



Adventure together; learn forever

Early Career Teacher (ECT) Induction Policy

At Castle, we recognise that an Early Career Teacher (ECT) induction policy for a primary school is an important document that outlines the support and professional development provided to newly qualified teachers during their first two years in the profession. This policy ensures that ECTs are supported and mentored effectively, helping them develop their teaching skills and confidence.

Early Career Teacher (ECT) Induction Policy

1. Purpose of the Policy

The purpose of this policy is to outline the induction process for Early Career Teachers (ECTs) at Castle Primary, ensuring they are well-supported and equipped to succeed in their teaching roles. The policy is designed to provide a clear framework for the induction process, ensuring that all ECTs receive the support, guidance, and professional development they need to thrive in their new role.

2. Scope

This policy applies to all Early Career Teachers (ECTs) employed by Castle who are in their first or second year of teaching following the completion of their Initial Teacher Training (ITT).

3. Induction Process

- **Mentorship:**
Every ECT will be assigned a dedicated mentor who will provide guidance, support, and constructive feedback throughout the induction process. Mentors should be experienced teachers who have a clear understanding of the requirements of the ECT induction framework.
- **Observation and Feedback:**
ECTs will be observed regularly by their induction tutor, mentor, line manager, and other experienced teachers. These observations will be followed by constructive feedback to support their professional development.
- **Timetable and Teaching Load:**
ECTs will receive a reduced teaching timetable in accordance with the statutory requirements. This reduction will allow for planning, preparation, and professional development opportunities. In accordance with DfE requirements, ECT 1 teachers will receive an additional 10% timetable reduction. ECT 2 teachers will receive an additional 5% timetable reduction.
- **Induction Plan:**
An individualised induction plan will be created for each ECT in collaboration with their mentor and line manager as part of their meetings with their mentor. This plan will set out specific goals, development areas, and actions for each term.
- **Professional Development:**
ECTs will have access to professional development sessions, both internal and external, to support their growth as educators. This will include training on curriculum design, assessment strategies, behaviour management, safeguarding, and other relevant areas.

4. Monitoring and Evaluation

The progress of each ECT will be monitored through regular meetings with their mentor and line manager. Feedback will be gathered from the ECT, mentor, and relevant school staff to ensure the induction process is meeting the ECT's needs. At the end of each term, an evaluation meeting will take place to review progress and make any necessary adjustments to the induction plan. These meetings will form the basis of Progress Reviews as required by the appropriate body.

5. Support for Well-being

We recognise the importance of supporting the well-being of ECTs, particularly in the early years of their career. ECTs will have access to well-being resources, peer support groups, and opportunities for regular check-ins with their mentor or senior leaders to discuss any concerns.

6. Roles and Responsibilities

- **ECF Lead:**
The ECF lead is responsible for ensuring that the ECT induction process is in line with statutory requirements and that mentors and staff are appropriately trained and supported. The ECF Lead will also review the progress of ECTs and ensure that they are meeting the required standards.
- **Induction Mentor:**
The mentor's role is to provide one-to-one support, guidance, and feedback to the ECT. Mentors will help with lesson planning, observation feedback, and provide advice on classroom management, teaching strategies, and professional conduct.
- **ECTs:**
ECTs are expected to engage fully in the induction process, attend all relevant professional development sessions, and actively seek feedback. They should demonstrate a commitment to improving their practice and meeting the standards required.

7. Formal Assessment and Reporting

At the end of the first year of induction, the ECT's progress will be formally assessed by their Mentor and ECF Lead. This assessment will be based on evidence of the ECT's teaching practice, professional development, and progress against the Teacher Standards. A formal report will be submitted to the SWIFT Colyton Appropriate Body in accordance with statutory requirements.

8. Conclusion

At Castle, we are committed to providing the highest standard of support for Early Career Teachers. By following this induction policy, we aim to ensure that all ECTs receive the guidance, feedback, and professional development they need to build a successful and rewarding teaching career.

This policy should be reviewed regularly to ensure it is up to date with current educational requirements and the specific needs of your school and staff.

Next review date: September 2026