

ECTE INDUCTION POLICY

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APPROVED BY:	Trust Board
AUTHOR:	Director of English
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1. Rationale and Aim

Bedfordshire Schools Trust (BEST) recognises that the appointment of ECTs makes a valuable contribution to the development of, not only the individual schools which appoints the ECT, but to the Trust as a whole. The Trust understands that the experiences of the first two years of teaching have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop self-confidence and self-awareness necessary for good teaching. As such, the Trust fully supports the introduction of a two-year induction programme and is working closely with the Chiltern Teaching School Hub to deliver this programme to our ECTs.

2. Introduction

The Trust and individual schools will ensure that the induction period:

- a) Helps the ECT to build upon the knowledge, skills and understanding developed in initial teacher training
- b) Helps the ECT to become full members of the teaching profession and provides a foundation for long term professional development, within the context of their individual needs
- c) Helps the ECT to meet identified targets, particularly those relating to the requirements for the satisfactory completion of the induction period
- d) Includes systematic, fair and rigorous assessment procedures, based on evidence of the ECT's professional practice
- e) Ensures that any ECT making unsatisfactory progress is given sufficient timely support to make necessary improvements.

3. Roles and Responsibilities / Policy

3.1 The role of Governing Body

- 3.1.1 Governors recognise that the appointment of an ECT is a heavy and costly responsibility. Appropriate funding will be given to support the ECT.

When appointing an ECT the Governors and the Principal are making a commitment to:

- Provide the ECT with appropriate teaching commitment which is no more than 90% of the normal teaching timetable or pro rata equivalent in year 1 and not more than 95% of the normal teaching timetable or pro rata equivalent in year 2
- Assign a mentor to the ECT who will undergo mentor training and has the time and experience to be influential in the development and support of the new teacher
- Support the ECT and the mentor to complete the training provided by UCL
- Enable the ECT to visit good schools in the local area to see effective practice at first hand
- Ensure all ECTs receive training and support for any additional non-teaching responsibilities they will undertake
- Ensure mentors are not expected to mentor more than three ECTs at a time
- Ensure no unreasonable demand are made on ECTs.

- 3.1.2 It is normally expected that an ECT will be appointed on a permanent contract. However, in exceptional circumstances, an appointment will be made on a temporary basis.

- Under normal circumstances the post to which an ECT is appointed will be well matched to

their training experience. They will be deployed to the age groups for which they are trained thus enabling a fair assessment of their progress to be made and their further training needs to be identified and met

- Exceptional circumstances are circumstances the school cannot reasonably have been expected to anticipate such as staff illness

3.1.3 Under normal circumstances ECTs will not be employed for the following posts:

- Posts which present unusual problems of discipline
- Supply teacher posts
- Posts which carry additional responsibility e.g. subject coordinator

3.1.4 Where, in exceptional circumstances, an ECT is appointed to such a post described in paragraph 3.1.3, the school recognises that more intensive support will be necessary.

3.2 The role of the Induction Tutor

The induction tutor will be an experienced member of staff who will undertake two formal assessments of the ECT – based on a full time ECT this would consist of one assessment at the end of Year 1 and one at the end of Year 2 as well as four progress reviews in terms 1, 2, 4 and 5.

The induction tutor will also:

- Observe the ECT teach and provide appropriate advice and support
- Monitor progress systematically using agreed targets
- Where applicable, in consultation with senior managers and the Trust, make arrangements for additional support, experience and professional development from outside the school if necessary, where the ECT is not provided with sufficient breadth of experience to enable him/her to meet the Teacher Standards.

The ECTE programme Lead (Amy Morris), along with members of the SI Team, will take on the role of Induction Tutor for any schools which require this support.

Unless there are exceptional circumstances, the role of the mentor and that of the induction tutor will be carried out by different members of staff in all Academies.

3.3 The role of the Mentor

The Mentor will be an appropriately experienced and trained teacher who will undergo the training from UCL.

3.3.1 The ECT's mentor should be an experienced, trusted, critical friend with empathetic pastoral and professional support and:

- Be available to provide frequent advice and support as necessary
- Arrange a formal programme of school-based support
- Meet regularly, formally and informally with the ECT. The formal meeting should be one hour per week in Year 1 and 1 hour per fortnight in Year 2. ECT and mentor sessions should be timetabled during teaching hours. However, in exceptional circumstances, mentoring may take place outside of teaching hours.

3.4 The role of the ECT

ECTs are expected to comply with the School's policies and practices for all staff to:

- Complete the training programme as devised by UCL
- Consistently meet all the standards for the award of QTS throughout the induction period
- Set and maintain good standards of pupil behaviour in the classroom
- Identify and take advantage of the opportunities offered by the school
- Liaise effectively with pupils' parents and carers
- Take responsibility for implementing school policies and practices
- Take responsibility for their own professional development, participate in target- setting and associated professional development, maintain their evidence folder for the Teacher Standards and keep up to date with research and developments in pedagogy and in the subject(s) they teach
- Teach lessons which are thoroughly prepared and which relate to the School's Schemes of Learning
- Provide and mark homework in accordance with the School's homework/home- school contract
- Comply with the school's dress code
- Ensure registrations and lessons are started promptly
- Be a good role model to students both in and out of school
- Monitor pupils' progress
- Support the learning of all children, liaise with the SENCO and make use of support staff
- Seek help and advice when necessary from the school and the Trust.

3.5 The Induction Period

Full-time ECTs will be required to complete an induction period of two academic years, unless they are subject to an official and agreed reduction or extension to this period in some circumstances. ECTs serving induction on a part-time basis are required to serve the full-time equivalent of two full academic years.

The Trustees and Governors recognise that the induction period may be completed in more than one school, with periods of service aggregated for assessment purposes. However, each separate period of service must be of at least one full-time term's duration, or part-time pro rata equivalent.

Once the induction is successfully completed, the teacher will be included in the school's appraisal programme.

The Governors and Principals are responsible for the induction and professional development of new teachers. The mentor is responsible for the day-to-day supervision of the ECT, ensuring appropriate support, reporting and assessment takes place. The induction tutor is responsible for the formal assessment of the ECT.

In their first term, schools will make every effort to avoid using ECTs as Cover. Thereafter, ECTs will only be required to cover in emergencies.

Short-term supply teaching of less than one term will not count towards an ECT's induction, as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension.

4. Monitoring & Review – Assessment Arrangements

The ECT's teaching will be observed within the first four weeks by their mentor to provide the basis for Teaching and Learning target setting.

Formal meetings between the mentor and ECT will take place every week for one hour for first year ECTs and every two weeks for one hour for second year ECTs. Progress will be discussed against an agreed agenda of professional topics based the schedule set by UCL.

Teaching will be observed regularly by the mentor, and appropriate senior managers. An agreed model for observation will be used. Constructive written and verbal feedback will be given. Copies of observation and feedback notes will be given to the ECT, mentor and appropriate senior managers.

During the induction period, the ECT will have the opportunity to observe experienced teachers at work within the school and in other schools.

The ECT will be given early support for those issues which concern most new teachers, e.g., SEND, Pupil Premium, record-keeping, reporting to parents, day to day dealings with parents, behaviour management, safeguarding and Health & Safety.

Assessment Arrangements

ECT's will have regular progress reviews and complete two formal assessment meetings. These formal assessment meetings will take place between the ECT and the induction tutor. They will consist of the completion of Appropriate Body's ECT assessment form, focusing on the teachers' standards.

The final assessment meeting, at the end of Year 2, will be used to determine whether the ECT has met all of the requirements for the satisfactory completion of the induction period. When satisfactory completion is being confirmed, this meeting should be used for target setting and professional development planning for the third year of teaching, when appraisal arrangements will begin to apply.

The assessment report will be fully discussed with the ECT.

The School will keep records of the induction years, including details of the support and advice provided, notes from observations and notes from mentor meetings. Copies will be provided for the ECT.

Measures to be Taken in the Event of Unsatisfactory Progress

Should problems arise with the progress of the ECT which could affect the completion of induction, the advice and support of the Appropriate Body will be sought as soon as possible.

If the concerns that a teacher may fail to develop full competence after all reasonable support and other measures have been provided persist, the Principal will inform the ECT in writing that he/she is at risk of failing to complete induction, and report this decision to the Appropriate Body. Further advice will be obtained from the Appropriate Body before taking this course of action.