# Early Career Teachers Policy

| Policy:<br>Policy for the Induction of Early Career Teachers (ECTs) |
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| Legal Status:<br>**Statutory** |
| Updated:<br>**September 2025** |
| Adopted:<br>**September 2025** |
| Next Review:<br>**September 2026** |
| Responsible SLT:<br>**ECT Induction Tutor Claremont High**<br>**ECT Induction Tutor Sudbury Primary** |

We have carefully considered and analysed the impact of this policy on equality and the possible implications for staff or pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

By shading this box green I, the policy holder, am confirming that I have read the MAT Equality Policy and the Equality Act 2010

# Policy for the Induction of Early Career Teachers (ECTs) at Chrysalis Multi Academy Trust

## Rationale

The first two years of teaching is not only very demanding but also of critical significance in the professional development of the early career teacher. It is vital early career teachers get a good start to their teaching careers through appropriate transitional support. Chrysalis Multi Academy Trust (CMAT) induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Early Career programme will enable ECTs to establish a secure foundation upon which a successful teaching career can be built.

## Purposes

CMAT's Early Careers Programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our schools. Specifically, we aim to:

- deliver an induction period that is underpinned by the Early Career Framework (ECF) for teachers who began their training prior to September 2025 and the Early Career Teacher Entitlement (ECTE) for those who started their training from September 2025 onwards
- provide support to meet the generic needs of all ECTs and specific needs of individual ECTs
- provide individualised support through high quality mentoring
- provide ECTs with examples of good classroom practice
- help ECTs 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 ECTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help ECTs meet all the core standards

All staff will be kept informed of the school 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

### The Governing Body

The governing body will be fully aware of the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, to determine whether the school currently has the capacity to fulfil all its obligations. The individual governing body of both Claremont High School Academy (CHSA) and Sudbury Primary School (SPS) will be kept aware and up to date about induction arrangements and the progress of ECTs through the Executive Head teacher's (EHT) and Head teachers (HT) report and/or direct contact with the ECT Induction Lead in school.

For the 2025-2026 academic year, the CMAT's Induction Leads for CHSA and for SPS are Leigh Beauchamp and Davita Grafstein.

## The Headteacher

The EHT, Ms. Hyde-Boughey, 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 Lead, the EHT will also observe each ECT at CHSA and the HT of SPS will observe each ECT at SPS, through 'drop-ins' at least once in the academic year with an additional formal lesson observation by a senior member of staff. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the appropriate body (NWLTSH Appropriate Body) whether an ECT has met the requirements for satisfactory completion of the Induction period

The Induction Lead will carry out many of the tasks associated with the above, but the EHT at CHSA and the HT at SPS will make the final recommendation to NWLTSH ECT Appropriate Body. In addition to the statutory requirements the EHT at CHSA and the HT at SPS will:

- observe and give written warnings to any ECT at risk of failing to meet the Standards
- keep the governing body aware and up to date about induction arrangements and ECT progress

## Induction Lead

An ECT should have a designated Induction Lead throughout his/her induction period. The Induction Lead is expected to:

- provide regular monitoring and support, and coordination of assessment.
- provide, or coordinate, guidance for the ECT's professional development.
- carry out formal assessments during the total induction period, one midway through the induction and one at the end of the induction period, to assess the ECTs progress against the Teachers' Standards.
- carry out professional progress reviews in terms where a formal assessment does not occur to set, monitor and review progress against the Teachers' Standards.
- inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body.
- inform the ECT during the formal assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.
- ensure that the ECT's teaching is observed regularly by the mentor, as directed by the induction programme being followed.
- Ensure ECTs are observed formally half termly in year 1 and termly in year 2.

- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- take prompt, appropriate action if an ECT appears to be having difficulties; and
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

**Mentor**

An ECT should have a designated mentor to provide regular mentoring. The Mentor is expected to:

- observe the ECT, as directed by the Induction Programme being followed by the school, providing effective targeted feedback.
- regularly with the ECT for structured instructional coaching conversations where the mentor provides feedback, models good practice, provides opportunities for the ECT to practice a 'precise target', reviews targets and sets new ones.
- work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF/ECTE-based induction programme.
- provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
- take prompt, appropriate action if an ECT appears to be having difficulties.
- inform the Induction Lead at the earliest opportunity with any significant issues.

## Entitlement

Our 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 Induction programme for ECTs at CMAT are as follows.

- Access to an Induction programme that will commence upon appointment and be reviewed after one year in post.
- A structured induction visit to the school prior to taking up appointment with time to discuss development needs and how they will be assisted in making these.
- 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 timetabled during teaching hours and, as needed, meetings with subject coordinators, SENDCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload in their first year (in addition to PPA time). They will also receive a 5% reduction in their second year of induction. This time is used for participating in the schools Induction programme, undertaking observations and/or meetings with their mentor.
- 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.
- Confronting 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 success criteria for any areas identified as making an ECT at risk of not meeting the Standards.

## Assessment & Quality Assurance

### Formal assessments

The induction Lead or headteacher will carry out two formal assessments a year during the total induction period, coordinating input from other colleagues, as appropriate (one at the end of term three and one at the end of term six, or pro rata for part-time staff). Evidence used in assessments should be clear and transparent and must be drawn from the ECT's work as a teacher during their induction. Copies of these assessments must be provided to the ECT and appropriate body. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents that are gathered during their induction period. There is no need for the ECT to create anything new for the formal assessment; they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF or ECTE. ECTs should be kept up to date on their progress, there should be nothing unexpected. Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment. The final assessment meeting is at the end of the induction period and will form the basis of the headteacher'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. This recommendation should be recorded on the final assessment report**.**

### Unsatisfactory progress and appeals

Where the Induction Lead determines during the progress review that the ECT is not making satisfactory progress against the Teachers' Standards, they should state this clearly within the progress review record and clearly outline the support plan they have put in place to assist the ECT in getting back on track. The Induction Lead is expected to notify the appropriate body of this determination and share both the progress review record and support plan for the appropriate body to review. If it becomes apparent that an ECT is not making satisfactory progress in the first formal assessment, the appropriate body should be informed, and the HT should ensure that additional monitoring and support measures are put in place immediately. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The headteacher and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified.
- appropriate objectives have been set to guide the ECT towards satisfactory performance against the Teachers' Standards; and

- an effective support programme is in place to help the ECT improve their performance. If the ECT's progress is still unsatisfactory in subsequent progress reviews following the first assessment point, Induction Leads should continue to deliver progress reviews as set out above, including reviewing and revising the ECT's objectives and support plan, linking these with the Teachers' Standards and sharing with the ECT, headteacher and appropriate body.

### Action if performance is still unsatisfactory

Where there are still concerns about the ECT's progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT:

- the identified weaknesses.
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary.
- details of additional monitoring and support put in place.
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period. As with all progress reviews, the progress review record should capture the ECT's unsatisfactory performance against the Teachers' Standards and be shared with the appropriate body alongside the corresponding support plan.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

### Action in the event of serious capability problems

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at CMAT the induction process must continue in parallel with the capability procedure. The appropriate body should be informed. Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

### Making an appeal against a decision by the appropriate body

If an ECT fails induction, or has their induction extended, the appropriate body will advise the ECT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

Further guidance about the appeals process is available at:
https://www.gov.uk/government/publications/induction-appeals-procedures