KING EDWARD VI
SHELDON HEATH
ACADEMY

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Early Career Teacher (ECT) and Trainee Teacher Induction Policy

Responsible Board/Committee	SGB
Policy Type	Academy Policy
Policy Owner	R Lanham
Statutory	Yes
Publish Online	Yes
Last review date	October 2026
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	October 2027
SGB Approval Date	October 2026

Rationale

King Edward VI Sheldon Heath Academy believes a clear Induction process of staff new to the teaching profession is the key to success. Appropriate guidance, support and training, to include the development of skills, knowledge and expectations, are given through a structured programme, tailored to support individuals. The programme will enable an ECT to form a secure foundation upon which a successful teaching career can be built, where they thrive in the classroom and beyond. 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 success.

Purpose

The two-year induction process is designed to make a significant contribution to both the professional and personal development of ECTs. The Academy aims to deliver the ECT an induction programme that meets all statutory requirements, including the Early Career Framework and Teacher Standards and to ensure all staff understand their role in the induction process.

ECTE: Early Career Training Entitlement / Appropriate Body

Since September 2021, the government funds an entitlement for all ECT's so they can access high quality professional development over a period of 2 years. The funding will cover time away from the classroom so ECT's and their Mentors are trained and further developed.

- A member of the Senior Leadership Team (Rebecca Lanham) will oversee the induction process alongside Induction Tutor.
- The Academy provides an Induction Tutor (Rebecca Baker) who plans and monitors the Framework/induction process and all formal assessments
- Each ECT will have a Subject Mentor who will oversee day-to-day support and weekly meetings
- The **ECTE training** will be provided by Arthur Terry Teaching Hub
- The **Appropriate Body** for ECT's is Arthur Terry Teaching Hub (ECT Manager)

Assessment of ECT performance and development

The Academy will support ECT's by ensuring their Induction Tutor allocates a Subject Mentor, coordinates assessment reports and meets with them once every half term to offer guidance towards meeting the Standards. Subject Mentors monitor weekly (year 1) and fortnightly (year 2) how the ECT is progressing and set targets against the Teacher Standards to support progress.

Formal assessment meetings (progress reviews) will take place once per term by the Induction Tutor. These will build up to the three Formal Assessment Report that take place throughout the 2-year period. This alongside the most recent lesson observations will be collated and included within the progress review/ Assessment review.

The Formal Assessment Reports are sent to the Appropriate body by the Academy to verify and sign off. If it becomes clear that an ECT is at risk of not making the expected progress, the procedures are clear. The ECT will be informed that the Appropriate Body will be informed and a support plan will be put into place. The ECT is involved in the process throughout and bespoke support is put into place. Areas of improvement are identified and appropriate objectives set to guide the ECT towards satisfactory performance.

Roles and Responsibilities

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review
- Attend bespoke Academy CPD alongside the Arthur Terry training programme.
- Agree with their Induction Tutor and Subject Mentor how best to use their reduced timetable allowance
- Follow the online Arthur Terry training programme.(ECTE)
- Provide evidence of their progress against the relevant standards
- Participate fully in the agreed monitoring and development programme
- Raise any concerns with their Induction Tutor and Subject Mentor as soon as practicable
- Consult their Awarding Body at an early stage if there are, or may be, difficulties in resolving issues within the Academy
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- Agree the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period

The Principal/SLT Coordinator will:

- Check the ECT has gained QTS and DBS is up-to-date
- Agree who will act as the Awarding Body
- Register the ECT before the start of Induction
- Obtain assessments from previous post, if appropriate
- Ensure the Induction Tutor holds QTS, is appropriately trained and given sufficient time to carry out the role
- Ensure an appropriate induction programme is in place and the ECT is given 10% release time (5% in the second year)
- Ensure Subject Mentors are given one protected hour a week to meet with the ECT
- Act early, alerting the Awarding Body in cases where an ECT may be at risk of not completing induction satisfactorily.
- Maintain and retain accurate records of employment that count towards the induction period (notify the Awarding Body as soon as absences total 30 days).

- Make the governing body aware of the induction arrangements in place and keep them updated
- Make a recommendation to the Awarding Body on whether the ECT has met the relevant standards or requires an extension
- Participate in quality assurance procedures

The Induction Tutor will:

- Ensure the training materials and programme put in place by Arthur Terry Teaching Hub Birmingham are made available and adhered to by both ECT and Subject Mentor
- Provide, or coordinate, guidance and effective support (including regular training, coaching and mentoring) for the ECT's professional development
- Carry out regular progress reviews(once per term) throughout the induction period
- Undertake four formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate
- Ensure mentors are guided on how to complete online assessments.
- Ensure the assessments are completed and submitted online to the Awarding Body
- Ensure the ECT's progress is reviewed regularly through observations, feedback and review meetings.
- Ensure Quality Assurance of observations is adhered to.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite ECTs to add their comments
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure ECTs are aware how they can raise any concerns about the induction programme or their personal progress, both within and outside of the Academy
- Take prompt, appropriate action if an ECT appears to be having difficulties and inform the Principal/SLT Coordinator
- Provide flexible and bespoke CPD in line with whole school action plan.
- Provide interim assessments for staff moving schools, between formal assessment periods.
- Notify the Awarding Body if an ECT leaves the Academy

The Subject Mentor will:

- Meet with the ECT weekly (year 1) or fortnightly (year 2) to focus on progress, Teacher Standards and set appropriate targets to support next steps
- Ensure ECT has access to all of the materials necessary to deliver classroom teaching
- Observe the ECT for 15 minutes each week (year 1) or fortnightly (year 2) and provide feedback and coaching within the weekly meeting.
- Offer Departmental support and training and monitor progression through targeted strategies
- Direct other departmental staff/post holders to support the ECT where appropriate
- Attend Subject Mentor training when required
- Be the day to day contact for the ECT

- Feed into the Formal Assessment Reports
- Alert the Induction Tutor if an ECT appears to be having difficulties.

Teach First Provision

The Academy is committed to nurturing the next generation of educators by providing a rigorous, supportive, and high-quality environment for Teach First participants and trainee teachers. To ensure all Teach First policies are strictly adhered to, the Academy guarantees the following provisions for trainees:

- A reduced timetable equivalent to a maximum of 80% of a full-time qualified teacher's allocation.
- A limited duty rota consisting of no more than one break duty per week.
- No primary responsibility for a form class, allowing trainees to focus entirely on their subject teaching.
- Guaranteed training release: Full release for all 9 external Teach First training days, with any conflicting PPA time fully rescheduled.
- Alternative placement provisions: Facilitation of the mandatory contrasting school experience at an alternative setting.
- Dedicated mentorship from a subject specialist who provides weekly protected instructional coaching and conducts regular observations. (90 minutes). Mentors strictly follow the Teach First mentor programme, utilising the Bluesky and Steplab platforms.
- Fortnightly meetings with the Senior Induction Tutor to provide an additional layer of professional and pastoral support.
- Extended professional development, including invitations to attend our bespoke Early Career Teacher (ECT) CPD sessions alongside all whole-school CPD.

Trainee Teachers: PGCE /KEC programmes

The Academy is committed to supporting the professional development of initial teacher training (ITT) trainees from our university partners and the King Edward's Consortium (KEC). To ensure strict alignment with partner ITT criteria and provider handbooks, the Academy guarantees the following structural and pastoral provisions:

- Strict university policy alignment: Compliance with all provider partnership agreements, including mandatory release for university-led sessions, centre-based training days, and assignment tutorials.
- A progressive, reduced timetable: Initial introduction to teaching starting with observation and co-planning, gradually building to a protected maximum teaching load in line with university and KEC guidelines.

- Immersive pastoral integration: Strategic allocation to a designated form class as a co-tutor, allowing trainees to shadow experienced staff and learn essential pastoral management skills.
- Collaborative duty support: Inclusion in the academy's duty rotas strictly in a supportive, non-sole-charge capacity alongside qualified staff members to build operational school awareness.
- Specialised mentorship pairs: Dual-layered mentoring featuring a matched Subject Mentor for granular department development, alongside a Professional Mentor to oversee broader professional standards.
- Protected mentoring cycles: Provision of at least one hour of weekly protected mentor meeting time combined with regular, constructive formative lesson observations.
- Bespoke early career CPD: Weekly access to targeted Initial Teacher Training (ITT) and Early Career Framework (ECF) professional development modules designed for novice teachers.
- Whole-academy training integration: Full access to whole-school CPD, INSET days, departmental meetings, and cross-curricular development sessions.
- External quality assurance tracking: Full transparency and collaboration during formal site visits from University Tutors and KEC Subject Leads to monitor trainee progress.