



BOWERHAM PRIMARY & NURSERY SCHOOL
&
BABY UNIT



Early Career Teacher (ECT) Induction Policy

DATE: July 2025

Review date: July 2026

Stand tall, reach high, love learning

The Bowerham School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society.

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law, while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

Within our Bowerham Baby Unit we follow all Bowerham Primary & Nursery School's policies and procedures. Any wording highlighted in blue within the policies are specific additions only applicable to our Baby Unit.

Rationale

The first two years of teaching are both demanding and pivotal in shaping a teacher's professional journey. At Bowerham Primary and Nursery School, our induction process ensures that Early Career Teachers (ECTs) receive the guidance, support, and training they need to develop the knowledge, skills, and reflective practices essential for long-term success.

This structured yet flexible programme bridges the transition from initial teacher training to full-time classroom practice. It provides scaffolding to help ECTs move from theory to confident, independent teaching, forming a secure foundation for a successful career.

Purpose

Our induction programme is designed to support the professional and personal development of ECTs by:

- Delivering a personalised programme tailored to individual needs;
- Providing high-quality guidance and pastoral care through a trained mentor;
- Offering exposure to effective teaching practices and professional models;
- Supporting the development of strong relationships with pupils, colleagues, parents, and the wider school community;
- Increasing understanding of the school's role in the local and wider educational context;
- Encouraging regular self-reflection and reflection on observed teaching;
- Recognising and celebrating effective classroom practice;
- Identifying areas for professional growth and providing strategies to address them;
- Helping ECTs manage the full scope of a teacher's responsibilities;
- Laying the groundwork for sustained professional development and career progression;
- Enabling ECTs to meet the Teachers' Standards confidently and consistently.

Induction at Bowerham is a whole-school responsibility. All staff are informed of the ECT policy and are encouraged to support its successful delivery, reflecting a shared commitment to professional growth.

Roles and Responsibilities

The Governing Body

The governing body is fully aware of the DfE's *Statutory Guidance on Induction for Early Career Teachers (England)*. It is responsible for ensuring the school meets its obligations to provide effective induction.

Before appointing an ECT, the governing body considers whether the school has the capacity to support them effectively. Governors are kept updated on induction arrangements and the outcomes of assessment meetings.

Key Contacts:

- **Induction Tutor:** Lisa Bailey
 - **Governor for ECTs:** Nick Rafferty
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The Headteacher

The Headteacher plays a key leadership role in the induction process. Although many duties are delegated to the Induction Tutor, the Headteacher remains actively involved and observes each ECT at least once per term.

Statutory Responsibilities:

- Ensuring a suitable induction programme is in place;
- Recommending to the Appropriate Body whether the ECT has met the Teachers' Standards.

Additional Responsibilities:

- Observing and issuing written warnings to ECTs at risk of not meeting the Teachers' Standards;
 - Instructing the Induction Tutor to implement a support plan if necessary;
 - Keeping the governing body informed of induction progress and outcomes.
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Induction Tutor

The Induction Tutor oversees the coordination and quality assurance of the ECT induction programme.

Key Responsibilities:

- Organising a structured central induction programme;
- Facilitating access to additional CPD and Professional Study Groups;
- Providing ongoing support and professional guidance;
- Conducting observations and formal assessments aligned with the Teachers' Standards;
- Liaising with the Appropriate Body (STAR AB NW) to ensure compliance with statutory requirements;
- Attending three STAR AB NW update sessions annually and any additional required training;
- Supporting mentors and phase leaders in delivering consistent developmental feedback.

The Induction Tutor plays a vital role in helping ECTs build confidence, competence, and resilience during the induction period.

Mentor

Each ECT is assigned a mentor who offers day-to-day professional and emotional support. Mentors play a central role in nurturing ECT development and contribute to ongoing assessment.

At Bowerham, each year group has a Lead Teacher serving as a mentor. Mentors are supported by the Phase Leader and the Induction Tutor to provide a cohesive support system.

All mentors undertake STAR AB NW's year-long mentor training programme, which focuses on:

- Instructional coaching;
- Reflective practice;
- Subject-specific mentoring;
- Effective developmental feedback.

This investment ensures ECTs benefit from knowledgeable, confident mentors who guide them through the early stages of their teaching career.

Entitlement

At Bowerham, ECTs receive tailored support to ensure successful completion of their induction. The programme builds on their prior training and focuses on embedding best practice aligned with the Teachers' Standards.

ECTs are entitled to:

- Participation in high-quality training provided by the **National Institute of Teaching**;
- High-quality observations and reviews facilitated in collaboration with **STAR AB NW**;
- Support from a dedicated and experienced Induction Tutor;
- A reduced timetable:
 - **10% reduction in Year 1**
 - **5% reduction in Year 2**

- Half-termly observations by the Induction Tutor, followed by feedback;
- Weekly mentor meetings in Year 1 and fortnightly meetings in Year 2;
- Termly progress reviews and formal assessment points;
- Opportunities to observe experienced teachers and practice-specific techniques;
- Attendance at **STAR events** and **external CPD sessions once per half-term**;
- Participation in a half-termly **ECT cluster network**, offering peer support across schools.

Use of Reduced Timetable:

ECTs, with the support of their mentor and Induction Tutor, will agree how to best use their non-contact time. This may include:

- Meeting with mentors for coaching and support;
- Observing skilled colleagues;
- Attending CPD, including subject-specific training;
- Planning and assessing in collaboration with colleagues;
- Building partnerships with parents and carers.

Support for ECTs Experiencing Difficulties

If an ECT is identified as struggling to meet the Teachers' Standards, the following procedures are in place:

Initial Steps:

- **Expectations Set:** Clear expectations are outlined for improvement;
- **Diagnosis & Advice:** Specific issues are identified, and strategies for addressing them are shared;
- **Targeted Action Plan:** A practical, step-by-step support plan is agreed;
- **Modelling:** Experienced staff model effective teaching;
- **Communication:** Concerns are reported to STAR AB NW at the earliest opportunity.

If Concerns Persist:

- **STAR AB NW Support Plan** is implemented, including:
 - Specific, measurable targets;
 - Success criteria and timelines;
 - Regular review points.
- **Enhanced Support:** Includes increased observations, feedback, and CPD;
- **Ongoing Monitoring:** Frequent reviews with input from STAR AB NW, the Induction Tutor, and senior leaders.

The Headteacher and/or Appropriate Body adviser will become actively involved to ensure all reasonable steps have been taken. At every stage, the ECT will be fully informed and supported.

Addressing ECT Concerns

If an ECT has concerns about the induction process, they should first raise them internally—with their mentor, Induction Tutor, or a senior leader.

If issues remain unresolved, they may escalate their concerns to the Appropriate Body (STAR AB NW). Contact details and further guidance are provided in **The Essential Guide to Induction**.

We encourage open dialogue at all times to maintain a supportive, fair, and developmental environment for all ECTs.

Let me know if you'd like this formatted as a PDF or policy document for school use, or if you'd like a visual version for staff/ECT handbooks.

General Overview Offer for All ECTs in school

Typical ECT Programme Overview (Years 1 & 2)

Activity/Event	ECT Year 1	ECT Year 2	Frequency/Notes
Mentor Meetings	Weekly	Fortnightly	With year group lead or assigned mentor
Induction Tutor Observations (Lisa Bailey)	Half termly	Half termly	Followed by feedback and professional dialogue
National Institute of Teaching (NlOT) Online Training	Yes	Yes	Ongoing through NlOT platform; completion of units aligned to teaching practice
STAR Appropriate Body Events	Yes	Yes	Includes induction updates, moderation, and support
Out-of-School Training Sessions	Once per half term	Once per half term	Organised externally; covers pedagogy, curriculum, assessment etc.
ECT Cluster Networking Group	Once per half term	Once per half term	Run by STAR AB NW – opportunity to share experiences with ECTs from other schools
Professional Reviews of Progress	2 per year (mid-year & end-of-year)	2 per year (mid-year & end-of-year)	Formal review against Teacher Standards, led by Induction Tutor
Formal Assessments (Submitted to STAR AB NW)	End of Term 3 (interim) and Term 6 (final)	End of Term 3 (interim) and Term 6 (final)	Includes ECT self-evaluation, mentor feedback, and observation evidence
Reduced Timetable	10% reduction	5% reduction	To allow time for CPD, mentoring, observations and reflection
Peer/Classroom Observations	Yes	Yes	Opportunities to observe experienced colleagues in school

Activity/Event	ECT Year 1	ECT Year 2	Frequency/Notes
Engagement with Wider School Life	Encouraged	Encouraged	Includes involvement in clubs, trips, events, and subject leadership opportunities