

THE SYDNEY RUSSELL SCHOOL



Early Career Teacher (ECT) Induction Policy

For ECTs starting their induction on or after 1 September 2021

Date for review: Sept 2027

Approved in September 2025 by:
Chair of Governors, Craig Smith
Principal, Clare Cross



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Aims

Sydney Russell School aims to:

- Deliver an Early Career Teacher (ECT) induction programme that meets all the statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2021
- Provide Early Career Teachers with a supportive environment that enables them to grow personally and professionally to be effective and successful teachers
- Make sure all staff understand their role in the Early Career Teacher induction programme

Legislation and statutory guidance

This policy is based on:

- The Department for Education's statutory guidance 'Induction for early career teachers (England)' from 1 September 2021 *(See Appendix A)*
- The Early Career Framework *(See Appendix B)*
- The Department for Education's Teachers' Standards *(See Appendix C)*

The Early Career Teacher induction programme

Induction will provide a foundation for Early Career Teachers and equip them with the tools to be an effective and successful teacher.

The Early Career Teacher induction programme will act as a bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support, and professional dialogue, underpinned by the Early Career Framework, with monitoring and an assessment of performance against the Teachers' Standards.

Sydney Russell School works with Ambition Institute's Early Career Teachers programme. The programme has been designed to bring about lasting change in teachers' understanding and practice. The programme takes a recurring weekly approach to study and coaching, so teachers and the mentors supporting them can get into powerful routines for improvement.

Each week of the Ambition Institute's induction programme includes:

- Concise, accessible summaries of the evidence, with optional further reading, so teachers can gain understanding quickly.
- Short videos of experts talking through the most important insights and showing what they look like in practice.
- Mentor sessions that link closely with the summaries and videos and provide support so they can conduct effective instructional coaching.

To compliment the weekly training delivered through Ambition Institute and to contextualise the learning to our school, Sydney Russell School will provide several training sessions specifically for Early Career Teachers, equating to roughly 2 per half term.

Every Early Career Teacher will:

- Have an appointed Induction Tutor, who will have qualified teacher status (QTS)
- Be provided with the necessary experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- 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
- Not have unreasonable demands made upon them
- Have a mentor that is experienced and well-prepared for the role. The Induction Tutor will support and lead the team of Early Career Teacher mentors to ensure all Early Career Teachers receive support of the highest quality.
- Early Career Teachers will log their professional development using the online portal via Ambition Institute and will also be formally assessed at two points throughout the ECT years; one at the end of Year 1 and the other at the end of Year 2. These will be supported by regular progress reviews to monitor progress, to take place at the end of each term where a formal assessment is not scheduled (i.e., end of the Autumn term and end of the Spring term)

The programme is quality assured by our Appropriate Body, the London District East Teaching School Hub.

Sydney Russell School will support Early Career Teachers by:

- Providing a designated Induction Tutor, mentor, and subject leader, who will provide day-to-day monitoring and support.
- Delivering regular CPD to the Early Career Teacher cohort and co-ordinate their assessments.
- Providing regular structured mentoring sessions and observations that are followed up with prompt and constructive feedback.

Assessment of Early Career Teachers:

- Early Career Teachers will be judged against the Teachers' Standards (see Appendix C), engagement with weekly training resources provided by Ambition Institute and progress in observations.
- Progress reviews will take place at the end of the Autumn and Spring terms in both Year 1 and 2
- Formal assessments will take place at the end of the Summer term in both Year 1 and 2
- Progress reviews and formal assessments will be completed by the school's Induction Tutor and agreed and checked by the school's principal
- Progress reviews and formal assessments will make a judgement as to whether the Early Career Teacher is making satisfactory progress towards meeting the Teachers' Standards (see Appendix C)
- Progress reviews and formal assessments will also report on the number of absences the Early Career Teacher has had in the term prior to the report being written
- Progress reviews and formal assessments will be sent to the school's Appropriate Body to make the final decision on whether the ECT has passed their induction period.
- Early Career Teachers must evidence how they have met the Teachers' standards, but this should be no more than what the Early Career Teacher is doing in their day-to-day workload

At-risk procedures

If it becomes apparent at any point that an Early Career Teacher is not making satisfactory 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 Early Career Teacher towards satisfactory performance against the relevant teachers' standards
- An effective Early Intervention Plan is put in place to help the Early Career Teacher improve their performance, which will be approved by the school's principal
- The progress review or formal assessment report will be shared with the Appropriate Body, alongside the Early Intervention Plan, for it to review. If there are still concerns about the Early Career Teacher's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor and/or principal will discuss this with the Early Career Teacher, updating objectives as necessary and revising the Early Intervention Plan for the next assessment period.

Roles and responsibilities

Role and responsibility of the Early Career Teacher

The Early Career Teacher will:

- Meet with their mentor 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
- Provide evidence of their progress against the relevant teachers' standards
- Participate fully with Ambition Institute's weekly resources
- Participate in scheduled classroom observations, progress reviews and formal assessments
- Participate fully with instructional coaching provided by the mentor
- Keep copies of all assessment reports
- Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and by Ambition Institute and London District East Teaching School hub
- Raise any concerns with the Induction Tutor as soon as possible. If there are difficulties in resolving issues with their Induction Tutor and the school's principal, they must consult with the Appropriate Body

Role and responsibility of the induction mentor

The induction mentor will:

- Keep abreast of the weekly modules released to Early Career Teachers from Ambition Institute
- Conduct weekly 15-minute observations of Early Career Teachers with a range of classes to represent the Early Career Teachers' timetable
- Meet weekly with the Early Career Teacher for instructional coaching sessions to provide targeted feedback from observations
- Work with the Early Career Teacher, and colleagues within the school who are involved in the Early Career Teacher's induction, to help make sure the Early Career Teacher receives a high-quality Early Career Framework-based induction programme
- Participate in all relevant training provided by the school, Ambition Institute, and the London District East Teaching School hub to fulfil the Early Career Framework criteria
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring

- Provide feedback to the Induction Tutor on the Early Career Teacher's progress towards meeting the Teachers' Standards
- Act promptly and appropriately if the Early Career Teacher is not making satisfactory progress by communicating with the Induction Tutor and/or school principal

Role and responsibility of the induction tutor

The induction tutor will:

- Register each Early Career Teacher and mentor with the Department for Education and Appropriate Body
- Ensure Early Career Teachers have the reduced time allocated on their timetable
- Ensure mentors are appropriately trained and have sufficient time to carry out their role effectively
- Support mentors and Early Career Teachers to engage with the programme
- Check engagement with the weekly completion of modules on Ambition Institute's StepLab and the observation feedback
- Ensure Early Career Teachers are getting the support and challenge they need from their mentor and the wider school community
- Make sure the Early Career Teacher's progress is reviewed regularly, including through weekly 15-minute observations and feedback of their teaching
- Observe Early Career Teachers for a full lesson at least once per year of induction
- Update the principal on the progression of Early Career Teachers
- Complete progress reviews and formal assessments on whether Early Career Teachers are making satisfactory progress towards meeting the Teachers' Standards
- Take prompt, appropriate action if the Early Career Teacher is not making satisfactory progress
- Ensure that all monitoring and record keeping is done in the least burdensome way, and that Early Career Teachers are not asked for any evidence that requires anything above day-to-day workload

Role and responsibility of the principal

The principal will:

- Check that the Early Career Teacher has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the Early Career Teacher starting, who will act as the Appropriate Body
- Make sure the Early Career Teacher'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 an appropriate Early Career Framework based induction programme is in place

- Make sure that formal assessments are carried out and reports completed and sent to the Appropriate Body with a recommendation on whether the Early Career Teacher's performance is satisfactory
- 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 Early Career Teacher
- 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

Appendix

Appendix A

DfE - Induction for Early Career Teachers

Appendix B

Early Career Framework

Appendix C

Teachers' Standards