



DOWNSVIEW PRIMARY SCHOOL

EARLY CAREER TEACHER POLICY

Originator: **Nikki Gray**

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Downsview Primary School
Biggin Way
Upper Norwood
London
SE19 3XE

Telephone: 020 8764 4611
Email: sec1@downsview.croydon.sch.uk
Webpage: www.downsview.croydon.sch.uk

Signed on behalf of the Governing Body: _____ Chair of Governors

Date: _____

EARLY CAREER TEACHER POLICY

RATIONALE

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of an Early Career teacher. Our school's two-year induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

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

PURPOSES

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 in both Year 1 and Year 2 for their inquiry;
- to provide appropriate guidance and support through the role of an identified tutor and mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community;
- to help ECTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice from expert teachers;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help ECTs develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help ECTs perform well against the Teachers' Standards.

The whole staff will be kept informed of the school's 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 is a crucial factor in its continued success.

ROLES AND RESPONSIBILITIES

THE GOVERNING BOARD

The Governing Board will be fully aware of the contents of the DfE's statutory guidance on induction for Early Career Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, whether the school currently has the capacity to fulfil all its obligations. The Governing Board will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

THE HEADTEACHER

The Headteacher at Downsvie Primary and Nursery School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, the Headteacher, alongside the 'in school' mentor, will also observe each ECT at least once each term. Statutory responsibilities are:

- Make arrangements with an Appropriate Body to oversee the school's induction programme for each ECT employed.
- Ensure an appropriate induction programme is acquired through the fully funded provider led programme- Harris Academy trust.
- Appoint a suitably experienced teacher to the induction tutor/ mentor role and monitor.
- Make a recommendation to the Appropriate Body whether or not an ECT has performed satisfactorily against the Teachers' Standards for the completion of induction, based on the mentor's and tutor's recommendations.
- Observe with the mentor and give written warnings to an ECT at risk of failing to perform satisfactorily against the Teachers' Standards, whilst informing the Appropriate Body immediately.
- Keep the Governing Board aware and up-to-date about induction arrangements and the results of formal assessment meetings.

INDUCTION MENTOR

The ECT mentor plays an essential role in supporting Early Career Teachers (ECTs) during their induction. Day-to-day, the mentor's responsibilities include:

- **Regular Meetings:** Meeting with the ECT regularly to discuss their progress, challenges, and successes.
- **Feedback:** Providing constructive feedback on lessons and teaching practises to help the ECT improve.
- **Support:** Offering guidance and support tailored to the ECT's specific needs, whether in planning lessons, classroom management, or understanding school policies.
- **Collaboration:** Working closely with the ECT and other staff members to ensure the ECT has access to the resources and support they need.
- **Monitoring Progress:** Keeping track of the ECT's development and addressing any concerns promptly to ensure they meet the required teaching standards.

The mentor is a trusted guide, helping the ECT navigate their early teaching career and ensuring they feel confident and supported in their role.

INDUCTION TUTOR

The ECT tutor plays a vital role in the development of Early Career Teachers (ECTs) during their induction. Day-to-day, the tutor's responsibilities include:

- **Instructional Support:** Providing guidance on teaching techniques and strategies that align with the Early Career Framework (ECF).
- **Resource Sharing:** Offering access to teaching resources, materials, and tools that can enhance the ECT's lessons and classroom activities.
- **Professional Development:** Facilitating opportunities for professional learning, such as workshops, training sessions, or peer observations.
- **Assessment:** Helping the ECT assess their own teaching practises and set achievable goals for improvement.
- **Encouragement:** Supporting the ECT emotionally and professionally, encouraging them to reflect on their experiences and build confidence in their teaching abilities.

The tutor acts as a knowledgeable resource, helping the ECT grow in their teaching practice and ensuring they have the skills needed to succeed in their role.

The role of Mentor and Tutor embraces many important tasks, including the planning, implementing and evaluation of a personalised programme of support and development for each ECT, providing advice, guidance and a rigorous but fair assessment of an ECT's performance.

It also entails keeping relevant and accurate records of progress and achievement and the provision of on-going support on a daily basis.

*An induction tutor should only assign themselves as a mentor in exceptional circumstances.

If your school needs you to do this, you should:

- make sure you can take on the full responsibilities of both roles
- put safeguards in place to separate mentoring from assessment sessions

ENTITLEMENTS

Each ECT should be proactive in their own career development. However, our two-year induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to the standards for the award for Qualified Teacher Status (QTS). The key aspects of the induction programme for ECTs at Downsview Primary and Nursery School are as follows:

- Access to a two-Year induction programme that will commence upon date of appointment and be formally reviewed on a termly basis by the mentor and tutor- These assessments will take place in terms 3 and 6 of each year, and progress assessment throughout.
- Help and guidance from a mentor who is an 'Expert teacher'; is knowledgeable about the phase group/year group/subject; has been trained or is undergoing training in the induction process and has coaching and mentoring skills.
- Regular meetings with the induction tutor, senior managers, subject coordinators and other key staff, where appropriate.
- Opportunities to observe experienced colleagues' teaching.
- In the first year, a reduction of 10% of the average teacher's timetable. In the second Year, 5%. This time is used for participating in the CPD identified (which could include team teaching or observing other colleagues' good practice) and agreed with the tutor and is in addition to the statutory 10% PPA time already allocated to teachers.
- Have teaching observed by the induction tutor/mentor (at least half-termly) and by other relevant colleagues (Head teacher, subject leads, leaders etc.) on a regular basis- formal and non-formal.
- To receive prompt written, as well as oral, feedback on the teaching observed against the standards and to receive feedback about strengths and areas for development, as appropriate.
- Regular review of progress meetings to review action plans, record achievements against the standards and raise concerns. Term 3 and 6 in each year.
- Opportunities for further professional development based on agreed objectives.
- The ECT will progress through the pay progression policy in the second year as normal

LESSON OBSERVATIONS or LEARNING WALKS

Formal lesson observations will be planned and conducted regularly by the induction tutor with the support of the mentor and completed in accordance with the Appropriate Body's guidelines, which are based on DfE's statutory guidance. There will be on-going learning walks, led by the mentor, in accordance with our 'Teacher Appraisal Policy' designed to support individual teachers to develop their professional skills.

REVIEW OF PROGRESS MEETINGS

The Tutor and ECT will meet to review objectives, scrutinise lesson observations, identify and record achievements against the standards on the school's progress-tracking sheet and raise any concerns. However, there will be on-going constructive feedback and opportunities sought to continue the development of their professional skills- through informal learning walks.

TERMLY ASSESSMENT MEETINGS

The Tutor and ECT will meet three weeks prior to the submission of report to the Appropriate Body. The assessment will take the form of a professional dialogue. These are pre planned to ensure any targets are shared ahead of submitting the assessments to the appropriate body.

AT RISK PROCEDURES

1. Initial concern - the following procedures will be put into place:
 - Tutor/ Mentor and ECT identify the difficulties.
 - New agreed action/ coaching plans will be developed, with specific support outlined for securing an improvement in practice.
 - Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.
2. Continued concern - the Headteacher, with support from the mentor and Appropriate Body Manager will support the induction tutor and ECT in observations and planning an appropriate programme to ensure satisfactory completion of the ECT first year induction, moving onto the second year programme, and that all steps have been taken to improve the situation.
3. Improvements not achieved - despite the additional support, the Headteacher/mentor and Appropriate Body Manager will meet with the ECT to explain their options and provide advice on next steps.

The ECT will be made aware of any concerns, at all stages, throughout the induction process.

ADDRESSING ECTS' CONCERNS

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them; the ECT should raise concerns with the Appropriate Body's 'named contact'.

CHANGES TO THE CURRENT PROGRAMME

The ECF is in place to develop a longer professional induction and to bring the teaching profession in line with other graduate professions. It also ensures that there is an appropriate consideration of managing the workload/work-life balance for newer teachers.

The Support package includes:

- Funded 5% time off timetable in the second year of teaching, in addition to the existing 10% in the first year.
- A range of high-quality, freely available curricular and training materials underpinned by the Early Career Framework.
- Funded training for mentors of early career teachers.
- Funded time for mentors to support early career teachers- 36 hours funded (£1737.14 at the end of Year 2)
- The fully funded 'Core Induction' route will now be available from The Harris Crystal Palace Hub.
- ECTs can be offered a reduced induction- this can be agreed with the school.
- Mentor will have directed mentor guidance and training- 6 hours over the two years.

Guidance for the new induction framework can be found at:

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>