



MELLERS PRIMARY SCHOOL
POLICY FOR THE INDUCTION OF EARLY
CAREER TEACHERS
SEPTEMBER 2025

DOCUMENT ORIGINS			
Organisation	Federation of Mellers Primary School and Nottingham Nursery School	Version date	March 2024
Owner	Lorna Dermody and Joy Buttress	Approved by (If applicable)	FGB
Next review date	September 2026	Approval date	September 2025

DOCUMENT VERSION HISTORY		
Revision date	Author of changes	Summary of changes
September 2026		

Rationale

Mellers Primary School aims to nurture, develop and retain all recruited ECTs. The first two years of teaching are not only very demanding, but also of critical significance in the professional development of the new teacher. It is vital that new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our ECT induction programme will enable our ECTs to establish a secure foundation which enables and inspires them to continue to develop throughout their teaching careers.

Aims

Mellers' ECT induction programme has been designed to meet the statutory requirements of the Initial Teacher Training and Early Career Framework (ITTECF) and make a significant contribution to both the professional and personal development of ECTs, providing support which should enable them to develop competence in the Teachers' Standards and demonstrate our behaviours and values. Through induction, we aim that the ECTs make a valuable contribution to the school, trust and educate more widely in the long term. Specifically, we aim to:

- ensure a smooth transition from teacher training, to enable ECTs meet all the Teachers' Standards;
- provide support to meet the generic needs of all ECTs and the specific needs of individual ECTs;
- provide bespoke, individualised support through high quality mentoring;
- provide ECTs with examples of good classroom practice through observations;
- help ECTs form productive relationships with all members of the school community and stakeholders;
- facilitate ECTs in forming a network of peers to maintain beyond the ECT peers;
- embed ongoing reflection of their own and observed practice;
- recognise and celebrate success;
- support the trainee in demonstrating the Flying High Trust values and behaviours;
- act quickly to help ECTs address any areas of concern;
- provide a foundation for longer-term professional development;
- foster a love for teaching and a drive for continual improvement.

The whole staff will be kept informed of the school's ECT Induction Policy and are encouraged to participate, wherever possible, in its implementation and development e.g. by allowing ECTs to observe their lessons and having open dialogue with ECTs about teaching and learning. 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 continued success.

Registering the ECT

The school will register the ECT with:

- Appropriate Body <https://flyinghigh.ngtmanager.com/RegisterTutor.aspx>
- DfE <https://manage-training-for-early-career-teachers.education.gov.uk/>
- The Education Development Trust
<https://www.educationdevelopmenttrust.com/ourexpertise/uk/professional-development-for-early-career-teachers>

Roles and Responsibilities

The Governing Body

The governing body are fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for ECTs. Careful consideration is given, prior to any decision to appoint an ECT, as to whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the progress of ECTs, through the headteacher's report.

The Headteachers

The Headteachers at Mellers plays a significant and leading role in the process of inducting new colleagues to the profession. Whilst responsibility for the implementation of the induction programme has been delegated to an Induction Tutor and ECT Mentor, the Headteachers will be a point of reference for Tutors, Mentors and students should issues arise, alongside being a constant support to all stakeholders.

Role of the ECT

The ECT will:

- Provide evidence that they have Qualified Teacher Status (QTS) and are eligible to start the induction
- Meet with their Induction Tutor 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 standards
- Provide evidence of their progress against the relevant standards
- 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

Induction Tutor

The ECT Induction Tutor will

- Review the evidence provided by the ECT that they are eligible to begin induction.
- Agree, in advance of the ECT starting, who will act as the Appropriate Body (Flying High Trust)
- Notify the Appropriate Body (Flying High Trust) when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance
- Appoint a mentor
- Ensure the appointed Mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure that the ECT's teaching is observed each half term and that sufficient time is given for the ECT to prepare for this (two weeks' notice)
- Undertake formal assessment meetings during the induction period (termly) coordinating input from and with other colleagues as appropriate.
- Ensure observation feedback is provided either on the same day or the following day.
- Quality assure the observation feedback with the Member of the Senior Leadership Team and/or Mentor to ensure that feedback is constructive, supportive and that clear, manageable targets are set
- Ensure formal assessments are carried out and reports completed and sent to the Appropriate Body (Flying High Trust)
- Ensure that observation feedback provided is constructive, supportive and contains clear, manageable targets
- 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, following the 'ECT at Risk Procedures', as soon as there are any concerns about the ECT not being on track to meet the Teacher Standards at the end of the second year (see 'ECT at risk procedure' in this policy).
- Ensure that the ECT is offered additional training to support their ECT Induction programme as and when appropriate
- Maintain and keep accurate records of employment that will count towards the induction period
- When necessary, make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the Appropriate Body (Flying High Trust) on whether the ECT's performance against the relevant standards is satisfactory
- Ensure that, should it be necessary, a support programme is drawn up for the ECT
- Ensure a thorough mentoring programme and support are in place in school throughout the two years;
- Ensure the induction tutor has received suitable training and has the time to carry out the role effectively;
- Retain accurate records of employment that will count towards the induction period
- Inform the governing body about the arrangements that have been put in place to support ECTs who are undergoing induction.
- Ensure the school retains all relevant documentation and evidence on file for at least six years

- Ensure that the ECT is provided with the Child Protection and Safeguarding Policy, Behaviour Policy and the Staff Code of Conduct
- Ensure the ECT knows the identity and role of the DSL and any deputies
- Ensure the ECT knows the school's response to children who go missing from education.
- Recommend to the Appropriate Body (Flying High Teaching School Hub) whether an ECT has met the requirements for satisfactory completion of the induction period.

ECT Mentor

The ECT mentor will:

- Provide guidance and effective support to the ECT including instructional coaching
- Hold weekly meetings with the ECT in year one and fortnightly meetings in year two.
- Carry out regular progress reviews throughout the induction period
- Work with the Induction Tutor to plan for and provide additional training and support for the ECT towards meeting the Teaching Standards where appropriate
- Attend induction training with induction provider (Flying High Teaching Trust) in September
- Attend an introduction session to Year 2 with the induction provider in Summer 2

The Governing Body

The governing body will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the ECT
- Ensure the ECT Induction Tutor is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements
- If it wishes, request general reports on the progress of the ECT

Entitlement

Our full induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of the early career years. It builds on their knowledge, skills and understanding in relation to the Teachers' Standards, as achieved during training.

The key aspects of the induction programme for ECTs at Mellers are as follows:

- Transition from the training year through the Career Entry Plan (CEP) from the ITT Provider.
- Access to a full induction programme that will commence upon appointment and be reviewed after each assessment period;
- Coaching from an ECT Mentor who is trained and prepared for the role;
- Oversight and assessment from an ECT Induction Tutor;
- Regular meetings with a trained mentor (weekly in Y1, fortnightly in Y2);
- Regular observation/video co-analysis of ECTs' teaching by experienced colleagues;
- A progress check visit from a member of the Flying High Trust Early Career Team each term in the first year;

- A reduction of 10% of the average teacher's workload in Year 1 and 5% in Year 2 (in addition to PPA time). This time is used for participating in the school's Induction programme, other professional development activities (such as observing other experienced practitioners) and meetings with the ECT Mentor;
- Provision of a termly progress review with the Induction Tutor, to include the review and creation of an action plan. The first of these should be informed by the Career Entry Plan from the training provider;
- Annual formal assessment meetings with the Induction Tutor;
- Participation in the Flying High Hub ECT programme, as well as the Flying High Trust enhancement activities;
- Opportunities for further professional development based on agreed targets and identified needs within a reasonable timeframe, to include: Meetings with phase leaders, subject coordinators, SENDCo and other professionals; A programme of observations of experienced colleagues' teaching; Access to FHT Meets and Inset
- Identifying and providing support for any areas of practice or behaviour that may prevent the ECT meeting the Teachers' Standards in a timely, honest and professional manner (See ECT at Risk Procedure)
- Creating a support plan for any ECT not on track to meet the Teachers' Standards at the end of the year.
- Access to a support network via the FHT Buddy Pod System.

Assessment & Quality Assurance

All ECTs joining the Flying High Trust will be added to the FHT Early Career Register and their support will be quality assured via the FHT Monitoring Strategy. The assessment of ECTs will be rigorous and objective and be in line with time expectation. The 'Teachers' Standards' will be used to assess an ECT's performance during their induction period. These standards will be considered against what can reasonably be expected of the ECT within their work context. All judgments will reflect the expectation that the ECT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period. The ECF will not be used as an assessment tool.

Mellers will use the following guidelines for ECT assessment:

- The timeline and formats used for annual ECT assessments will be shared in advance by the Appropriate Body;
- Assessment will use evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching. These will have been discussed and shared over the term during regular meetings;
- Termly/annual assessment will draw on views from all teachers who have a part in the ECT's development to gain a reliable overall view;
- The Induction Mentor will ensure that assessment procedures are consistently applied;
- Copies of any records, including meetings and observations, will be passed to the ECT concerned;
- The Induction Tutor will engage in moderation activity with other schools across the trust;
- Termly Reports will give details of: areas of strength, areas requiring development, evidence used to inform judgement targets for coming term attendance.
- A copy of each annual report/progress review will be submitted to the Appropriate Body.

ECT at Risk Procedures

A culture of openness, the regular ECT Mentor meetings and strong team support will ensure that any difficulties, whether pastoral or in teaching, are quickly identified, this may be through:

- The ECT raising a difficulty with their Mentor or Induction Tutor.
- An observation or other activity (e.g. work scrutiny) indicating a developmental need.
- Another colleague sharing a concern.

When difficulties are first encountered, the ECT will be asked to engage in a coaching conversation with their Mentor to establish the nature of the problem and its causes. At the end of this meeting, actions should be agreed and a touch back point arranged.

The identification of ECTs not making progress is supported in the Autumn Term by the scheduled visits from Early Career Team, as detailed in the FHT ECT Monitoring Strategy.

When difficulties are not resolved, or they are impacting on the children, the following will take place:

- A meeting between the ECT Mentor and the Induction Tutor and the ECT will be held to discuss the concern. A record of the meeting should be made, including agreed actions and timeframe, and the head teacher should be informed;
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observations;

Where the ECT is deemed as being at risk of not meeting the Teacher Standards:

- A meeting will be held with the ECT, the Mentor and the Induction Tutor and a member of the Early Career Team.
- A support plan will be created including agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- The support plan will be shared with the head teacher and a copy given to the ECT;
- Early warning/alert of the risk of failure will be given to the ECT and the school's concerns communicated to the Appropriate Body without delay.

Where an ECT has continuing difficulties, further support, advice, guidance and direction will be given by the Appropriate Body. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. The named contact for the Appropriate Body will be informed as soon as it becomes clear an ECT is at risk of not meeting one or more of the Teachers' Standards.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, they will

- Raise these with their Mentor and/or Induction Tutor as soon as they can
- Raise these with the Headteachers
- Consult with their contact at the Appropriate Body (Flying High Trust) at an early stage if there are difficulties in resolving issues with their tutor or within the school.

Where the school does not resolve them, the ECT should raise concerns with the Early Career Team. If the ECT continues to have concerns, then the ECT should contact Susanna Russell in the Flying High Teaching School Hub.

This policy was agreed and adopted in September 2025. It will be reviewed as a part of the school's development cycle by March, 2027. Prior to this date should there be any changes to statutory requirements then amendments will be made.