or Headteacher will:

- continue to deliver progress reviews;
- revise the ECT's objectives and support plan in line with the Teachers' Standards;
- share revised targets and support arrangements with the ECT, Headteacher and Appropriate Body;
- explain the possible consequences of not completing induction satisfactorily.

The school will continue to provide support and will work with Tudor Grange Teaching School Hub to ensure that the process is fair, transparent and in line with statutory guidance.

4.8 Capability Procedures

In the event of serious capability concerns, the Headteacher may decide to instigate capability procedures in line with the school or Trust capability policy.

The Headteacher will inform Tudor Grange Teaching School Hub if capability procedures are instigated.

The ECT's induction process will continue alongside capability procedures for as long as the ECT remains at the school, or until the procedures are concluded.

5. Roles and Responsibilities

5.1 The ECT

The ECT will:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their Induction Tutor at the start of the programme to discuss and agree priorities;
- agree with their Induction Tutor how best to use their reduced timetable allowance;
- engage fully with their Early Career Teacher Entitlement programme through EDT;
- attend required training through Tudor Grange Teaching School Hub and EDT;
- provide evidence of progress through their normal work as a teacher;
- participate fully in mentoring, coaching, observations, feedback, progress reviews and formal assessment meetings;
- agree with their Induction Tutor the start and end dates of the induction period and the dates of any absences from work during the period;
- keep copies of all assessment reports;
- raise any concerns about their induction, support, workload or wellbeing as early as possible.

Where an ECT has concerns, they should raise these with their Mentor or Induction Tutor in the first instance. If concerns are not resolved, the ECT may raise them with the Headteacher or consult their contact at Tudor Grange Teaching School Hub.

5.2 The Headteacher

The Headteacher will:

- check that the ECT has been awarded QTS and whether they need to serve an induction period;
- agree, in advance of the ECT starting, that Tudor Grange Teaching School Hub will act as the Appropriate Body;
- notify Tudor Grange Teaching School Hub when an ECT is taking up a post and undertaking induction;
- ensure that the ECT is registered for the appropriate EDT programme;
- ensure that the ECT's post is suitable for induction;
- ensure that the ECT receives their statutory timetable reduction;
- ensure that the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure that the Mentor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure that an appropriate Early Career Teacher Entitlement programme is in place;

- ensure that the ECT's progress is reviewed regularly, including through observations and feedback on their teaching;
- ensure that formal assessments are completed and submitted to the Appropriate Body;
- maintain accurate records of employment that will count towards the induction period;
- ensure that monitoring and record keeping are streamlined and not unnecessarily burdensome;
- make the governing board aware of the support arrangements in place for the ECT;
- make a recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory;
- participate in the Appropriate Body's quality assurance procedures;
- keep all relevant documentation, evidence and forms on file for six years.

5.3 The Induction Tutor

The Induction Tutor will:

- provide guidance and effective support to the ECT;
- coordinate the ECT's induction programme within school;
- liaise with Tudor Grange Teaching School Hub and EDT;
- ensure the ECT is accessing the required training and support;
- carry out regular progress reviews throughout the induction period;
- notify Tudor Grange Teaching School Hub after each progress review as to whether the ECT is making satisfactory progress;
- undertake two formal assessment meetings during the induction period;
- complete formal assessment reports;
- coordinate input from the Mentor, phase leaders, subject leaders and senior leaders;
- inform the ECT following progress reviews of their progress against the Teachers' Standards;
- share records with the ECT, Headteacher and Appropriate Body;
- inform the ECT during formal assessment meetings of the judgements to be recorded and invite the ECT to add their own comments;
- ensure that the ECT's teaching is observed and that feedback is provided;
- ensure that the ECT knows how to raise concerns;
- take prompt and appropriate action if the ECT appears to be having difficulties;
- ensure that ECTs are not asked to create unnecessary additional evidence.

The Induction Tutor is responsible for assessment against the Teachers' Standards.

5.4 The Mentor

The Mentor will:

- meet regularly with the ECT for structured mentoring sessions;

- provide targeted feedback;
- support the ECT to engage with the EDT programme;
- provide coaching, modelling and practice opportunities;
- carry out regular drop-ins;
- support with planning, teaching, assessment and behaviour management;
- support the ECT's wellbeing;
- work with colleagues involved in the ECT's induction to help ensure the ECT receives a high-quality Early Career Teacher Entitlement programme;
- provide or arrange subject-specific, phase-specific, coaching and/or mentoring support;
- liaise with the Induction Tutor regarding progress and support;
- act promptly and appropriately if the ECT appears to be experiencing difficulties.

The Mentor's role is developmental. The Mentor supports training, coaching, reflection and professional growth.

5.5 Subject Leaders, Phase Leaders and Senior Leaders

Subject leaders, phase leaders and senior leaders may support ECTs by:

- providing subject-specific guidance;
- supporting planning and assessment;
- modelling lessons or parts of lessons;
- offering opportunities for ECTs to observe strong practice;
- supporting with curriculum knowledge;
- supporting with behaviour, routines and expectations;
- contributing to professional development where appropriate.

5.6 The Local Academy Board

The Local Academy Board will:

- ensure that the school complies with statutory guidance on ECT induction;
- be satisfied that the school has the capacity to support the ECT;
- ensure that the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post;
- investigate concerns raised by the ECT as part of the school's grievance procedures where appropriate;
- seek guidance from Tudor Grange Teaching School Hub if there are concerns or questions about the quality of induction arrangements;
- request general reports on the progress of ECTs on a termly basis if required.

6. Workload and Wellbeing

The school recognises that the early years of teaching are demanding. ECTs will be supported to manage workload and maintain positive wellbeing.

The school will ensure that:

- statutory ECT time is protected;
- expectations are clear and reasonable;
- ECTs receive support with planning and workload;
- ECTs are not given unreasonable additional responsibilities;
- ECTs have regular opportunities to discuss workload and wellbeing;
- concerns are addressed promptly and supportively;
- monitoring processes are proportionate and developmental.

7. Quality Assurance

The school's ECT induction arrangements will be quality assured through:

- regular communication with Tudor Grange Teaching School Hub;
- engagement with EDT programme requirements;
- progress reviews and formal assessment points;
- monitoring of mentor meetings and ECT entitlement;
- discussion between the Induction Tutor, Mentor and Headteacher;
- review of ECT feedback;
- school and Trust monitoring processes;
- Appropriate Body quality assurance procedures.

8. Monitoring arrangements

This policy will be monitored and reviewed annually by the Headteacher and Induction Tutor, in line with statutory guidance, Trust expectations and any updates from the Department for Education, Tudor Grange Teaching School Hub, EDT or BDMAT.

At every review, the policy will be approved in line with the school and Trust's policy review procedures.

9. Links with Other Policies

This policy should be read alongside the following school and Trust policies:

- Performance Management Policy;
- Capability Policy;

- Pay Policy;
- Grievance Policy;
- Teaching and Learning Policy;
- Positive Relationships and Behaviour Policy;
- Staff Wellbeing Policy;
- Safeguarding and Child Protection Policy;
- Staff Code of Conduct.