



Huxlow Academy

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Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
A.Johnson	SLT	March 2026	March 2026	Annual	March 2027

EARLY CAREER TEACHER INDUCTION POLICY

Policy Approver: Local Governing Body

Version Control

Version Number	Date of Change	Changes Made
1	May 2022	Updated to latest legislation
2	November 2024	Aligned to ECF changes
3	March 2027	Updated

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1. Policy Name

Early Career Teacher Induction Policy

2. Aims

The initial years of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Our school's ECT induction process aims to:

- Run an ECT induction programme that meets all statutory requirements under the Initial Teacher Training and Early Career Framework (ITTECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme
- Foster reflective practice through structured self-evaluation and professional dialogue

This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

3. Purpose

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the ECTs and fully aligned with the Initial Teacher Training and Early Career Framework (ITTECF)
- To provide appropriate counselling and support through the role of an identified mentor
- To provide ECTs with examples of good practice
- To help ECTs form good relationships with all members of the school community and stakeholders
- To help ECTs become aware of the school's role in the local community
- To encourage systematic reflection on their own and observed practice through structured journaling
- To provide opportunities to recognise and celebrate good practice
- To provide opportunities to identify areas for development
- To help ECTs to develop an overview of a teacher's roles and responsibilities
- To provide a foundation for longer-term professional development
- To support ECTs so that they perform satisfactorily against the Teachers' Standards

The whole staff will be kept informed of the school 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 are crucial to its continued success.

4. Legislation and Statutory Responsibility

This policy is based on:

- **Induction for Early Career Teachers (England): Statutory Guidance for Appropriate Bodies, Headteachers, School Staff, and Governing Bodies (2023)** – This statutory guidance outlines the roles, responsibilities, and requirements for Early Career Teacher (ECT) induction
- **Initial Teacher Training and Early Career Framework (ITTECF)** (effective from September 2025) – The programme for ECTs and their mentors is underpinned by the ITTECF. The ITTECF sets out what teachers should learn about and learn how to do across both the training and induction periods at the start of their careers, and is designed to support development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours. The framework is presented in 8 sections to align with the Teachers' Standards
- **Teachers' Standards** – The 'relevant standards' referred to in this policy are the Teachers' Standards, which set out the expectations for teaching proficiency and conduct

This policy also complies with our funding agreement and articles of association.

Note: As an academy, an ECI period is not statutory. However, we choose to offer our ECTs a full statutory induction period.

5. The Induction Programme

5.1 Duration and Structure

For a full-time ECT, the induction programme will last for two academic years. Part-time ECTs will serve a full-time equivalent. The programme is quality assured by Brooke Weston Teaching School Hub, our 'appropriate body'.

5.2 Our Approach to ITTECF-Based Training

From 1 September 2025, we offer a 2-year induction based on the Initial Teacher Training and Early Career Framework (ITTECF). Headteachers must put an appropriate ITTECF-based induction programme in place, and make sure that mentors and tutors who support ECTs can carry out their role effectively.

We have selected a **[funded provider-led programme / school-designed and delivered programme]** approach to deliver our ITTECF-based induction. We have registered with the DfE's online service to provide details of our ECT(s), induction mentor, selected appropriate body, induction tutor, and which training option we've chosen.

5.3 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 Teachers' Standards throughout their induction
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have a reduced timetable allowance, with no more than 90% in Year 1 and 95% in Year 2 of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- 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 and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

5.4 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring, support, and co-ordinate assessments
- Weekly mentoring sessions during the first year and fortnightly in the second year, focusing on guided reflection, application of ITTECF content, and personalised feedback
- Mentoring sessions timetabled during teaching hours. We make sure that mentors are given sufficient time to carry out their role effectively, including holding meetings during teaching hours
- Observations of their teaching at regular intervals, followed by prompt and constructive feedback
- Regular professional reviews of their progress, on at least a half-termly basis, where we will review objectives and revise them in relation to the Teachers' Standards, current needs, and strengths
- Opportunities to observe experienced teachers, either within the school or at another school known for effective practice
- A structured reflective journal to support ongoing professional development (see Section 6)

5.5 At-Risk Procedures

If an ECT is not making sufficient progress, additional monitoring and support measures

must be put in place immediately. This includes:

- Identifying areas needing improvement
- Setting targeted, achievable objectives
- Implementing an effective support programme with granular, time-bound actions, overseen by the Quality of Education team
- Informing the Appropriate Body as soon as possible

6. Reflective Practice and Professional Development

6.1 ECT Reflective Journal

At Huxlow Academy, we believe that structured reflection is essential to professional growth and development. All ECTs are required to maintain a **Reflective Journal** throughout their two-year induction period.

6.2 Purpose of the Reflective Journal

The Reflective Journal serves to:

- Support ongoing self-evaluation against the Teachers' Standards
- Provide a structured space for ECTs to document their professional learning and development
- Enable ECTs to identify and celebrate aspects of their practice they feel proud of
- Facilitate meaningful coaching conversations with their mentor and induction tutor
- Create a personal record of professional growth and achievement
- Support evidence gathering for formal assessment meetings

6.3 Content and Structure

The Reflective Journal should include:

Self-Evaluation Against Teachers' Standards

- Regular self-assessment against each of the eight Teachers' Standards
- Identification of areas of strength and areas for development
- Evidence from practice that demonstrates progress against each standard
- Personal targets linked to specific standards

Reflective Practice

- Critical reflection on lessons taught, including what went well and areas for improvement
- Analysis of pupil progress and engagement

- Consideration of feedback received from observations and mentoring sessions
- Reflection on application of ITTECF content to classroom practice

Celebrations and Achievements

- Documentation of successful lessons, interventions, or initiatives
- Examples of positive pupil outcomes or feedback
- Recognition of personal professional milestones
- Evidence of impact on pupil learning and wellbeing

Professional Learning

- Key learning points from training sessions, observations, and mentoring meetings
- Application of new strategies or approaches in the classroom
- Questions or areas requiring further exploration
- Links between theory (ITTECF) and practice

6.4 Using the Reflective Journal

- ECTs should update their journal **at least weekly**, with more frequent entries encouraged during particularly developmental periods
- The journal will be used as a basis for discussion during **mentoring sessions** to identify priorities and next steps
- ECTs should bring relevant extracts from their journal to **progress review meetings** to support professional dialogue
- The journal is a **personal document** owned by the ECT, though selected evidence may be shared to support formal assessments
- The induction tutor and mentor will provide guidance on effective reflective practice and journal structure during the first term

6.5 Format

ECTs may choose to maintain their Reflective Journal in either:

- A **digital format** (e.g., Google Drive, OneNote, or other secure platform)
- A **physical notebook**

All journals must be stored securely and in accordance with the school's data protection policies.

7. Roles and Responsibilities

7.1 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 on priorities, and keep these under regular review
- Agree with their induction tutor how best to use their reduced timetable allowance
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews, and formal assessment meetings
- **Maintain a Reflective Journal with regular entries documenting self-evaluation against the Teachers' Standards, professional learning, and celebrations of practice**
- **Use their Reflective Journal to support coaching conversations and identify areas for development**
- 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
- Maintain copies of all assessment forms on the ECT Google Drive

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 tutor or within the school

7.2 Role of the Headteacher

The Headteacher 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
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure 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 a recommendation to the appropriate body on whether the ECT's performance against the Teachers' 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

7.3 Role of the Induction Tutor

The induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring aligned with ITTECF
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period
- Inform the ECT during the assessment meeting of their progress
- Ensure the ECT is aware of how they can raise concerns about their induction programme or personal progress
- Take prompt, appropriate action if the ECT appears to be having difficulties
- **Provide guidance on effective reflective practice and support ECTs in developing their Reflective Journal**
- **Review selected extracts from the ECT's Reflective Journal during progress reviews to inform professional dialogue**

7.4 Role of the ECT Mentor

The ECT Mentor will:

- Meet regularly with their assigned ECT to provide structured support and guidance, focusing on key priorities aligned with the Initial Teacher Training and Early Career Framework (ITTECF)
- Offer coaching and feedback based on observations and assessments
- Track the ECT's progress against relevant teaching standards where applicable
- Communicate any significant concerns or challenges regarding the ECT's progress directly to the ECT Lead
- Maintain regular contact with the ECT Lead to update on the ECT's progress
- Keep records of meetings, feedback, and observations
- Use the ECT's Reflective Journal as a basis for mentoring conversations, helping the ECT to identify strengths and areas for development
- Encourage the ECT to document celebrations and achievements in their Reflective Journal
- Support the ECT in making meaningful connections between ITTECF content and their classroom practice through reflective dialogue

When the ECT Mentor has any concerns:

- They will address these with the ECT and collaborate on potential solutions
- Consult with the ECT Lead to seek additional support if necessary

7.5 Role of the Governing Board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- Seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved

8. Assessment & Quality Assurance

8.1 Assessment of ECT Performance

The assessment of ECTs will be rigorous but also objective and in line with statutory guidance. Headteachers or induction tutors should formally assess ECTs. Mentors should not be part of this process.

ECTs are assessed against the Teachers' Standards only. The ITTECF is a framework for learning and development, not an assessment tool. ECTs shouldn't be asked to create anything new for assessment. They should be kept up to date on their progress before assessment.

8.2 Progress Reviews

Regular professional reviews will take place on at least a half-termly basis. These meetings will:

- Review objectives and revise them in relation to the Teachers' Standards, current needs, and strengths
- Be informed by the ECT's Reflective Journal, observations, and ongoing professional dialogue
- Identify areas of strength and areas requiring development
- Set SMART targets for the coming period
- Outline support to be provided by the school

8.3 Formal Assessment Meetings

Formal assessment meetings will take place in the final term of the first year and the final term of the second year. The exact assessment dates can be agreed between the school and the ECT.

These meetings will be carried out by the ECT's induction tutor and will be informed by:

- Clear, transparent evidence gathered during the preceding assessment period
- The ECT's work and input from their induction programme

- Progress reviews and observations
- The ECT's Reflective Journal (selected evidence)
- Existing documents and working documents

Termly assessment reports will give details of:

- Areas of strength
- Areas requiring development
- Evidence used to inform judgement (including reference to Teachers' Standards)
- SMART targets for the coming term
- Support to be provided by the school

All teachers involved in the ECT's development are eligible to contribute evidence to this process to ensure a reliable overall view of progress.

8.4 Quality Assurance

The Deputy Headteacher responsible for Teaching and Learning will quality assure the induction process, ensuring a consistent, high-quality induction for all ECTs.

We will keep our appropriate body apprised of the ECT's progress and provide our appropriate body with copies of all progress reviews.

9. Monitoring Procedures

This policy will be reviewed annually by the Deputy Headteacher responsible for Teaching and Learning and approved by the Local Governing Body.

The effectiveness of the induction programme, including the use of Reflective Journals, will be evaluated through:

- Feedback from ECTs, mentors, and induction tutors
- Analysis of ECT progress and assessment outcomes
- Quality assurance visits from the appropriate body
- Review of ECT retention and progression within the school

Signed:.....*D McVean*..... Chair of Local Governing Body

Date:25.03.2026.....