



Broadway Academy Trust Policies

Our Children. Our Community. Believe it can be done!

Policy For Early Career Teachers

Approved by: Deep Academics Committee

Date approved: May 2026

Next review date: May 2027



Contents

	Section	Page
1	Introduction	2
2	Principles	2
3	The ECT induction programme	3
4	Posts for Induction	3
5	Support for ECTs	4
6	Assessments of ECT performance	4
7	At-risk procedures	5
8	Capability procedures	5
9	Roles and responsibilities	5

1. Introduction

- 1.1 The first years of teaching are not only very demanding but also of critical significance in the professional development of the Early Career Teacher (ECT). It is vital new teachers get a good start to their teaching careers through appropriate transitional support.

Broadway Academy Trust's induction process 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 ECTs to establish a secure foundation upon which a successful teaching career can be built.

- 1.2 The policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\) statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/induction-early-career-teachers-england-2019.pdf)
- The [Early Career Framework](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

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

- 1.3 Key Points

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.
- Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- An Appropriate Body has the main quality assurance role within the induction process. The Appropriate Body is responsible for checking that Headteachers have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point

2. Principles

- 2.1 The Academy Trust's induction process 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 the Academy Trust. Specifically, we aim to:

- 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 outstanding classroom practice
- help ECTs form productive relationships with all members of the Academy Trust 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 Teachers' Standards
- 2.2 The whole staff will be kept informed of the Academy Trust Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole Academy Trust 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.

3. The ECT induction programme

- 3.1 The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.
- 3.2 Prior to the ECT serving their induction, the Headteacher and CEO and appropriate body should agree that the post is suitable.
- 3.3 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.
- 3.4 The programme is quality assured by Star Teaching School Hub, the Academy's 'appropriate body'.

4. Posts for induction

Each ECT will:

- 4.1 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
- 4.2 Have an appointed induction tutor, who will have qualified teacher status (QTS)
- 4.3 Have an appointed induction mentor, who will have QTS
- 4.4 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
- 4.5 Regularly teach the same class or classes
- 4.6 Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- 4.7 Not be given additional non-teaching responsibilities without appropriate preparation and support
- 4.8 Not have unreasonable demands made upon them

- 4.9 Not normally teach outside the age range and/or subjects they have been employed to teach
- 4.10 Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

5. Support for ECTs

The Academy Trust will support ECTs with:

- 5.1 Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- 5.2 Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- 5.3 Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- 5.4 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
- 5.5 Chances to observe experienced teachers, either within the Academy Trust or at another school with effective practice

6. Assessments of ECT performance

- 6.1 ECTs are exempt from normal appraisal procedures during their induction period.
- 6.2 Formal assessment reviews 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 completed by the ECT's induction tutor in conjunction with the induction mentor. These will be submitted to Star Teaching School, the Appropriate Body.
- 6.3 Progress reviews will take place in terms where there is no formal assessment review. These will be submitted to Star Teaching School Hub, the appropriate body.
- 6.4 These reviews will be informed by clear and transparent evidence gathered from meetings during the preceding assessment period and evidence drawn from the ECT's work as a teacher and from their induction programme. Evidence will be uploaded onto the Star Hub for each Teaching Standard and there will be no need for the ECT to create anything new as evidence.
- 6.5 The formal assessment reports and progress reviews will clearly show how the ECT is performing against the relevant standards. The Headteacher and CEO 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.

- 6.6 The ECT will add their own comments, and the formal assessment report will be signed by the Headteacher and CEO, induction tutor and the ECT.
- 6.7 A copy of the formal assessment report will then be sent to the appropriate body in line with the deadline set by the appropriate body to make the final decision on whether the ECT has passed their induction period.
- 6.8 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 Headteacher and CEO should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

7. At-risk procedures

- 7.1 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
- 7.2 The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.
- 7.3 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 Headteacher and CEO will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

8. Capability procedures

In the event of serious capability concerns, the headteacher 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.

9. Roles and responsibilities

9.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, 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

- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the Academy Trust

9.2 **Role of the Headteacher and CEO/Senior Leader in charge of ECT**

The Headteacher and CEO or senior leader in charge of ECT will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

9.3 **Role of the induction tutor**

The induction tutor will:

- Provide guidance and effective support to the ECT
- Carry out regular progress reviews throughout the induction period

- Undertake two formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and CEO and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed, and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the Academy Trust
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress

9.4 Role of the induction mentor

The induction mentor will:

- Meet regularly with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the Academy Trust who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

9.5 Role of the governing board

The governing board will:

- Make sure the Academy Trust complies with statutory guidance on ECT induction
- Be satisfied that the Academy Trust has the capacity to support the ECT
- Make sure the Headteacher and CEO is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the Academy Trust's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

9.6 This policy will be reviewed annually by the Assistant Head Teacher in charge of the ECT. At every review, it will be approved by the full governing board.