



Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

EARLY CAREER TEACHER INDUCTION POLICY

Completed by: Mrs M Norris (Headteacher)

Date Implemented: September 2026

Review date: September 2027

Stanley Crook Primary School is committed to improving outcomes for all pupils



SCHOOL
MEMBER



Early Career Teacher Induction Policy

Stanley Crook Primary School is committed to supporting Early Career Teachers (ECTs) through a structured and supportive induction programme which contributes significantly to both their professional and personal development.

The school recognises its responsibility to provide a high-quality induction programme that enables ECTs to develop the knowledge, skills and confidence required to meet the Teachers' Standards and become effective practitioners. The induction process is designed to support teacher wellbeing, professional growth and retention whilst ensuring compliance with statutory requirements.

The Headteacher, together with the Appropriate Body, is jointly responsible for the monitoring, support and assessment of ECTs during induction. The school will ensure that all ECTs are registered with an Appropriate Body approved by the Department for Education and that statutory guidance is followed throughout the induction period.

Aims

This policy aims to:

- Ensure compliance with the Department for Education statutory guidance on the induction of Early Career Teachers.
 - Support ECTs in meeting the Teachers' Standards.
 - Provide a structured programme of professional development based on the Early Career Framework (ECF).
 - Promote professional growth, wellbeing and retention.
 - Clarify the roles and responsibilities of all individuals involved in the induction process.
 - Ensure ECTs receive a wider school induction programme in line with Durham County Council guidance for all new employees.
 - Contribute to high-quality teaching and learning that improves outcomes for all pupils.
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Statutory Induction Entitlement

The statutory induction period for an Early Career Teacher normally lasts two school years.

During this period ECTs are entitled to:

- a funded induction programme based on the Early Career Framework;

- support from a trained mentor;
- regular mentoring sessions;
- progress reviews and formal assessments;
- classroom observations with developmental feedback;
- reduced teaching commitments to support professional development and engagement with the induction programme.

The school will ensure that all ECTs receive sufficient time, support and guidance to access their statutory entitlement throughout the induction period.

Roles and Responsibilities within the Induction Process

In accordance with DfE statutory guidance, there are a range of roles within the induction process:

- Early Career Teacher (ECT)
 - Headteacher
 - Induction Tutor
 - Mentor
 - Governing Body
 - Appropriate Body
 - Lead Providers / Delivery Partners
 - Teaching Regulation Agency
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The Early Career Teacher (ECT) is expected to:

- provide evidence that they have been awarded Qualified Teacher Status (QTS) and are eligible to begin induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable entitlement and engage fully with the Early Career Framework programme;
- provide evidence of progress against the Teachers' Standards through normal professional practice;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult the Appropriate Body named contact at an early stage if difficulties cannot be resolved within school;

- participate effectively in classroom observations, progress reviews and assessment meetings;
 - agree the start and end dates of induction periods and inform the induction tutor of any absences;
 - retain copies of assessment reports and relevant induction records.
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The Headteacher is expected to:

- check that the ECT has been awarded QTS;
 - determine whether the teacher is required to complete induction;
 - ensure that a suitable Appropriate Body has been appointed;
 - notify the Appropriate Body when an ECT begins or leaves employment at the school;
 - ensure that the requirements of a suitable induction post are met;
 - ensure that the induction tutor has sufficient expertise, capacity and time to fulfil their role effectively;
 - ensure that mentors have sufficient expertise, training and time to fulfil their role effectively;
 - ensure that an approved ECF-based induction programme is in place;
 - ensure an ECT receives a 10% reduction in teaching timetable during Year 1 of induction in addition to statutory PPA time;
 - ensure an ECT receives a 5% reduction in teaching timetable during Year 2 of induction in addition to statutory PPA time;
 - ensure that teaching is regularly observed and feedback provided;
 - ensure progress is reviewed regularly;
 - ensure formal assessments are completed and submitted to the Appropriate Body;
 - make the Governing Body aware of arrangements in place to support ECTs;
 - make recommendations to the Appropriate Body regarding satisfactory completion, extension or failure of induction;
 - participate in quality assurance arrangements carried out by the Appropriate Body;
 - ensure ECT wellbeing and workload are regularly considered as part of the induction process;
 - maintain induction records in accordance with school data retention procedures.
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The Induction Tutor is expected to:

- provide or coordinate guidance for the ECT's professional development;
- carry out regular progress review meetings during the induction period;
- undertake formal assessment meetings at the end of each assessment period;

- carry out progress reviews in terms where a formal assessment does not take place;
 - inform the ECT of progress review outcomes against the Teachers' Standards;
 - share progress review records with the ECT, Headteacher and Appropriate Body as required;
 - ensure teaching is observed and developmental feedback is provided;
 - ensure ECTs understand how concerns can be raised;
 - take prompt and appropriate action where difficulties are identified;
 - ensure monitoring and record keeping are proportionate and do not create unnecessary workload.
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The Mentor is expected to:

- meet regularly with the ECT for structured mentoring sessions;
 - provide effective instructional coaching and targeted feedback;
 - support engagement with the Early Career Framework programme;
 - work collaboratively with the induction tutor and other colleagues involved in the ECT's development;
 - provide or broker phase-specific, curriculum-specific and professional support where appropriate;
 - maintain appropriate records of mentoring activity;
 - engage in mentor training where required;
 - take prompt and appropriate action if concerns regarding progress arise.
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The Governing Body is expected to:

- ensure the school has regard to statutory guidance;
 - be satisfied that the school has the capacity to support ECTs effectively;
 - ensure the Headteacher fulfils responsibilities relating to suitable induction arrangements;
 - investigate concerns raised through the school's grievance procedures;
 - seek guidance from the Appropriate Body where necessary;
 - receive appropriate assurance regarding the effectiveness of induction arrangements.
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Wider School Induction

In addition to the statutory ECT induction programme, all ECTs will complete the school's wider staff induction programme.

This will include:

- safeguarding and child protection procedures;
- Keeping Children Safe in Education;
- health and safety arrangements;
- behaviour expectations and procedures;
- staff code of conduct;
- online safety;
- equality, diversity and inclusion;
- IT systems and communication platforms;
- information governance and GDPR requirements;
- emergency and evacuation procedures;
- curriculum and assessment systems.

A completed induction checklist will be retained in the employee's personnel file.

Supporting ECT Wellbeing

The school recognises the importance of supporting the wellbeing of Early Career Teachers.

Workload and wellbeing will be discussed regularly through mentoring sessions, progress reviews and assessment meetings.

Where appropriate, ECTs will be signposted to additional support services available through the school, local authority or external providers.

The school will seek to ensure that the induction process supports sustainable workload and promotes a positive work-life balance.

Performance Concerns

Where concerns are identified regarding an ECT's progress against the Teachers' Standards, these concerns will be raised promptly and discussed openly.

Additional support may include:

- increased mentoring support;
- additional observations and feedback;
- targeted professional development;
- a support plan with agreed success criteria and review points.

The school will work closely with the Appropriate Body where concerns arise.

Induction support procedures remain distinct from capability procedures, although formal capability processes may be considered where appropriate.

Procedure for ECTs Not Satisfied with the Induction Process

An ECT who has concerns regarding the induction process should:

1. Raise concerns with their induction tutor as soon as practicable.
 2. Discuss concerns with the Headteacher.
 3. Contact the Appropriate Body named contact.
 4. Raise concerns through the school's grievance procedure if necessary.
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Related Documents

This policy should be read alongside:

- Teachers' Standards;
 - DfE Statutory Guidance: Induction for Early Career Teachers;
 - Early Career Framework;
 - Keeping Children Safe in Education;
 - Staff Code of Conduct;
 - Safeguarding and Child Protection Policy;
 - Equality Information and Objectives;
 - Staff Wellbeing Policy;
 - Durham County Council Induction Guidance.
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Monitoring and Review

The Headteacher is responsible for the implementation and monitoring of this policy.

The Governing Body will receive appropriate information and assurance relating to the effectiveness of induction arrangements and compliance with statutory requirements.

The policy will be reviewed annually or sooner if changes to legislation, statutory guidance or Appropriate Body requirements occur.

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, expertise and commitment of those supporting the process are crucial to its continued success. The school is committed to ensuring that all Early Career Teachers receive high-quality support that enables them to develop into confident, skilled and effective practitioners who contribute positively to the achievement and wellbeing of all pupils.