



# Timothy Hackworth Primary School

‘Respectful and resilient; being the best that we can be.’

## Early Career Teacher Policy

CRC Article 29: All children have the right to be the best that they can be.



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| Approved by                  | <b>Governing Body</b> |
| Head Teacher Signature       | <i>L. Boulton</i>     |
| Governor Signature           | <i>P. Crook</i>       |

## **Early Career Teacher Policy**

CRC Article 29: All children have the right to be the best that they can be.

**Date of Policy:** March 2026

**Review Date:** March 2027

### **This policy should be read in conjunction with our:**

- Statutory Guidance on Induction for Early Career Teachers. Statutory Guidance for Appropriate Bodies, Head Teachers, School Staff and Governing Bodies, April 2025;
- Safeguarding Policy;
- Keeping Children Safe in Education, September 2025;
- Respectful Relationships (Behaviour) Policy;
- Equalities Policy Statement;
- Equalities Objective Summary;
- Equalities Information and Objectives;
- Teacher Pay Policy;
- Appraisal Policy.

All policy and practice in Timothy Hackworth Primary School respects children's dignity.

### **Our Timothy Hackworth School Vision**

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

### **Mission Statement** (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

### **Values**

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD \(CRC\)](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

### **Equalities Information**

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in respect to age (as

appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

### **The ECT Induction Process**

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of Early Career Teachers as they make progress towards the Teachers' Standards (DfE).

The induction programme will be underpinned by the Early Career Framework (ECF), enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the Head Teacher and Appropriate Body must agree that the post is suitable.

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

The Head Teacher, along with the Appropriate Body, is jointly responsible for the monitoring, support and assessment of the ECT during induction. In our school, the Appropriate Body is Tees Valley Schools Hub. They are also responsible for the quality assurance of the ECT induction process.

Other key roles within the induction process are the Induction Tutor and the Governing Body.

### **Aims**

Timothy Hackworth Primary School aims to:

- run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF);
- provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers;
- make sure that all staff understand their role in the ECT induction programme.

## **Scope**

This policy applies to all ECTs who have started, but not completed, their induction period.

## **Legislation and Statutory Guidance**

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#)
- The [Initial Teacher Training and Early Career Framework \(ITTECF\)](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

## **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 relevant standards throughout, and by the end of, the induction period;
- have an appointed Induction Tutor, who will have qualified teacher status (QTS);
- have an appointed Induction Mentor, who will have QTS;
- have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range;
- teach the same class;
- 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 upon them;
- not normally teach outside the age range they have been employed to teach;
- not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

## **Support for ECTs**

Timothy Hackworth Primary School will support ECTs with:

- their designated Induction Tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments;
- their designated Induction Mentor, who will provide regular structured mentoring sessions and targeted feedback;
- observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback;
- regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their Induction Tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths;
- chances to observe experienced teachers, either within the school or at another school with effective practice.

## **Assessments of ECT Performance**

ECTs are exempt from normal appraisal procedures during their induction period.

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the Head Teacher or the ECT's Induction Tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the Appropriate Body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Head Teacher will also recommend to the Appropriate Body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the Head Teacher, Induction Tutor and the ECT.

A copy of the formal assessment report will then be sent to the Appropriate Body. The final assessment report will be sent within 10 working days of the meeting, for the Appropriate Body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the Induction Tutor or Head

Teacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

### **At-Risk Procedures**

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- areas in which improvement is needed are identified;
- appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards;
- an effective support programme is put in place to help the ECT improve their performance.

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

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the Induction Tutor or Head Teacher will:

- continue to deliver progress reviews;
- revise the ECT's objectives and support plan in line with the Teachers' Standards;
- share these with the ECT, Head Teacher and Appropriate Body.

### **Capability Procedures**

In the event of serious capability concerns, the Head Teacher can decide to instigate capability procedures in line with our Capability Policy. They will inform the Appropriate Body when these procedures are instigated.

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

### **Roles and Responsibilities within the Induction Process**

**The ECT will:**

- provide evidence that they have QTS and are eligible to start induction;

- meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their Induction Tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme;
- provide evidence of their progress against the Teachers' Standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their Induction Tutor as soon as practicable;
- consult their Appropriate Body Named Contact at an early stage if there are, or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate fully in scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their Induction Tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.

**The Head Teacher will:**

- check that the ECT has been awarded QTS;
- clarify whether the ECT needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the Appropriate Body;
- notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the Induction Tutor is appropriately trained, has the ability and has sufficient time to carry out their role effectively;
- ensure the Mentor is appropriately trained, has the ability and has sufficient time to carry out their role effectively;
- ensure an appropriate personalised support programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the Appropriate Body;
- ensure that assessments (including any interim assessments) are carried out and reports completed and sent to the Appropriate Body;
- maintain and retain accurate records of employment that will count towards the induction period;
- ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way;

- make the Governing Body aware of the arrangements, that have been put in place, to support the ECTs serving induction;
- make a recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- participate appropriately in the Appropriate Body's quality assurance procedures;
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Head Teacher is expected to:

- obtain interim assessments, any formal assessment and progress reviews from the ECT's previous post;
- act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the Teachers' Standards;
- notify the Appropriate Body as soon as absences, within each year of induction, total 30 days or more;
- periodically inform the Governing Body about the induction arrangements;
- advise and agree with the Appropriate Body where, in exceptional cases, it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- consult with the Appropriate Body in cases where a part-time ECT has completed a minimum period covering, but not equivalent to, two school years and has met the necessary requirements, where it may be appropriate to reduce the length of the induction period;
- provide interim assessment reports for staff moving school in between formal assessment periods; and
- notify the Appropriate Body when an ECT serving induction leaves the institution.

**The Induction Tutor (or the Head Teacher if carrying out this role) will:**

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake two formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
- carry out progress reviews in terms where a formal assessment does not occur;

- 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, Head Teacher and Appropriate Body;
- inform the ECT during the assessment meetings that the judgements are to be recorded in the formal assessment record, and invite ECTs to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the school, 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;
- 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;
- Notify the Appropriate Body after each progress review as to whether the ECT is making satisfactory progress.

**The Mentor (or the Induction Tutor if carrying out this role) will:**

- regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
- work collaboratively with the ECT and other colleagues involved in the ECT's induction in our school to help ensure the ECT receives a high quality ECF-based induction programme;
- provide, or broker, effective support, including phase or subject specific mentoring and coaching;
- take prompt, appropriate action if an ECT appears to be having difficulties.

**The Governing Body will:**

- ensure compliance with this guidance;
- be satisfied that the school has the capacity to support the ECT;
- ensure the Head Teacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- investigate concerns raised by an individual ECT as part of the school's agreed grievance procedures;
- seek guidance from the Appropriate Body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process;
- if it wishes, request general reports on the progress of an ECT on a termly basis.

***Procedure for ECTs not satisfied with the Induction process:***

1. Raise any concerns with their Induction Tutor as soon as is practicable;
2. Discuss issues of concern with the Head Teacher;
3. Consult their Appropriate Body named contact;
4. Raise concerns with the Governing Body as outlined in the school's agreed grievance procedures.

Relevant school staff will be encouraged to participate, wherever possible, in this policy's 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.

**Monitoring Arrangements**

This policy will be reviewed annually by the Head Teacher. At every review, it will be monitored by the Governing Body.