St John Henry Newman Catholic Primary School

Early Career Teacher Policy

Approved: September 2026

Next Review Date: September 2027

1. Purpose

St John Henry Newman Catholic Primary School is committed to supporting teachers who are beginning their teaching careers.

Our Early Career Teacher (ECT) induction programme is designed to ensure that ECTs receive high-quality training, mentoring and professional support while developing the knowledge, skills and professional behaviours required to meet the Teachers' Standards.

Our approach reflects the school's Catholic mission and commitment to developing staff who are confident, reflective and committed to providing the very best education and pastoral care for our pupils.

The school aims to:

- provide an ECT induction programme that meets all statutory requirements;
- provide appropriate training and professional development through the Early Career Teacher Entitlement (ECTE);
- provide a supportive and challenging environment in which ECTs can develop as teachers;
- ensure that ECTs receive regular, constructive feedback;
- ensure that ECTs have access to appropriate mentoring and professional development;
- ensure that all staff understand their role in supporting ECTs;
- enable ECTs to make a positive contribution to the academic, personal, social and spiritual development of pupils.

The ECTE is a two-year programme designed to support early career teachers in developing their professional skills and meeting the Teachers' Standards. It includes training, mentor support, protected time and regular progress reviews and formal assessments.

2. Legislation and Statutory Guidance

This policy has regard to the Department for Education's statutory guidance:

Induction for early career teachers (England), June 2026.

The statutory guidance applies to maintained schools, academies and other eligible settings and sets out the requirements for statutory induction, including the roles of headteachers, governing bodies, induction tutors, mentors and ECTs.

The policy also has regard to current Department for Education guidance relating to the Early Career Teacher Entitlement (ECTE).

The ECTE replaced the terminology of "ECF-based training and induction" from September 2025. The updated arrangements incorporate the initial teacher training and early career framework and include updated content relating to areas including SEND, oracy, early cognitive development and evidence-informed practice.

The relevant statutory framework includes:

- Education Act 2002;
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended;
- Teachers' Standards;
- current DfE statutory guidance on induction for early career teachers.

The school will have regard to the statutory guidance when fulfilling its responsibilities for ECT induction.

3. The ECT Induction Programme

3.1 Length of Induction

For a full-time ECT, statutory induction will normally last for two school years.

Part-time ECTs will normally complete induction on a full-time equivalent basis.

The length of an ECT's induction may be affected by periods of absence, previous teaching experience or other circumstances set out within the statutory guidance.

The school will ensure that the ECT and Appropriate Body are informed of relevant changes to the induction period.

3.2 Appropriate Body

The school will work with an Appropriate Body approved to quality assure statutory induction.

The Appropriate Body will:

- ensure that the statutory induction arrangements are appropriate;
- provide advice and guidance to the school where required;
- quality assure the induction process;
- receive progress and formal assessment reports;
- make the final decision on whether the ECT has satisfactorily completed induction.

The Headteacher will ensure that ECTs are registered appropriately with the Appropriate Body and that all required information is submitted.

3.3 Suitable Posts for Induction

Before an ECT begins induction, the school will ensure that their post is suitable for statutory induction.

An ECT will:

- have appropriate teaching responsibilities;
- be provided with the necessary employment tasks, experience and support to enable them to meet the Teachers' Standards;
- regularly teach the same class or classes where appropriate;
- participate in planning, teaching and assessment processes appropriate to their role;
- have an appointed induction tutor;
- have an appointed induction mentor;
- receive the appropriate reduction in teaching timetable;
- receive appropriate support and professional development.

An ECT will not normally:

- be given additional non-teaching responsibilities without appropriate preparation and support;
- be expected to undertake unreasonable demands;
- regularly teach outside the age range or subjects for which they have been employed;
- be routinely given unreasonably demanding pupil discipline responsibilities.

The school will take reasonable steps to ensure that the ECT's workload is manageable and appropriate to their stage of professional development.

4. ECT Entitlement

ECTs are entitled to a structured programme of training, support and development.

This will include:

- access to an appropriate ECT training programme;
- a designated induction tutor;
- a designated induction mentor;
- protected time to engage with ECT training and development;
- regular mentoring;
- regular progress reviews;
- observations of teaching and professional practice;
- constructive feedback;
- opportunities to observe experienced teachers;
- opportunities to engage with wider professional development;
- two formal assessments during the two-year induction period.

The ECTE is designed to support ECTs in developing the knowledge and skills required to meet the Teachers' Standards.

5. Reduced Teaching Timetable

ECTs will receive protected time within their timetable to support their induction and professional development.

For a full-time ECT:

Year 1

The ECT's teaching timetable will normally be no more than **90% of the timetable of a teacher not undertaking induction**, with the appropriate statutory entitlement to additional time for ECT development and PPA.

Year 2

The ECT's teaching timetable will normally be no more than **95% of the timetable of a teacher not undertaking induction**, with the appropriate statutory entitlement to additional ECT development time and PPA.

The school will ensure that protected ECT time is used appropriately for activities connected with the ECT's induction and professional development.

The timetable will be planned so that the ECT can engage meaningfully with their training programme and mentoring.

6. Support for ECTs

The school will provide a supportive and developmental induction programme.

Support will include:

6.1 Induction Tutor

The induction tutor will:

- oversee the ECT's induction programme;
- monitor progress;
- coordinate progress reviews;
- coordinate formal assessments;

- provide or facilitate professional support;
- liaise with the Appropriate Body;
- identify any concerns about progress at an early stage;
- ensure appropriate support is provided where concerns arise.

6.2 Induction Mentor

The induction mentor will:

- provide regular structured mentoring;
- meet regularly with the ECT;
- provide constructive feedback;
- support the ECT in applying learning from their training programme;
- help the ECT identify professional development priorities;
- support reflection on teaching and professional practice;
- work closely with the induction tutor where concerns arise.

The induction tutor and mentor may be the same person where appropriate, although the school will consider whether separate roles would provide the strongest support for the ECT.

6.3 Observation and Feedback

ECTs will have regular opportunities for:

- observation of their teaching;
- professional discussion;
- feedback;
- reflection;
- observation of experienced colleagues;
- collaborative planning and professional dialogue.

Feedback will be timely, constructive and focused on supporting improvement.

ECTs will not be subject to disproportionate monitoring or additional scrutiny simply because they are undertaking induction.

7. Progress Reviews

The ECT's progress will be reviewed regularly throughout the induction period.

Progress reviews will:

- consider progress against the Teachers' Standards;
- consider engagement with the ECT training programme;
- identify strengths;
- identify areas for development;
- establish appropriate objectives;
- consider the ECT's workload and wellbeing;
- identify any additional support required.

Progress reviews will normally take place termly.

The school will ensure that progress reviews are appropriately recorded and that required information is submitted to the Appropriate Body.

8. Formal Assessments

There will normally be two formal assessment points:

- **End of Year 1 – Term 3**
- **End of Year 2 – Term 6**

Formal assessments will be based on evidence gathered throughout the relevant assessment period.

Evidence will be drawn from:

- the ECT's teaching and professional practice;
- progress reviews;
- observations;
- professional development;
- the ECT's work and contribution to the school;
- evidence relating to the Teachers' Standards.

The ECT will be given an opportunity to comment on the formal assessment report.

The Headteacher will make the final recommendation to the Appropriate Body regarding whether the ECT has satisfactorily met the relevant standards at the end of the induction period.

The Appropriate Body makes the final decision regarding successful completion of statutory induction.

9. ECTs Requiring Additional Support

The school is committed to identifying concerns about an ECT's progress at the earliest opportunity.

Where there are concerns that an ECT may not be making sufficient progress, the induction tutor and Headteacher will:

1. identify the specific areas requiring improvement;
2. discuss the concerns with the ECT;
3. seek advice from the Appropriate Body where appropriate;
4. agree clear and achievable objectives;
5. provide additional support and mentoring;
6. increase monitoring where appropriate;
7. establish a clear timescale for review;
8. maintain appropriate records of the support provided.

Where necessary, an individual support plan will be put in place.

The purpose of additional support is to enable the ECT to make the required progress and successfully meet the Teachers' Standards.

Concerns will be addressed openly and promptly, with the ECT given appropriate opportunities to respond and improve.

10. Roles and Responsibilities

10.1 Governing Body

The Governing Body will:

- ensure that the school complies with statutory requirements for ECT induction;
- ensure that the school has the capacity to support ECTs;
- ensure that the Headteacher fulfils their responsibilities in relation to ECT induction;
- be informed about the arrangements for supporting ECTs;
- consider any concerns raised through the school's appropriate procedures;
- seek advice from the Appropriate Body where appropriate.

The Governing Body will not normally become involved in the day-to-day management of an individual ECT's induction.

10.2 Headteacher

The Headteacher will:

- ensure that the ECT holds QTS and is eligible to undertake induction;
- ensure that the ECT is appropriately registered with the Appropriate Body;
- ensure that the ECT's post is suitable for induction;
- appoint an appropriate induction tutor;
- appoint an appropriate induction mentor;
- ensure that the induction tutor and mentor have sufficient time and support to undertake their roles effectively;
- ensure that an appropriate ECT training programme is in place;
- ensure that the ECT receives their statutory protected time;
- monitor the quality of the ECT's induction;
- ensure that progress reviews take place;
- ensure that formal assessments are completed;
- make the final recommendation to the Appropriate Body;
- maintain appropriate induction records;
- ensure that required information is submitted to the Appropriate Body;
- ensure that records and evidence are maintained in accordance with statutory requirements;
- ensure that the Governing Body is appropriately informed about ECT support arrangements.

The Headteacher will ensure that monitoring and record-keeping are proportionate and do not create unnecessary workload for the ECT or staff supporting them.

10.3 Induction Tutor

The induction tutor will:

- coordinate the ECT's induction programme;
- provide regular professional support;

- monitor progress;
- conduct or coordinate progress reviews;
- coordinate formal assessments;
- maintain appropriate records;
- liaise with the mentor;
- liaise with the Appropriate Body;
- identify concerns at an early stage;
- coordinate additional support where required;
- ensure that the ECT understands the expectations of the induction programme.

10.4 Induction Mentor

The induction mentor will:

- meet regularly with the ECT;
- provide structured mentoring;
- provide constructive feedback;
- support the ECT in applying learning from their training programme;
- support professional reflection;
- help identify strengths and areas for development;
- support the ECT in meeting the Teachers' Standards;
- liaise with the induction tutor where concerns arise.

10.5 Early Career Teacher

The ECT will:

- engage fully with their ECT training programme;
- attend training and mentoring sessions;
- participate in progress reviews and formal assessments;
- take responsibility for their professional development;
- work towards meeting the Teachers' Standards;
- respond positively to feedback;
- reflect on their teaching and professional practice;
- provide evidence of progress where appropriate;
- meet agreed objectives;
- raise concerns with their induction tutor or Headteacher at an early stage;
- maintain copies of relevant assessment documentation.

ECTs are expected to engage actively with the support and development opportunities provided by the school.

11. Professional Development and Catholic Ethos

As a Catholic school, St John Henry Newman Catholic Primary School recognises that professional development extends beyond pedagogy and curriculum knowledge.

ECTs will be encouraged to develop their understanding of:

- the mission and ethos of Catholic education;
- the school's Catholic identity;
- Religious Education;
- prayer and liturgy;
- Catholic Social Teaching;
- the school's commitment to service and the common good;
- the pastoral needs of pupils and families;
- the school's safeguarding responsibilities;
- the wider responsibilities of teachers within the school community.

ECTs will be encouraged to participate fully in the spiritual and professional life of the school.

12. Equality, Inclusion and Wellbeing

The school is committed to ensuring that ECTs are supported fairly and equitably.

The school will have regard to the Equality Act 2010 and will make reasonable adjustments where appropriate.

The school recognises the importance of workload and wellbeing during the early stages of a teacher's career.

ECTs will be encouraged to raise concerns about workload, professional development or wellbeing at an early stage so that appropriate support can be provided.

13. ECTs Joining or Leaving the School

Where an ECT joins St John Henry Newman Catholic Primary School having already commenced statutory induction elsewhere, the school will obtain the relevant induction records and liaise with the Appropriate Body to ensure continuity.

Where an ECT leaves the school before completing induction, the school will provide the Appropriate Body with the required information and complete an interim assessment where appropriate.

The school will ensure that relevant induction records are retained and transferred in accordance with statutory requirements.

14. Record Keeping

The school will maintain appropriate records relating to ECT induction, including:

- registration information;
- induction dates;
- progress reviews;
- formal assessments;
- evidence relied upon for assessment;
- support plans where required;

- relevant communications with the Appropriate Body.

Records will be maintained securely and in accordance with the school's data protection requirements.

15. Complaints and Concerns

ECTs are encouraged to raise any concerns about their induction arrangements at the earliest opportunity.

In the first instance, concerns should normally be raised with the induction tutor or Headteacher.

Where concerns cannot be resolved within the school, the ECT may seek advice from the Appropriate Body.

Nothing within this policy prevents an ECT from accessing the school's normal grievance or complaints procedures where appropriate.