



ST GEORGE'S CATHOLIC SCHOOL

POLICY FOR SUPPORTING NEWLY QUALIFIED TEACHERS UNDER EARLY CAREERS FRAMEWORK

Aims

The school aims to:

- Operate an Early Career Teacher (ECT) induction programme that meets all the statutory requirements.
- 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.

This policy is based on the Department for Education's statutory guidance Induction for Early Career Teachers (March 2021) as updated The Education (Induction arrangements for School Teachers) (England), Regulations 2012.

The 'relevant standards' referred to below are the [Teachers' Standards](#). This policy complies with our funding agreement and articles of association.

The Induction Programme

For a full-time ECT, the induction programme will typically last for two successive academic years. Part-time ECTs will serve a full-time equivalent. There should be no obligation inferred as to a contractual right to progress to the second year of the ECT induction programme.

The programme is quality assured by our Appropriate Body, the London Borough of Westminster.

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed induction tutor, who will have qualified teacher status (QTS).
- Have a reduced timetable to allow them to undertake activities in their induction programme (90% guideline in the first year, and 85% guideline in the second year)

Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and

support, and co-ordinate their assessments.

- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress reviewing their objectives and advising them in relation to the relevant standards and their current needs and strengths.
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice.

Assessments of ECT performance

Formal assessment meetings will take place on a termly basis, carried by the ECT's induction tutor.

These meetings will be informed by evidence gathered during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

The Appropriate Body will be agreed in advance of the ECT starting. After these meetings, formal assessment reports will be completed indicating how the ECT is performing against the relevant standards. Causes of concern will be flagged up in good time (see At-risk procedures below).

At the end of the programme, ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Head of School to decide whether the ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The ECT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the ECT has passed their induction period.

At-risk procedures

If it becomes clear that progress is a cause for concern, additional monitoring and support measures must be put in place identifying:

- Areas in which improvement is needed with time scales.
- The objectives to be met to guide the ECT towards satisfactory performance.
- The support programme to be put in place to help the ECT improve their performance.

Roles and responsibilities

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 priorities, and keep these under review.
- Provide evidence of their progress against the relevant standards and keep a file of schemes of work, lesson plans and reflective commentaries.
- Attend appropriate INSET activities as directed by the school.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- 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.
- Keep copies of all assessment forms.

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.

Role of the Head of School

The Head of School will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period. Notify the appropriate body when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance.
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- 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 the governing board aware of the support arrangements in place for the ECT.
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant 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 six years.

Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT, including coaching and mentoring.
- Carry out regular progress reviews throughout the induction period.

- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Ensure that the ECT's teaching is observed and feedback is provided.
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the ECT appears to be having difficulties.

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.
- Monitor the overall responsibility of meeting the requirements of a suitable induction post and ensuring the support for the ECT.

Links with other policies

This policy links to the following policies and procedures:

- Performance Management procedures
- Grievance policy
- Pay policy

This policy will be reviewed every two years

Date of review: **March 2026**

Date of new review: **Spring Term 2028**

St George's Catholic School is part of The Cardinal Hume Academies Trust