



Winchmore
School

learning to realise potential

Early Career Teacher (ECT) Policy



Last Reviewed:	Nov 2025
Next Review Date:	Nov 2026
Review Committee:	Resources Committee

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School
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EARLY CAREER TEACHER (ECT) INDUCTION POLICY 2025

1. OVERVIEW AND PURPOSE

Winchmore School has a long-standing tradition of training and developing new teachers and is committed to working in partnership with Early Career Teachers (ECTs) to support their professional development during the induction period and beyond. Our duty of care to all our teachers, including ECTs, is of paramount importance. We recognise that for teachers to thrive and enjoy their experiences of teaching, ECTs must receive continuous personalised training, alongside informal and nurturing support.

This policy outlines the arrangements made to ensure that ECT induction meets the statutory requirements, as set by our Appropriate Body (North West London Teaching School Hub - NWLTSH). Our ECT induction process is designed to:

- Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of all pupils, parents, and the wider school community.
- Enhance job satisfaction, personal achievement, and foster individual and team effort, thus providing for effective teamwork at Winchmore School.
- Ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice.
- Ensure all staff new to our school understand what is expected of them and gain the support necessary to achieve those expectations.
- Build cooperation between all staff in our school and ensure that all staff are valued and recognised.
- Uphold the statutory reforms outlined in the Early Career Teacher Entitlement (ECTE), ensuring that the induction period provides high-quality, evidence-informed professional development.

2. STATUTORY FRAMEWORK AND ECT ENTITLEMENT

Winchmore School follows the Department for Education (DfE) statutory guidance for Appropriate Bodies and Schools (2025).

All ECTs are entitled to:

- A two-year induction programme underpinned by the Early Career Teacher Entitlement (ECTE).

- A reduced timetable: 10% off timetable in Year 1 and 5% off timetable in Year 2, in addition to PPA time.
- A dedicated mentor providing structured, evidence-based support.
- A trained Induction Tutor overseeing progress reviews and assessments.
- A programme of high-quality professional development under the ECTE.
- Regular observation and feedback on teaching.
- Opportunities for professional dialogue and reflection.
- Assessment against the Teachers' Standards.
- Wellbeing support and reasonable adjustments to workload where necessary.

The updated ECTE includes additional focus on:

- Special Educational Needs and Disabilities (SEND).
- High-quality oral language (oracy).
- Early cognitive development.
- Evidence literacy.

Full guidance is available here: [DfE Initial Teacher Training and Early Career Framework](#)

3. ROLES AND RESPONSIBILITIES

3.1 Governing Body

- Ensures statutory duties regarding ECT induction are fulfilled.
- Monitors the quality and effectiveness of the induction provision.
- Receives regular updates from the Headteacher on ECT progress and wellbeing.

3.2 Headteacher

- Overall responsibility for induction implementation.
- Appoints suitably trained Induction Tutors.
- Ensures ECTs' statutory entitlements are provided.
- Acts promptly where ECTs are at risk of not meeting the Teachers' Standards.
- Observes each ECT at least once during the induction period.
- Maintains records of employment and induction progress.

3.3 Induction Tutor

- Oversees the Induction Programme for each ECT.
- Coordinates progress reviews (terms 1, 2, 4, 5) and formal assessments (terms 3 and 6).
- Ensures evidence is gathered from observations, discussions, pupil progress, mentor reports, work scrutiny, and self-reflection.
- Provides ongoing monitoring, feedback, and support.
- Coordinates additional support plans if ECTs are at risk of not meeting the Teachers' Standards.
- Ensures ECT engagement with curriculum updates, SEND, oracy, early cognitive development, and evidence-informed strategies as outlined in the ECTE.
- Registers ECTs with the DfE service and ensures eligibility to access funding.
- Facilitates ECT participation in all CPD activities and ensures completion of formal assessment records.
- Supports ECTs in planning and using their reduced timetable effectively.

3.4 Mentor

- Provides weekly one-to-one sessions (Year 1) and fortnightly (Year 2).
- Uses school-led UCL materials to structure mentoring sessions aligned with the ECTE.
- Supports ECTs in developing behaviour management, pedagogy, curriculum knowledge, assessment, professional behaviours, SEND-inclusive teaching, oracy, early cognitive development, and evidence-informed approaches.
- Provides practical classroom support: modelling lessons, team-teaching, observing ECTs, and giving constructive feedback.
- Tracks progress against induction targets, identifies areas for development, and reports to the Induction Tutor.
- Encourages reflective practice, professional dialogue, and self-evaluation.
- Acts as the first point of contact for pastoral and professional guidance.

3.5 Early Career Teacher (ECT)

- Engages fully with Induction Programme and mentoring.
- Reflects on feedback to improve practice.
- Demonstrates progress against the Teachers' Standards.
- Participates in observations, planning, and assessment processes.

- Keeps track of scheduled classroom observations, progress reviews, and formal assessment meetings.
- Agrees with the Induction Tutor how to use their reduced timetable effectively.
- Raises any concerns promptly with the Induction Tutor, Mentor, or Appropriate Body.
- Contributes to the wider life of the school and implements strategies for SEND, oracy, early cognitive development, and evidence-informed practice as outlined in the ECTE.

3.6 Appropriate Body (AB) – North West London Teaching School Hub

- Supports schools in meeting statutory responsibilities for ECT induction.
- Ensures each ECT receives: a personalised induction programme, a designated tutor and mentor, and timetable reductions.
- Monitors, supports, and quality assures the induction process.
- Provides guidance and training for Induction Tutors and Mentors.
- Verifies Qualified Teacher Status (QTS) for all ECTs before induction.
- Maintains accurate records and assessment documentation.
- Facilitates induction adjustments: shortened or extended periods where appropriate.
- Makes final decisions on induction outcomes, confirming whether ECTs meet the Teachers' Standards.
- Provides named contacts for ECT support and liaises with the Teaching Regulation Agency (TRA) regarding ECT completion, extensions, or mid-induction departures.

4. Monitoring and Assessment

- Progress Reviews: Terms 1, 2, 4, 5 – formative, feedback-focused.
- Formal Assessments: Terms 3 and 6 – evidence-based evaluation against Teachers' Standards.
- Evidence includes lesson observations, pupil outcomes, work scrutiny, professional dialogue, mentor reports, and ECT self-reflection.
- At-Risk Procedure: Early identification of areas needing improvement, targeted support plans, and Appropriate Body notified if progress remains insufficient.

5. Induction Programme

- The induction programme is delivered using school-led UCL materials aligned with the Early Career Teacher Entitlement (ECTE).
- Weekly mentor sessions are provided in Year 1, with fortnightly sessions in Year 2, ensuring regular guidance and support.
- Modules cover key areas including behaviour management, pedagogy, curriculum, assessment, and professional behaviours.
- There is a dedicated focus on Special Educational Needs and Disabilities (SEND), high-quality oral language (oracy), early cognitive development, and evidence literacy.
- ECTs have structured access to CPD, including participation in research and development groups, teaching and learning initiatives, and school-wide professional development programmes.
- Opportunities are provided to observe expert colleagues, reflect on practice, and apply learning directly in the classroom.
- Professional development is aligned with school priorities, incorporating AI-supported teaching and learning initiatives.
- The programme ensures that ECTs develop the skills, knowledge, and confidence to meet the Teachers' Standards effectively and contribute positively to pupil outcomes and school improvement.

6. Support and Wellbeing

- Statutory timetable reductions are honoured to allow ECTs to engage fully with the induction programme and CPD activities.
- Pastoral and professional support is provided through multiple channels, including a designated mentor, Induction Tutor, and access to the school's HR team.
- A buddy system is in place, pairing each ECT with an experienced teacher for additional informal support, guidance, and practical advice on day-to-day teaching responsibilities.
- ECTs are encouraged to maintain open communication and raise concerns early with their mentor, Induction Tutor, Headteacher, or HR, ensuring that issues are addressed promptly.
- The school promotes a culture of wellbeing, including access to counselling services, workload support, and professional development planning to ensure ECTs feel supported both personally and professionally.

7. Policy Review

- Reviewed bi-annually by the governing body to ensure compliance, alignment with The School's strategic priorities, and continued effectiveness in supporting ECTs.

Appendix

i) The Teachers' Standards can be found on the GOV.UK website:

<https://www.gov.uk/government/publications/teachers-standards>

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject The Teachers' Standards.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback .

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
 - teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
 - teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities