South Avenue Primary School

Early Career Teacher (ECT) Policy

Version (Date): **September 2026**

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Member of Staff Responsible: **Miss E Smith**
Vice Head of School

Preamble

The aim of this policy is to outline the rationale behind South Avenue's involvement in supporting Early Career Teacher (ECT)s, it's impact upon the quality of teaching and learning within the school and how it is integral to whole-school improvement. The policy will be reviewed annually by the ECT Induction Tutor, in consultation with the mentors in charge of ECTs and the Vice Head of School.

Currently South Avenue is involved in supporting ECTs, all aimed at gaining Qualified Teacher Status (QTS). Our main Partnership Provider is with Thames Gateway Teaching School Hub via the Education Development Trust. The links between South Avenue and Thames Gateway Teaching School Hub.

Rationale

The first two years: Induction period is not only very demanding, but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our Trust's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT Induction programme will enable our ECTs to establish a secure foundation upon which a successful teaching career can be built.

South Avenue's Commitment to ECT support

Our school's ECT induction programme has been designed by The Education Development Trust and approved by the DFE and delivered by Thames Gateway Teaching School Hub 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 school. Specifically, the aim is to:

- Provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs
- Provide high quality training resources based on educational think pieces
- 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 from teacher training, to help ECTs meet all the Teachers' Standards,

The whole staff will be kept informed of the school's ECT 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.

Our policy revolves around these basic principles:

- We have a responsibility to share with Thames Gateway Teaching School Hub the development of properly educated teachers to ensure that the reputation and quality of the profession is maintained and improved
- We have expertise that can and will be shared, but we are learners too
- We are committed to improving the quality of teaching and learning, so we therefore need to support ECTs within their induction period
- We can benefit personally and professionally through involvement with ECTs. It will make us far more aware of our own practice and help us to continue to reflect upon our own teaching
- We can all learn from each other and contribute to the learning of others
- We have a responsibility to our ECTs to act as role models, as well as to regularly give feedback, advice, encouragement and support
- We will ensure that Mentors are properly trained and have the necessary skills in order to fulfil their role, with both in house support and the training given by Thames Gateway Teaching School Hub
- We have a responsibility to Thames Gateway Teaching School Hub, as part of our partnership, to complete paperwork and attend relevant meetings and CPD.
- We have a responsibility to our pupils, their parents, our colleagues and the profession to deal with issues concerning the suitability or the professionalism of the ECT.

This commitment is embedded in the school's guiding principles that South Avenue:

- Is a community which cares and values all its members
- Recognises and seeks to promote the highest standards in all things
- Believes in the importance of partnerships and co-operation

Benefits of ECT Induction

Improvement in teaching and learning:

- Those involved will be kept abreast of current initiatives in teaching and made aware of the standards required to achieve qualified teacher status (QTS).
- Teaching will improve through teachers being observed, having the opportunity to observe ECTs, and engaging in **instructional coaching**. Coaching provides structured feedback, targeted support, and opportunities for reflective dialogue, making teachers more conscious of their own practice.
- ECTs can make a positive contribution to teachers, pupils and departments in terms of contributing innovative teaching, different resources and the expertise they bring with them.

Staff Development:

- Mentoring can be personally rewarding. The ECT is dependent upon the mentor and other members of staff for guidance. This is very motivating. Those involved will see the development of an ECT over time and know that they have been largely responsible for that development

  On a pragmatic level, Mentoring suggests that those involved are a role model and have the skills needed to fulfil the responsibility. This could be highlighted in CVs
- Involvement in Mentoring may be considered as part of the appraisal process, demonstrating where staff have a wider impact than just their classes
- Mentors should be able to show progression of their ECT and aim to support them to be successful in their induction year

For the school in general:

- All the above has a positive impact on school improvement
- Strong partnership links enable the school to have a say in the development of ECT Induction programmes and can be an agent of change

Accountabilities and the Key Players who manage ECTs in School:

- The Head of School and Senior Leadership Team (SLT), who are accountable to parents, governors and Thames Gateway Teaching School Hub.
- The Head of School is responsible for the administration of ECTs within the school, for overseeing the progress of ECTs and quality assuring quality assurance observations, known as the Induction Tutor. Vice Head of School, will support with this and feedback to the rest of SLT at weekly meetings where needed.
- The Mentor, is accountable to the ECT Induction Tutor. Mentors vary depending on subject area, but all Key Stage Phases have a key member of staff with Mentoring experience. All mentors will be enrolled on a one-year online mentor training programme, for which the school will timetable extra capacity for. All mentors will also receive in house mentor training, where needed.

- The Head of Human Resources (HR), Suzanne Francis who will work in consultation with the Induction tutor with regards to ECTs where necessary. This will take the form of absence monitoring and any disciplinary proceedings that may arise

Other members of staff also play a part in the development of ECTs. These are subject leaders, teaching assistants and other teachers who are asked to deliver additional CPD opportunities for ECTs, to name but a few.

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 South Avenue School are as follows:

- Access to an Induction programme that will commence upon appointment and be reviewed after one year in post going into Year 2
- Structured visits to the school prior to the ECT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these
- Help and guidance from an Induction Tutor who holds Qualified Teacher Status, is adequately prepared for the role and will coordinate the induction programme in partnership with Thames Gateway Teaching School Hub
- Regular timetabled meetings with a mentor and, as needed, meetings with subject coordinators, SENCO etc.
- A programme of observations of experienced colleagues' teaching
- A reduction of 10% in Year 1 and 5% in Year 2 of the average teacher's workload (in addition to PPA time). This time is used for participating in the school's Induction programme, other professional development activities and meetings with the Mentor
- Regular observation of ECT's teaching by experienced colleagues (at least once every term)
- Prompt written, as well as oral feedback, on teaching observed, with targets and feedback/advice provided
- Confronting of 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 Teachers' Standards

Roles and responsibilities

The next section outlines the roles and responsibilities of the three key players within the school. These processes are constantly reviewed.

The Roles and Responsibilities of the Head of School and SLT

The Head of School and SLT have overall responsibility for overseeing and supporting ECTs in the school.

Specific responsibilities:

- Demonstrate a commitment to ECTs and to staff development
- Have a clear ECT policy
- Decide and put into practice the school's policy on allocating sufficient time for mentors to meet with their trainees
- Appoint the ECT Co-ordinator/ Induction Tutor
- Deal with issues relating to professional misconduct
- Delegate the management of ECTs to the Mentor
- Monitor and evaluate ECT progress in the school and training delivered by Thames Gateway Teaching School Hub
- Assess the impact of ECTs on staff development and teaching and learning

The Roles and Responsibilities of Induction Tutor

The Induction Tutor is an experienced member of staff who coordinates the ECT programmes within school. They will maintain close links with the Thames Gateway Teaching School Hub, liaise with and support Mentors in carrying out their role, monitor the quality of Mentoring, deal with areas of concern and be instrumental in developing a school policy for ECTs.

The Induction Tutor, is also responsible for the overall management of initiating ECTs into the teaching profession and into South Avenue School systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ECT performance. This is supported by all members of SLT.

Specific responsibilities:

Liaison with outside partners

- Receive and distribute communications between the relevant parties
- Liaise with HR regarding attendance concerns
- Plan a detailed professional studies program based on the Early Career Framework in partnership with Thames Gateway Teaching School Hub
- Share a copy of the program with the trainees and schools.
- Update TGTSH with any queries or concerns around ECT progress.

- Communicate and work effectively with Thames Gateway Teaching School Hub to improve the outcomes of ECTs

Specific responsibilities:
Within school

- Run an induction programme into the school in partnership with Thames Gateway Teaching School Hub
- Provide a Mentor who is an experienced teacher.
- Provide a Mentor who has the commitment, qualities and training in order to fulfil the role.
- Hold an initial meeting with mentors and then maintain regular contact over the ECT year(s).
- Provide regular written feedback on progress from the mentor.
- Provide copies of all reports to trainees.
- As part of the termly reports, meet with the ECTs and mentors to discuss progress against their targets and to identify further areas of development.

The Roles and Responsibilities of the ECT Mentor

The ECT mentor is the central figure in the individual ECTs development and must be committed to that responsibility. They will be a good teaching role model and have strong inter-personal skills. It is important that the Mentor is fully aware of their responsibilities and fully engages in the Mentor training that is a compulsory part of the Early Career Framework delivered by Thames Gateway Teaching School Hub.

Specific Responsibilities:
Complete the relevant documentation and meet ALL deadlines.

- Prepare the ECT to become a successful and effective member of the teaching profession and to develop the ECT to become a strong member of staff in the school
- Support and encourage the ECT through their induction period
- Provide a role model in the classroom and for the wider perspective of the teaching profession
- Provide information and guidance about specific expectations of the department in terms of planning, syllabi, schemes of work, marking and recording
- Provide access to departmental culture, activities, whole school policy documents and resources
- Give them the opportunity to observe you and others teach. For instance; demonstrate a range of teaching strategies, show models of classroom organisation, use instructing, explaining and questioning techniques, demonstrate good relationships with pupils
- Encourage them to discuss strategies and delivery
- Formally observe the ECT once per term (3 observations in total) in partnership with the Induction Tutor

- Be familiar with the teaching standards and able to evaluate progress in relation to these standards. Also see how this fit in relation to observation policy within the school, as well as in line with gradings on Thames Gateway Teaching School Hub documentation.
- Help and guide the ECT to balance time spent on tasks and to keep to deadlines.
- Identify targets for development with the reference to the weekly mentor meeting
- Meet with them each week/ every other week to review their progress and record this in the documentation from Thames Gateway Teaching School Hub
- To liaise with the Induction Tutor and discuss any concerns with the ECTs progress

Expectations of the ECT

- To be open and willing to ask for help
- Willing to dialogue and work with a wide range of other professionals
- Willing to learn professional practice – operating within the school tradition
- Willing to get involved in the school beyond the classroom
- To fully engage with compulsory training as delivered by Thames Gateway Teaching School Hub

To be considerate and demonstrate professional values and practice by:

- Showing exemplary time management at all times
- Being a good role model
- Being professional in relationships with other staff, pupils and parents
- Being professional in time keeping, attendance, and adhering to the staff dress code. Notify the school before school starts if you are going to be absent, with an outline of the work you had planned for the day.
- Preparing and executing lessons through careful planning, marking and delivery
- Ensuring that documentation is available for the Mentor at all times
- Recognising that Mentors are busy and do not make unlimited demands upon their time
- Keeping discussions to the professional and respect confidentiality
- Being considerate in the staff room
- Attending scheduled meetings unless agreed by the Induction Tutor
- Writing reports if applicable
- Using correct channels of communication. If there are problems, then the mentor should be the first contact. If this is a problem, then the Induction Tutor should be informed
- Identifying emerging training needs and consulting the ECT Co-ordinator/ Induction Tutor as soon as possible.
- To use correct channels of communication.
    - Mentor or Key Stage Lead (for all issues particularly subject based)
    - Vice Head of School
    - Head of School

To be reflective by:

- Reflecting on your own practice and altering it where necessary
- Being able to set SMART targets